

**"The future lies before you, like paths of pure white snow.
Be careful how you tread it, for every step will show."
Unknown**



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President's Message

By Carol Peters



What a fast and busy start to the school year! Hopefully everyone has had an easy transition to the new Provincial Report Card during their first term.

A Big THANK YOU to PHE Canada's office staff, Luc Therrien and Dave Bard (co-chairs), MPETA Planning Committee and the many volunteers who helped make the 2013 PHE Canada

National Conference a Huge Success! We had over 700 registered delegates for the conference. Well done! Thank you to the University of Manitoba for hosting the conference and the staff and students who volunteered at the conference. I really enjoyed and appreciated the Scholar Address given by Joanne Halas from the University of Manitoba.

I would like to encourage each of you to make plans to attend the 2015 PHE Canada National Conference in Banff, Alberta. It is a great way to connect with physical education and health teachers from across Canada.

The MPETA Awards were given out throughout the national conference events. Congratulations to all the award winners! I would also like to thank all the MPETA Board members who helped present and make these awards possible. We would not be able to make all these events possible without Katja Smutny our SPAC and the dedicated Physical Education teachers that we have in our province.

As some of you may know Katja Smutny our SPAC will be taking a leave of absence for one year (January 1, 2014-December 31, 2014). We wish her well during her year of traveling! MPETA has hired Krystle Seymour to fill the one year term position. Welcome Krystle!

Editor's Message

By Stephanie Karpan

Greetings from Brandon! As a first time editor, I am grateful to Katja for her guidance and patience with me as I learn this new role. Also thank you to Karen at The Manitoba Teachers Society, who creates the layout proof for us! In this issue you will find a number of articles written by university students who attended the PHE Canada "Student Leadership Conference" at Cedar Ridge Camp in Bancroft, ON. Take a read through to see what inspired the future leaders of our profession at the fall

Top 10 Reasons Why Kids Think PE Class is Important

10. Learn how to stay in shape so you look good
9. Learn skills to be better at sports
8. Learn activities that help you feel strong
7. Learn teamwork and how to help others
6. Learn exercises to make our hearts healthy
5. Learn new activities that are fun to do
4. Learn that practice and effort equal's success
3. Learn how the body works
2. Learn skills to enjoy physical activity forever
1. LEARN: If you don't take care of your body, where will you live?

Found at: www.nhsd.org

conference. Congratulations to the organizing committee of the 2013 National Conference for a job well done. I read a number of great tweets about the conference. Here are two that stuck with me: "A nation without strong children cannot stay strong." and "What kind of movers are we harvesting?" By now we have all written reports using the new provincial report cards. Hope it went well! Next steps... Enjoy your holiday break! Get geared up for a few months of winter fun!

MPETA Updates January 2014



MPETA is on Twitter!
Follow **@MPETA_news**
for the latest news and
happenings at MPETA!

Happy New Year!

Mark your calendars for these upcoming events:

FARSIDE - Friday April 25 at the Jonathan Toews Community Centre in Winnipeg

MPETA Annual General Meeting – Wednesday May 21 at the Manitoba Teachers Society

TUCK – Thursday October 23 – location to be announced

MPETA Awards - Thursday October 23 at Murdoch MacKay Collegiate

SAGE – Friday October 24 at Murdoch MacKay Collegiate

Check the MPETA website regularly for updates about these events: www.mpeta.ca

New Schools Physical Activity Coordinator

Please note that there will be a change of office staff at MPETA for a period of one year beginning January 2, 2014. Katja Smutny is taking a one year leave of absence and Krystle Seymour has been hired for the term position as Schools Physical Activity Coordinator. His first official day in the office will be January 2, 2014. Welcome Krystle!

MPETA Professional Development Funding

The MPETA professional development funding is still available for the 2013-2014 school year! To apply, go to: mpeta.ca/resources/grants/

Thompson Publishing - Functional Fitness Charts

MPETA has partnered with Thompson Educational Publishing to promote the new Functional Fitness Charts! Charts are available to MPETA members at a discounted rate of \$255.00. Visit mpeta.ca/resources/ to download the order form and for more information.

Girls Forum

Each year, MPETA sets aside funds to help support Girls Day Events in Manitoba Schools. These events vary based on local needs but should include opportunities to be physically active.

For more information or to request funding contact us by phone at 204-926-8357 or by email at:

mpeta@sportmanitoba.ca

Intramural Equipment Grant

There are still grants available for the 2013-2014 school year! This grant program is to be used for the purchasing of non-traditional Intramural Equipment. Please note that equipment used for inter-scholastic activities (basketball, volleyball, hockey...) will not qualify for the grant.

Applicants must:

- Be a full MPETA member
- Complete the Intramural Equipment Grant Application Form (one grant application per school will be accepted)

For more information go to: mpeta.ca/resources/grants/

Geocaching Loaner Program

Are you looking to do some Geocaching with your class? MPETA has partnered with *Healthy Schools in motion* to offer the Geocaching Loaner Program!

This program will allow *in motion* schools to geocache and provide students with an innovative experience while being physically active.

How do I sign up my school? Fill out the School Rental Agreement and send it to MPETA. Geocaching Loaner Kits are available for loan to *in motion* schools for a three week period.

For more information go to: <http://mpeta.ca/resources/>

Ralph Clark – Manitoba Representative to PHE Canada Board of Directors January 2014

Thank you to Luc Therrien, Dave Bard and the many committee members for all the time and energy spent in organizing the MPETA-PHE Canada 2013 National Conference “Fields of Plenty, Fields of Play: Harvesting Healthy Active Lifestyles”. Over 740 delegates from across Canada and United States were provided with an excellent professional development opportunity. View photos of the 2013 National Conference: www.flickr.com/photos/107326885@N05/sets/72157637454833915/

Congratulations to all provincial and national Physical Education and Health Education award winners who were recognized during the conference. Two Manitobans who received a national award this year were Grant McManes and Christian Bissonnette.

Grant was awarded the R. Tait McKenzie Honour Award. This award is PHE Canada’s most prestigious award and is named after the distinguished Canadian physician, sculptor and physical educator, Dr. R. Tait McKenzie. Grant is the Healthy Living Coordinator in the Louis Riel School Division and continues to be actively involved in provincial and national professional organizations devoted to the advancement of health and physical education.

Christian was Manitoba’s recipient of the Dr. Andy Anderson Young Professional Award. This award is presented annually by PHE Canada to one professional per province who epitomizes exemplary work on behalf of the physical and health education profession. Christian is a physical education teacher at Ecole Dugald School and is well deserving of this award.

Start planning today for the 2015 PHE Canada National Conference in Banff, Alberta. Additional details about this conference will be available in the near future.

On Monday, November 18, PHE Canada Executive Director and CEO, Chris Jones, joined Canadian Tire Corporation CEO Stephen Wetmore, Canada’s Minister of Health Hon. Rona Ambrose, NHL Commissioner Gary Bettman, CEO of the Canadian Olympic Committee Chris Overholt, Dr. Mike Evans, and Grand défi co-founder Pierre Lavoie to announce the launch of the *Active At School* initiative. This initiative is calling for an hour a day of activity for kids at school. A key part of this activity is ensuring at least 30 minutes of physical education daily. Visit: www.phecanada.ca/resources/news/phe-canada-proud-support-launch-active-school-movement

Apply today for the Quality (Daily) Physical Education (QDPE) Award. This award recognizes and celebrates excellence in physical education programs and applications are now being accepted for the 2013-14 school year. Deadline to apply is March 3, 2014. Visit: www.phecanada.ca/awards/quality-daily-physical-education-award-program-former-rap-award

Passport for Life is a free physical literacy assessment tool available through PHE Canada for students in grades three to six. The system includes a set of tools for teachers to assess the physical literacy levels of their students, and adapt their teaching to provide targeted instruction that is relevant at both the class-wide and student-specific levels. To find out more go to www.passportforlife.ca/

The Active Living Alliance for Canadians with a Disability (ALACD) is undergoing a strategic planning process to identify the goals it wants to achieve over the next four years. An important aspect of this includes engaging Canadians and partner organizations through a national survey, webinars, interviews, and a national workshop. ALACD would like to hear from you through a short, 10-15 minute survey. Please choose the link that best suits your role:

Active Living Organizations

surveymonkey.com/s/ALOrgs

Sport Organizations

surveymonkey.com/s/SportOrganizations

Education Sector

surveymonkey.com/s/EducationSector

Persons with Disabilities

surveymonkey.com/s/ALAPeople

PHE Canada held its’ Board of Directors meetings from October 22-23. Discussion topics included:

- a) an update on the Canadian Active After School Partnership (CAASP)
- b) Active Living After School Program (ALAS)
- c) Physical Literacy Workshops
- d) Learn Think Move: Physical Literacy Through Sport
- e) Passport for Life
- f) Quality Daily Physical Education Awards Program
- g) Golf in Schools
- h) Tennis for Schools
- i) We Belong
- j) At My Best

- k) Health Promoting Schools Initiative
- l) AstraZenca Young Health Program
- m) Guide to Ride
- n) Movement Skills Program
- o) Parasport Fundamental

Physical and Health Education Canada membership structure has transitioned to the following three categories: Professional

Membership, Professional Student Membership, and Supporter. These changes were made to ensure that the structure met the requirements of the *Canada Not-for-profit Corporations Act* (CNCA). You can view the benefits and services of the various categories by going to www.phecanada.ca/join

A HEALTHY YOU

Physical Education Research Project

Assignment

In groups of 2-3 or alone create an advertisement addressing one of the following topics:

1. Body Image

Include: Eating Disorders

- Pressures of society (media, work, school, peers, family)

2. Anxiety, Stress, & Depression

Include: Pressures of society (media, work, school, peers, family)

- Different types of disorders

3. Substance Use & Abuse

Include: Different types of drugs and their effects

Criteria: The advertisement is to make the general public aware that there are many people whom suffer already or are on the path towards these unhealthy choices/diseases. Your job is to identify the choice/habit/disease, address the issues surrounding your topic, and give options on how people can be helped. Make others aware of the issue and help those who are struggling.

Identify:

- Your topic (What does it mean?)
- Signs and symptoms of the disorder
- Who is affected?
- What can be done to get help (what are some resources)
- How to get the message across?

Use a combination or one of the following: video (commercial), poster, Power Point presentation, brochure. You are teaching others about your topic—a question sheet needs to also be

made to be given to other groups about your presentation. This will help evaluate your work as well as your classmate's comprehension of the topic.

You will present your project in a classroom "Gallery" (Date TBA). Must be creative and unique! (A RUBRIC TO FOLLOW)

Criteria for Research Project

Not only will your group be marked during the actual presentation you must hand in the following in order to get a complete:

You must hand in a handout including;

- Your Topic
- Group Members
- What each group member did
- A professional Bibliography (including all websites, books, magazines, etc.)
- A copy of five questions you will be giving to students about your project
- Your actual presentation (A copy of the video, power point, brochure, etc.)

*****Remember:** *the presentation has to be appropriate, has to send a message, should take no longer than 5-7 minutes and identify the following:*

- Signs and symptoms
- Who is affected?
- What can be done to get help (where are some resources that people can go to?)

Girls Forum

Darren Pritchard

Andrew Mynarski VC Junior High School was pleased to host Manitoba Theatre for Young People's "Dying to be Thin" play on November 7, 2013. We invited all students in grades 7-9 to participate in this production because of its powerful messages about body image, self-esteem and eating disorders.

The play focused on a young female who reveals what her life is like with the audience acting as her trusted friend. She describes her struggles in depth with the effects of her eating disorder and provides detailed accounts of various episodes as experienced by the writer.

Students and staff were provided with an opportunity to ask questions at the end of the play and teacher packages were provided with follow-up activities and debriefing material. Approximately 2/3's of students raised their hands when asked if they had ever dieted.

AMVC thanks MPETA for their support in bringing this memorable production to our school.

To quote the MTYP Stage Manager: "We really loved this school! The teachers and students were really welcoming and they were very organized. They even reserved and put a sign on the dressing room for Ms. Russell. At the end we got the nicest and loudest clap that we have had yet! It choked Ms. Russell up a bit."

If you are interested in hosting this play at your school, contact Cathy Litman, Tour Coordinator at: 204-954-1701 or cathylitman@mtyp.ca

Hop, skip, and JUMP into lunch.

Low in fat, high in fibre, and filled with gooey goodness, calzones pack a heart-healthy, pocket pizza punch.

EASY CHEESY CALZONES makes 8 servings

Chicken filling ingredients

- 1 Tbsp (15 mL) canola oil
- 2 tsp (10 mL) dried oregano
- ¼ tsp (1 mL) pepper
- 1 small onion, finely diced
- 1 clove garlic, minced

Calzone dough ingredients

- 1 Tbsp (15 mL) wheat germ
- 1 Tbsp (15 mL) canola oil
- 2 tsp (10 mL) instant yeast
- ¼ tsp (1 mL) salt
- 1 cup (250 mL) whole-wheat flour
- 1 cup (250 mL) all-purpose flour
- 1 cup (250 mL) warm water
- 1 cup (250 mL) grated reduced-fat mozzarella cheese
- 1 can (8 oz/227 mL) pizza sauce

Directions

In a large saucepan, heat canola oil over medium heat. Add onions and garlic and cook until onions are softened, about 4-5 minutes. Add chicken, oregano and pepper and cook ingredients until chicken is cooked through, about 10 minutes. Set aside.

Directions

Preheat oven to 400°F (200°C). Line baking sheet with parchment paper. Combine flours, wheat germ, salt and yeast. Stir in warm water and canola oil. Knead dough on lightly floured counter top until dough is smooth and elastic. Form into a ball. Cover dough for 10 to 15 minutes. Divide dough into 8 pieces. Roll out each piece to ¼ inch (0.5 cm) thickness, and about 5 inches (12.5 cm) across.) Spread 2 Tbsp (25 mL) pizza sauce on each piece, leaving a ½ inch (1.25 cm) border. Spoon chicken filling and cheese on each piece. Fold the dough over and pinch the edges with a fork. Place calzones on baking sheet and bake for 12 to 15 minutes, until nicely browned.



Nutritional analysis per calzone	
Calories 260	Protein 4 g
Total Fat 5 g	Saturated Fat 0.5 g
Carbohydrates 21 g	Fibre 2 g
Cholesterol 20 mg	Sodium 190 mg

From Quick and Healthy Cookbook Kids' Edition Vol. 1 ©The Heart and Stroke Foundation

JUMP to it!

Register your school for JUMP Rope for Heart today. For more information call 204.949.2000 or 1.888.473.4636 jumpropeforheart.ca



HEART & STROKE FOUNDATION



Student Leadership Conference

Bancroft, Ontario

September 18-22, 2013

Jonathan Filewich

It's crazy how such a short period of time makes such a huge difference in your life.

I am fortunate to have been a player with the Pittsburgh Penguins, been a member of one of the most coveted teams in the hockey world – Team Canada – as a member of Canada's Under-18 team, and have won championships but the feeling I have now is unlike any of these experiences. The Physical and Health Education (PHE) Student Leadership Conference in Bancroft, ON has reached me at a deep emotional level and is something I will never forget. I have been inspired and motivated, and I have found the passion I have been missing since my playing days.

I am usually a note taker when it comes to my university degree and professional development but for some reason I didn't even think about picking up a pen throughout the entire Conference. I don't know if I was scared to miss something but it did not matter. I have absorbed a great deal of information from the camp and, more than this, I have been infused by spirit and energy.

The two mentors for the "Yellow Bananas," Dr. Nick Forsberg and Dr. Shannon Funk, presented us with the theme of relationships. Our group of eleven individuals from coast-to-coast took this idea and ran with it. I had a good conversation with each and every one of our group members during our five-day conference and was amazed by their knowledge and love for Physical

and Health Education. I remember lying awake at night thinking, "Wow! These people are amazing." Their thoughts about physical and health education are groundbreaking and their love for our field is contagious. I would give anything to be able to work with them on a daily basis and I know I will be "leaning on them" in the future.

Four mentors offered advice that I keep thinking about:

Dr. Colin Higgs – "Do something for fifteen minutes a day and you will be a master in five years." Think of how often you put something off because you are scared you will never achieve success. Just do it!

Dr. Richard Larue – "It isn't who you know, it's who knows you." How often people are worried about expanding their own network! I agree with Dr. Larue that you can only control your own actions.

Mark Verbeek - He was the first mentor to open up in the "Fire-side Chat" and I am absolutely in awe of him for doing so. It wasn't his words in particular that strongly affected me -- it was the genuine love for his work that was embedded in the words he used. The emotion in the way he expressed himself and the passion with which he lives his life is something I will long remember.

Dr. Nick Forsberg – "I hope that you immerse yourself slowly back into your routines. I also caution you that steam easily condenses back into its watery origins." I expand upon his statement below -- one sentence won't do it justice.

My Conference experience was mind-altering. The people I met not only think the same way as I do but actually act on it on a daily basis. I chose to act as well. Upon my return to Brandon University I have started the Physical Education & Activity Leaders (PEDAL) advocacy group. With the help of my Brandon University mentor Daryle McCannell, I have started this group to make sure that a Brandon University student has the opportunity to go to the PHE Canada Student Leadership Conference on a yearly basis at no cost to the student. The future membership of PEDAL will be comprised of student leaders and Brandon University alumni with the expectation of providing leadership in Southwest Manitoba for the promotion of physical education and health.

Every single individual I met at the Conference has affected me in some way. The first thing I did when I got back to Souris, MB was become a PHE member and sign up for the National Conference in October in Winnipeg, MB. I cannot help thinking about what the future has in store for me. I think of what might be possible for me to achieve each and every day. I thank PHE Canada, not for giving me answers during the Bancroft camp, but for giving me a purpose.

Student Leadership Conference

Jessica Farias

I had the opportunity to attend the Student Leadership Conference in Bancroft, Ontario. It was held on September 18-22. I found during these four days I learned how to encourage leadership and inclusion in physical education, communicate clearly, and using teamwork to problem solve. Each day of the conference was led with active living sessions, group athletic challenges, and guest speakers. All of these I found very valuable! Here are two games that incorporate teamwork, leadership, and cooperation. Both of these games can be played with any age group.

Warm up: Icebreaker (Rock, Paper, Scissor)

Find a partner, shake hands and introduce yourself, "Hi, my name is Jessica Farias from Winnipeg Manitoba, I attend The University of Winnipeg." Play rock paper scissors, best out of 3 Thank your opponent and find someone else. **Variation:** If you lost, you are your opponent's cheerleader. Until two people are left, they will battle to see who is the Rock, Paper, Scissor champion.

Activity: Golf Maze

Grade level: K-12

Unit: Cooperative Games

Equipment: Blind Folds, Ropes, Golf balls (if used inside a gym, I suggest to use tennis balls or dodge balls), Pile cones, Hula-hoops
**Note: Can use any equipment to put on the gym floor to increase the difficulty of the maze.*

Objective: As a whole group/class, each team needs to gather as many golf balls (tennis balls or dodge balls) in 10 minutes without touching any objects that are placed on gym floor and being blind folded. The objective of this game is to teach students about teamwork and leadership.

How to play: Have two groups. (Try

to divide groups evenly); if not, can have pair of threes. If your class is bigger, split the class into four groups evenly and pair students. Within the groups, students need to partner up with someone. One partner from each pair is blind folded. Partner who is not blind folded is the guide (cannot touch the partner who is blind folded only communicate them around the maze) The blind folded partner must walk around the maze and gather as many golf balls (tennis balls or dodge balls) as possible before the 10 minutes is over. Partner, who is guiding, must communicate clearly how to go around the maze without their partner touching any objects.

Once the 10 minutes is up, as a group count how many golf balls (tennis balls or dodge balls) did they get. Discuss as a group what worked and what challenges they faced. Switch partners (guiding partner is blind folded now, and who was blind folded as a guide). Place another 10 minutes on the board and see how many golf balls (tennis balls or dodge balls) they will obtain again.

Rules:

1. Only the student who is blind folded is allowed to enter the maze

2. The partner who is guiding cannot (can only walk around outside of the maze)
3. If the blind partner has touched an objects in the maze with their body (any body part counts) must freeze on the spot
4. To un-freeze, another blind folded individual in the maze must touch them to re-enter the game
5. Blind folded partner can only grab one golf balls (tennis balls or dodge balls) at a time. They must come out of the maze with their ball and hand it to their guiding partner.
6. If the blind folded partner touches any objects when coming out of the maze, the golf balls (tennis balls or dodge balls) must be dropped, and must be frozen until another blind folded partner un-freezes them.

Overall, it was a great experience. I had the chance to meet university students from different provinces and mentors. I learned new strategies and resources that I can use while teaching in the future.

A True Inspiration

Kelly Whitmore

There is no doubt that this weekend affected my life. The people I met, the things we did and the stuff we learned will remain in my memories forever. Not only did we grow as individuals but we grew within team dynamics as well.

We started off the weekend with a great ice-breaker that I would love to use in my future classroom. The game had no name but everyone formed a circle. A student would choose a way to move to the middle of the circle (crawling, crab walk, dancing, jumping, skipping...) and answer the question "What's your favorite thing about Physical Education?" Any other students who also enjoy that aspect of Physical Education would copy the original way of movement and join the leader in the middle. Then everyone leaves the circle in the same manner. When the circle is clear a new student takes the lead to the centre and the game keeps going.

The second game that I thoroughly enjoyed is not technically a game, but more of an activity. One of our mentors, Doug Gleddie, had us all up and dancing multiple times throughout the weekend. The one dance we did was called Flocking. Divide your group into as many groups of four as you have. Make the students stand in a diamond formation, all facing the same direction. The lead of your group will determine the

dance move that the group will be performing. As soon as the group runs into a wall or boundary then the direction of the group changes, and therefore so does the leader. The new leader chooses a new dance move and leads the group till a new wall or boundary is hit. Each group is responsible for doing their own thing and weaving through the other groups.

Everything you read and everyone you talk to about the PHE Student Leadership conference will tell you that it was one of the best experiences of their lives. and I agree. I arrived at the Ottawa airport on Wednesday afternoon, having never been to camp before. I did not know what to expect, all I was told was that I would have a great time, make new friends and forget nothing. This is the minimum of what happened over those four short days at camp.

I would like to focus on a few key points that I really took away from my experience. On Friday the mentors sat down with all of us after supper and we shared a “fire-side chat.” Colin Higgs, Farida Gabbani, Susan Steele and Mark Verbeek shared their thoughts and opinions on the field of Health and Physical Education. The five points that I took away from this whole weekend are:

No Regrets:

None of our mentors regret any of their decisions they had made in their past. Everything happens for a reason and if you do not like the outcome, change it. The future is in your hands so make a difference. Don't be indifferent.

Follow your Heart:

If something means that much to you, it's called a gut feeling for a reason. You were meant to do great things. Believe in yourself and don't be afraid to ask for help. Nobody succeeds on their own.

Make Choices, Take Opportunities

To get anywhere in the world you need to make a choice. You can't have or do everything. If someone offers you something, take it, make the most of it and thank them for it. Don't let all the

small things bother you, if you want to move to South America to build houses then just go do it. Worry about the small trivial things later, you can buy new plants if they die from not being watered when you get home.

Make an Impact

Be the change you wish to see. Do you ever regret not stopping to pick up a hitch hiker? Or not buying Girl Guide cookies from the neighbors? We can only make a difference if we all work together. Be innovative and create something new, leave your footprint where ever you go. It's not who you know, but who knows you.

Remain Unselfish

This point really struck home to me. Going at anything by your self is not the best idea. You need a team to back you up and pick you up when you fall down. Not everything is about grades or medals or recognition. It's about teamwork and the balance of give and take.

This fire-side chat really impacted me because these people are real people. They have been where we are now, they have felt the same way we do now and they understand us. They are one of us. The last point that I would like to share is something that I also hold close to my heart. Susan Steele shared a piece of advice with us in regards to keeping balance in life. Imagine a jar. This jar is your life. You have to put rocks and sand into this jar. The rocks are the important things like family, hope, faith, joy, friends and love. The sand is small things like cleaning, yard work, maintenance and paperwork. There is only one way that the rocks and sand will fit in the jar. If you put the sand in first, the rocks will not fit on top, however if you put the rocks in first, the sand will fall in and fill all the holes in between the rocks. This is how we must balance life. Put the big things first and the small things will fall into place when they need to.

The Time of Your Life

Jake Weidenhamer

We had been told that we would have an amazing experience at Physical Health Education (PHE) Canada's annual Student Leadership Conference (SLC), but I don't think any of us knew how it would change our lives. Although it was only four short days we spent at camp, we were

challenged physically and philosophically not just in the moment but going forward into the future. We grew as individuals and united as a unit around our love for physical activity and our passion for making a difference. We grew as leaders. We may have arrived as leaders but learned the importance of following, trusting your friends and believing in those around you, the value of a team and that there is a time to step back. You don't have to lead from the front and you don't have to lead all the time. A sign of true leadership is when the

leader goes down and someone else can step in and take the reins. The leader cultivates leadership so the group does not rely on a single person, a true feat of strength.

We were given the chance to meet some amazing students from across our great nation, people filled with passion and energy. We were able to share our culture with them and learn about theirs. We networked with amazing mentors from the world of physical and health education from across Canada and the United States. Amazing inspirational people full

Student Leadership Conference

of experience and knowledge. We were shown how lucky we are to be pursuing a profession that is so crucial to success of people everywhere. "Sport and physical education are legitimate activities in their own right, but may also be used as tools to improve the lives of the disadvantaged." (Colin Higgs). It is not important to have a career strategy with a checklist for every 5000 miles, but it is practical to have a vision for what you want to accomplish and how you want to impact the lives of others.

We learned about Physical Literacy, equipping students with the basic physical skills to lead a healthy lifestyle, and Quality Daily Physical Education (QDPE). I was shocked when I heard that 43% of schools in Canada do not meet their provincial standards for minimal physical education time, and that 10% of Canadian students do not receive any physical education. (– PHE Canada). But I was very proud when Chris Jones the CEO and Executive Director of PHE Canada applauded Manitoba for leading the way in high school physical education.

One of the most phenomenal memories I took away from the Student Leadership Conference comes from the opening ceremonies. We just arrived at the camp and hadn't had a chance to meet anyone yet. As we walked into the dining hall music was playing, and people started to dance. In a matter of seconds the entire camp of about 60 students and 20 mentors were dancing, and a conga line was suddenly formed. Everyone had a great time danc-

ing and laughing with complete strangers and it was completely spontaneous.

There are many activities I would really like to use in my classroom but I will only give two examples. The first doesn't have a name; it was used in a call-out energizer role throughout the week. It can happen at any time. It starts out by yelling "Hey *Name!*" to which they reply "*HEY what?*" This happens twice. Then the first person yells "Show me how you get down!" which is followed by the reply "No Way!" After the first person yells "Show me how you get down" for the second time the second person yells "OK!" As everyone else chants "D.O.W.N that's the way to get down" twice the second person shows off their favorite dance moves. We did this as individuals, as groups, during lunch and in the Ottawa airport. Everyone really enjoyed it, even the person dancing alone. As a quick summary it should look like this:

Person 1: Hey Dan!

Person 2: Hey What!

Person 1: Show us how you get down!

Person 2: No way!

Person 1: Show us how you get down!

Person 2: OK!

Person 1 and group: D.O.W.N that's the way to get down, D.O.W.N that's the way to get down!

Person 2: *Dances*

Another activity I would like to use is Challenge. You need an exercise ball and two smaller objects on which the exercise ball can sit. The students work in a team of about ten people to see how many different ways they can move the ball from

the stand to the other stand a certain distance away. The challenge is that the students cannot use their hands or arms. They must pick the ball up and set it down on the stand and they only have 10 minutes. Use your head, legs, feet, hips, backs whatever way you can.

From a professional standpoint I have taken many things from my experience, probably more than I will ever know but I want to highlight a few particular ones. Firstly, be contagious, not with a cold, but with positive energy, radiate positive energy, involve those around you and dance and have fun like we did at the opening ceremonies. Secondly, the importance of being a continual learner; learn from those around you, and share what you know with others, constantly work to better yourself as a professional and a person. And third have a code, live by a set of personal standards, personal standards such as honesty, respect, responsibility and justice.

This conference really meant an indescribable amount to me. I learned so much about myself and the industry of physical education and health. I met amazing, talented and passionate individuals and I had an unforgettable time in the beautiful Ontario wilderness. I think about the conference constantly and still talk to the friends I made there in the few short days. We now share a bond greater than our passion for physical education, we now hold the future and together we are the leaders of tomorrow and maybe even the future mentors of the PHE Canada Student Leadership Conference.

It's Great to be an Athlete

Brooklyn Apostle, Grade 8 Student, John W. Gunn Middle School

"Life is like volleyball....we serve ourselves, we pass things along, we set things up, and we finish things off. Sometimes we have to recover, but eventually we rotate and the cycle continues." - Unknown

Being an athlete means lots of hard work and practice. You must train, push yourself and do the very best that you can. All of the practice and determination always pays off. Whether it's when you're playing with your friends, against a different team or trying to win the championship game, your hard work will show and be seen by you and those around you.

But those who say that practice makes perfect are inconceivably wrong. Practice does not make you perfect, but it makes you better. Nobody is perfect because perfection means that there is no flaw, that there isn't anything to work towards. If you are perfect, you are unable to set goals for yourself, and setting goals is definitely a great way to get better at a sport. Therefore, if you're perfect, you can never improve and if you can never improve there will be no point to anything.

Being an athlete and learning to play sports is an amazing thing to do. For one, it makes you smarter, it makes you think harder, strengthening your mind. Two, it increases your body's ability to do things as simple as running and jumping. Sports and exercise improve you inside and out, which is one of the greatest feelings that you can have.

Playing sports is like learning a new language. In fact, playing sports basically is its own language. Once you learn one sport,



it aids you in learning another sport. For example, playing volleyball can easily assist you with playing basketball. Once you learn some basic things about volleyball, you can apply skills like movement, speed, hand-eye coordination, etc, to basketball. Almost all of the skills you've gathered from volleyball can help guide you while playing basketball. Serving a volleyball requires aim, accuracy and timing, all these can help you when you try and take a shot in basketball.

Learning new sports gets easier and easier the more you practice. The more you practice, the better you'll be. The better you are the better you will feel. So if you work hard, practice hard and strive to achieve your goals, you will look, feel and play even better than you did the last time. Just remember, blood clots, sweat dries and pain heals. No matter what happens, you will always get through it and always see an improvement. So do your best, feel your best and be your best.



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PHE Canada • MPETA EPS Canada • AMEEP
2013 National Conference Conférence nationale 2013
Fields of Plenty, Fields of Play Terrains fertiles, terrains de jeu

A Very Informative Conference

Blake Harris, Sansome Elementary School

I attended the National Physical Education Conference at the University of Manitoba and found it to be both informative and fun. I had the opportunity to see lots of teachers and friends from around the province and connect with other physical educators to see what they are doing with their students.

The first session I attended was called *Games with a Purpose*. This session made it easier for games to be used as assessment tools. We got to play a few games and see what can be assessed by playing some of these simple games. I really enjoyed the instructor's upbeat and friendly demeanor.

The combined second and third sessions were called *PE Games: How to Keep the Most Kids Moving for the Most Amount of Time*. I found this to be the most informative session. All we did was play and

play and play some more. I must have picked up 20 new games to play with my elementary students. I have started to teach them most of them over the last week. They are being active and loving the new and fresh games. The instructor moved quickly and was able to share lots of games with our large group.

On the Saturday I attended a session called #pegeeks. This session was a technology session that focused on using apps in the gym. It was neat to see how other teachers are using technology in their gyms. I took a lot out of this session, as I am not the most tech-savvy person in the world. The instructor is a friend of mine, which made the session even more enjoyable for me.

Thank you MPETA for your contribution to my development as a physical educator.

Fresh Ideas for Games

Janet Fedeniuk

This year I had the good fortune to receive “professional development funding” to attend the 2013 PHE Canada-MPETA National Conference held in Winnipeg, Manitoba. While at the conference, I quickly realized that I should have taken advantage of this opportunity years ago, and not waited for the conference to be hosted by my home city. The conference was a very positive, enriching experience for new teachers or seasoned professionals.

During the three-day conference, I was able to attend six sessions. The sessions gave me reminders about ideas from the past, brought new twists to familiar games, and supplied me with fresh, “ready-to-use” ideas.

I attended a session entitled “PE Games: How to Keep The Most Kids Active For Most of the Time”. I was NOT disappointed! The participants spent two hours playing games. Topics included warm-up games, full length games, classroom games, and weekly challenges.

**Note: the games I am choosing to write about may not be an exactly as demonstrated by the presenter; I am relying on my memory for details of the games.*

Hula Hoop Warm-up Games

spins around neck, spins around waist, spins around arm in one minute

Hula hoop tricks:

- how far can you throw the hoop and still have it roll back to you in a game of “walk-the-dog”
- hula hoop spins—spin the hula hoop; when it becomes motionless, sit down, who can stay standing the longest
- toss the hula hoop into the air and see if you can get your body through the hoop without any part of your body touching the hoop

d) roll the hula hoop and see if a partner can get through it

e) tag the tagger holds a ball to tag with, hoops are safety areas; if tagged, drop to one knee, if someone taps you on the head you are back in the game

One idea about tag games that stuck with me is: “there is no hitting in phys-ed class, only tagging.” I have expanded this idea with my own classes to say, “there is no hitting or pushing in gym class, only tagging.”

Full Length Games (games that require the whole gym)

Hunter Hawk Hoops are spread throughout the gym. There is one person per hoop. To score a point you must agree with a person to switch hoops. How many hoops can you switch to in 60 seconds? The next step in the game is to add the “hunter hawk.” The “hunter hawk” will try to steal your hoop and in doing so erase all the points you have scored. Adjust the number of Hunter Hawks based on the size of your class.

Corner Line Divide the class into four teams. Send each team to a corner of the gym. The players form a diagonal line outside the court. Two players from each team begin the game. Your team will either be given two balls or two frisbees to hold while tagging. The object of the game is to tag someone from another team that is holding something different than you. If you get tagged, return to your corner, give your piece of equipment to the next player, who, in turn, tries to tag someone from another team who is holding a different object.

To identify that you have been tagged, hold your piece of equipment in the air, while returning to your group.

Classroom Games

Alphabet Aerobics Assign a movement

to each letter of the alphabet. Sing the alphabet and perform the 26 actions.

Rock-Paper-Scissors Evolution All participants begin as chickens, if you win a game of rock-paper-scissors against another chicken you become a crocodile, if a crocodile beats another crocodile in a game of rock-paper-scissors, the crocodile becomes a giant, if a giant beats a giant in a game of rock-paper-scissors, the giant becomes king. Any time you are defeated in a game of rock-paper-scissors you drop one level; example: if you are a crocodile and are beat by another crocodile, you drop to the chicken level. Chicken-crocodile-giant-king is the order of evolution.

Weekly Challenges

Ball Pass Form a circle with your group (at least 5 people). Each group has one ball. The object of the game is to pass the ball the quickest three times around the circle. Your team should sit down when the task is completed. Everyone must touch the ball. To increase the challenge, have students move further apart.

Ladder Run Sit sole-of-foot to sole-of-foot with a partner. Your legs should be straight. The legs of the partners form rungs on a ladder. There should be about 4 partnerships per team. On the signal “go”, the first pair quickly stands up and quickly runs through the ladder and back to their spot. The fastest team scores a point. Next, on the signal “go,” the second partners stand up and run through the ladder and back to their spot. Again the fastest group score a point for their team.

More information about the games we played can be found at pegames.org. Resources are also available to be purchased.

Non-Stop LOG Action!

Jethro Bartelings

There was a plethora of sessions to attend at this year's National Conference, but the session that I was most excited about was *PE Games: How to Keep the Most Kids Active for the Most Amount of Time*. This session promised "a myriad of fast-paced, fitness-focused games," and it delivered.

Presenter David Helm (@pe_games, pegames.org) led participants through a solid two hours of non-stop physical activity. Game types ranged from quick warm-up games to full-length and classroom games.

The warm-up games were designed to get everyone moving right off the bat, using minimal equipment and having quick explanations. This reduction in lag time allows kids to start playing and getting their heart rates up in no time. The purpose of the full-length games is to fulfill the session's namesake: get the most kids active the most amount of time. The games that Helm shared ensure that every student has a role, and there are many creative ways to get 'outed' students back into the game. Although we didn't get a chance to jump much into the classroom games, the idea of finding even simple ways to be active in a classroom full of desks was a good reminder that we can always be moving.

There were a lot of games geared towards the elementary level but I could see myself using many of them with my senior years students. Although sport and fitness are a major focus in senior years PE, LOGS are still an important element to any senior years PE program. LOGS, with their silly names and schoolyard feel, are much less intimidating than traditional sport; they still develop skills like spatial and personal awareness, agility, and manipulative skills, which are all necessary to be successful in sport.

A warm-up game I really enjoyed was the Opposite Game. Despite its simplicity, it's a good way to start a class and make sure that everyone is listening. Much like "Red Light, Green Light," it is based on simple commands to get kids across the floor. However, instead of kids moving forward on "Go," or stopping on "Stop," they do the opposite. Anytime a student makes a mistake, they go back to the starting line. Additionally, you can add commands like "Shrink" and "Grow" to mix it up. Of course, when you say "Grow", they need to get small, and when you say "Shrink", they need to stand tall with arms out-stretched.

I just played this game today with my grade 9 students, and they couldn't stop laughing as they saw their friends go on "Stop," or they forgot to shrink on "Grow." It's a good way to get started and get those brains thinking, as well as making the mind-body connection.

One of the full-length games that I most enjoyed was "Towels".

I would be comfortable to use this game in a middle or senior years setting. Here's how to play:

- Split the kids into two even teams.
- The two teams will line up at either end of the gym (width wise), facing each other.
- On one end of the gym, about 5 to 7 feet away from the players, line up the towels evenly across the full width of the gym.
- Define the safe lines—neither team can be tagged when they are behind their safe lines.
- The object of the game is for team X to steal all of the towels from team Y and bring them back to their bin.
- You can only steal one towel at a time, and do not need to take a towel before you can run back behind your safe line (so if someone from team A chickens out before stealing a towel, they can run back behind their safe line to be safe).
- Here's the catch: Y can only protect their towels by tagging someone from team X before he makes it back across his safe line. Also, the minute a member of team Y crosses their safe line, they MUST catch someone from team X or they are eliminated.
- On the flip side, if someone from team X, with a towel or not, is tagged by someone from team Y, then the person from team X is 'eliminated'.
- All eliminated players go to a designated spot on the side of the gym wall (or outside of the playing area).
- If someone from team X takes the magic item and makes it all the way back to their line without being tagged, then all of the eliminated players from team X are back in the game.
- If someone from team X takes the magic item and is tagged by someone from team Y, then all of the eliminated players from team Y are back in the game.
- In either case of the magic item being taken, it is always put back so that it can be stolen again.
- At the end of a set time limit or when all of the players have been eliminated from one team, or all of the towels have been stolen, reset everything, change sides and play again.

Equipment:

Pinnies to separate kids into two teams.

20-30 "towels" (pinnies, scarves, face clothes...etc).

A container to hold 20-30 "towels."

A "magic" item (rubber chicken, bean bag...etc.).

Cones to mark the playing area (outside only).

(This game can be found on the pegames.org website)

Regardless of the age-level, LOGS are a great way to get kids

moving. They are easy to explain and understand, and require very little set-up. Along with strengthening abilities to support athletics, they help PE teachers to keep their kids moving as much as possible, ensuring that students are at least getting a solid hour of physical activity every PE class.

Helm has published two “100 PE Games” books (e-book & hard copy) that are available on his website, pegames.org. If you want a taste of some of these games, he has many of them posted on his website, free of charge. You can also follow him on Twitter @pe_games.

A Better Understanding of Basketball

Lauren Bohemier, Chief Peguis School

I attended Teaching and Playing Basketball for Understanding at the 2013 PHE Canada National Conference. Joe Barrett from Brock University led the session. This is a brief overview of the teaching model he presented.

1) Modified Basketball Game - Start within a square boundary marked by cones. Two teams of four to five people are in the square. The goal is for your team to pass the ball between each other without the other team intercepting the ball.

2) Game Appreciation – Asking students questions that help develop an understanding of certain rules or aspects of the game to better their ability. Some example questions include: How did you make passes when you were defended? When you

were not defended? How did you create passing lanes when you had the ball? When you did not have the ball? Was there an offensive strategy? Defensive strategy?

3) Tactical Awareness—Netball The court is divided into five zones with the end zones being smaller than the other three zones. Players are evenly dispersed between the five zones and must stay within that zone. The ball is passed between zones to advance the ball up the court. To score a point a player must catch the ball in the end zone.

4) Making Appropriate Decisions The game of Netball is used for this progression. Modifications are made to the game such as a narrower and longer, or shorter and wider court. Then question the players about their decision making. Some example questions include:

How did this progression change your strategy? Was it easier or more difficult having players restricted to specific zones? How do you think this progression changed the game in terms of individual accountability?

5) Skill Execution—Get Open Mark out a playing area approximately 3m x 3m. Start as a group of four and select one person to be the defender. The defender's job is to prevent the three other players from making five successful passes by intercepting a pass or knocking the ball out of bounds. Rotate the defender after five successful passes or an unsuccessful pass.

6) Performance: Basketball Students will participate in a game of basketball. Some examples of modifications that can be made include:

- Use a different type of ball or another implement
- Change the target by crossing the end zone or hitting the target
- Not being able to run with the ball or without the ball or limit the number of steps

This teaching progression would work really well with students at the middle year's level. Playing basketball can be an intimidating sport to some students. This teaching model allows students to achieve a better understanding of where to position themselves on defense and offense so they can be a contributing member of their team.

Zombie Tag

Kim Gusdal, Bonnycastle School

I really enjoyed one of the sessions I attended: PE Games: How to Keep the Most Kids Active for the Most Amount of Time Possible. We played a wide variety of warm-up/mini games that were designed to get everyone moving right off the bat in order to get muscles warm and heart rates up. Most of these games had minimal equipment, quick explanations, and little down time that help prepare students for their P.E. period. The instructor, David Helm, had goofy names for the each game and believed that the more buy-in you give each game such as silly sounds, actions and movements, the more the kids will believe in what they are doing and want to play too. I enjoyed playing all the games and many are available on their website PEGames.org.

One of the games my students really enjoyed (especially around Halloween) was Zombie Tag. Three students are the zombies to start and they must walk around the gym dragging one leg like a zombie. A good way to make them walk like a zombie is to have a bean bag or Frisbee/disc under one foot and they have to drag it along with them. Once a zombie tags someone they turn into a zombie and get a bean bag or disc and the game continues until everyone is tagged. The only drawback with using bean bags is that they tend to get quite dirty. All my classes wanted to play this game even when Halloween was over.

Conference Highlights

Leslie Parsons, Isaac Brock School

I had the opportunity, thanks to financial support from MPETA, to attend the PHE National Conference “Fields of Plenty, Fields of Play.” For the past 75 years, PHE Canada has supported schools throughout the country in their attempts to encourage children to pursue healthy and active lifestyles. The Manitoba Physical Education Teachers’ Association has been instrumental in developing physical and health education programs. What better organizations to come together to plan the National Conference were delegates could increase their knowledge and develop resources to help foster the whole person. The conference offered close to one hundred sessions that were presented by individuals who were passionate and knowledgeable about their specialties. I attended the following sessions:

Who Needs Education Gymnastics?

This workshop focused on the Fundamental Movement Pattern approach rather than focusing on skills. By utilizing this approach we learned a few mechanical principles about each of the movement patterns, and were able to understand many of the skills used in sport and the activities of gymnastics. The five Gymnastics Movement Patterns covered were: landing and falling safely, stationary positions, locomotion, rotations and springs. The resource that was modeled for this workshop was *Up, Down, All Around Gymnastics* by Keith Russell (Canada), Gene Schembri (Australia) and Tom Kinsman (Canada).

PE Games: How to Keep the Most Kids Active for the Most Amount of Time

Focusing on a fitness-based approach to physical education, several fast-paced fitness games were played. Most of the activities could be played in the gym, classroom or outdoors. The games presented in this two hour session were fast, fun and

inclusive.

Resource material and information can be found on the website pegames.org and games and YouTube. The hundreds of activities, warm-up activities, games, individual and group challenges are shared on the website.

Just Beat It!

This session was a drumming experience that captured the essence of movement, rhythm, and fun. It is a powerful way to increase blood circulation, and to improve neurological responsiveness, concentration and coordination.

This dynamic session was developed from a program based on “Drums Alive” which originated in Germany. With the aid of stability balls, drumsticks, bases, step risers or baskets and music, students will enjoy this experience and become physically fit at the same time.

Resource material can be found on several **Drums Alive** websites and on various **YouTube** sites.

Jump to It!

This session taught the basics of short rope, long rope and double dutch skipping. Instruction for Chinese jump rope and jump bands was also given.

This refreshing session motivated me to get my students skipping at recess. The Chinese jump rope ideas were a blast from the past for me. Chinese jump ropes were something that I did as a child many years ago and I will definitely introduce it to my elementary students.

Resource material can be found on many **websites** and **YouTube** sites. Information about the Heart and Stroke-Jump Rope for Heart fundraiser can be found on Manitoba Heart and Stroke website.

Teaching Games for Understanding:

Cricket

This session outlined several simple progressions and activities to teach modified cricket games such as Continuous Cricket and Kanga Ball.

An excellent resource to acquire was developed by the International Cricket Council, *Teach Cricket—A Practical Guide for Teachers, Coaches and Parents*. This 80 page booklet outlines warm up activities, fielding, batting, bowling, and various lead-up games.

Continuous Cricket instructions:

1. Divide students into two teams
2. Batting team will line up at one end of the gym
3. Fielding team will spread out in front of the stumps, a minimum of 5 meters away
4. One fielder acts as wicketkeeper
5. The teacher serves ball one bounce underarm at the stumps and the batter attempts to hit it
6. Whether they hit it or not the batter has to run
7. Batter scores one run each time they travel round the cone and back. More than one run at a time can be scored
8. Fielders return the ball every time to the teacher who continuously serves
9. Each batter keeps going until they are bowled, caught or they hit the wicket
10. Highest team score after everyone bats “Wins!”

Note: Equipment is available from Manitoba Cricket Association and MCA will conduct clinics in your school.

Learn, Think, Move: Physical Literacy through Games and Sport

This workshop provided a look at the Learn, Think, and Move: Physical Literacy through Games and Sport Resource series. Each resource includes example activities to further develop physical lit-

eracy, concepts relevant to the teaching games for understanding model, an assessment component and reflects on a case study of a relevant sport. The program will be comprised of online teacher resources that include informative and interactive lessons, activities and teaching tips to help teacher integrate physical

literacy into their physical education lessons.

This resource series will be available Fall 2014, in five sport streams: ringette, soccer, cycling, canoe/kayak, and badminton.

PE Games Session

Matt de Graaf

On October 25 at the MPETA/PHE Canada national conference, I was one of many who had the chance to take a session on PE Games with David Helm. We had the opportunity to learn and play two hours worth of different games that get children active and engaged. The following is an example of one of my favorite activities from the session.

Corner Ball

Description: If playing this game outside, use cones to define a large, rectangular playing area.

In this game, each team has a corner, and each corner gets 3-5 of the same coloured balls (i.e. so you might have red corner vs. blue corner vs. green corner vs. yellow corner).

The kids waiting in line who do not have balls must wait off of the playing area, and stay in the corner

The kids with balls are allowed to move anywhere within the playing area, and are allowed to either tag other kids who aren't on their team, or throw the ball at them (same rules as dodgeball – no heads, no throwing to hurt someone...etc.).

If you are tagged/hit by a different coloured ball, you must IMMEDIATELY run back to your corner and hand your ball to the next waiting person in line. Balls cannot be drop-kicked, thrown, rolled...etc., but must be handed to the next waiting student. Once you are eliminated, you go to the end of your line, and wait for your next turn.

If you throw your ball and miss, you can still be tagged (even though you don't have a ball), so think about where you want to throw it).

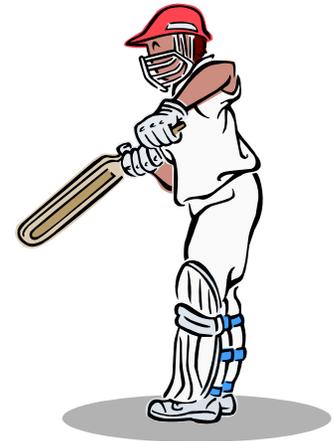
You are allowed to block using your ball.

You are not allowed to touch anyone else's ball, even if it rolls right up to your feet.

A fun variation of this game is to buy coloured pool noodles, cut them in half, and have the kids use these instead of dodgeballs to play.

Equipment:

- 4 different coloured dodgeballs (about 3-5 of each colour)
- Cones to define the playing area (outside only)



Teaching Games for Understanding Cricket

Nigel Wilcox, Prince Edward School and cricket lover

There's more to cricket than white uniforms, tea and long games! Participate in numerous warm-up activities, small sided Kanga Ball and have fun learning how to teach this easy to play bat and ball game, extremely popular throughout the Commonwealth.

This is the short description of the session I facilitated at the 2013 PHE conference. How accurate was it? 20 participants enjoyed learning about teaching cricket based activities by hitting, bowling, throwing, catching, and generally having a great time with a little competition thrown in.

To start the session I distributed a brief and I hope light hearted True/False quiz in an attempt to welcome participants to the world of cricket...some examples:

- 1) Children who play cricket worldwide outnumber those who

- play baseball by 5: 1 T F
- 2) If a batter hits the ball they do not have to run T F
- 3) Batters may hit the ball in any direction T F
- 4) When the umpires lift one finger in the air, they are indicating that the batter is out and not demonstrating a rude gesture T F
- 5) Canada would adopt cricket as its national game but most hockey players wouldn't be able to understand it T F

Many of the activities were based around the CAA (Canadian Cricket Association) publication "Teaching Cricket" which I have used at my school for over 10 years. These activities start with basic movement skills of running, catching and throwing the red rubber balls toward the 3 stumps, (known as the wicket) and delivered by the fielders to the student behind the wicket, (known as the wicket keeper).

The intensity of our session increased as we split into two traditional cricket rivals, Australia and New Zealand, and faced off in a quick game of Fielders vs. Runners. The intention of this adapted game is to show how to run with the cricket bat (remembering not to drop it...it's not baseball!) and race between the two wickets and the safe lines, known in cricket as the crease.

Despite the dubious scoring of the two teams, I moved on to two adapted versions of the game, "Continuous Cricket" and "Kanga Ball". Now the ball started to be hit to all corners of the Max Bell Field House. We started to learn new terms, the pitcher is called the bowler, a wild pitch is a wide, a home run is a 6 run score, and many more. The interest and enthusiasm was great, even to the point of wanting to understand the LBW rule, (leg before wicket), why cricket can take 5 days to play, (but not in the school ver-

sion), and why cricket players wear white uniforms.

Much fun was had by all, and I was greatly impressed with the enthusiastic versions of "HOWZAT" which the participants learned was how you appeal to the umpire when getting a batter out.

So what next? Schools can be supported in teaching cricket to their students by con-

tacting the Manitoba Cricket Association (Executive Director Ron Dipchand 204 925-5672) directly for details about workshops and equipment. The MCA does host a Schools Cricket Tournament at Assiniboine Park in early June. New schools are very welcome!

Have fun playing cricket!

Table Tennis Fun

Rob Treffner, Dalhousie Elementary School

There were many interesting sessions billed throughout the conference. As the cold weather approaches I would like to share information from a session that could be used for a school club activity, a P.E. unit, station activity or indoor recess activity; Table Tennis for Fun and Understanding.

This session was overseen by Dr. Catherine Casey and her PE/HE SY2 teacher candidates from the University of Manitoba. They created table tennis games, activities, strategies and tactics for competitive and cooperative learners. Our activity session was divided into six stations in which we were provided with a fresh outlook on how to teach table tennis by maximizing the use of equipment, space and resources. Here is a brief overview of each station.

Station 1 – Aim Deep! Long Shots in Table Tennis

Using a long table with buckets (other targets) placed on the end, students are taught to aim for the end of the table. Students are on opposite ends of the table throwing a tennis table ball in order to teach students the strategy involved in attempting to manipulate their opponent backwards away from the table.

Station 2—Pong 360

This was a fun and active station in which we used and practiced our striking skills with an implement. Players move around the table and cooperate to keep the ball in play. Our progressions included using different types of implements, balls, movements and directions.

Station 3—Cross the Country: Cross Court Shots

Partners lined up diagonally across from each other. Partners bounce the ball to each other where each player returns the shot and tries to hit the stationary targets (maps of Canada). In our second progression, arrows were placed on the table so students would hit the ball in an 'X' pattern and hit cross court continuously.

Station 4 – It All Starts Here

There were two football themed tables used to practice the skill of serving. In the first table game, students practiced serving trying to hit the table tennis ball through the goalpost uprights that were posted on the wall. This was similar to kicking a field goal in football. In the next progression, different sized targets (football tattoos or logos) were placed on the table. Points were awarded for hitting different size targets.

Station 5 – Pizza Pong And 31

This station could utilize round tables or using floor tape for this activity. Both activities focused on passing, rallies and ball control. Divide your table or floor into multiple pizza wedges (depending on the size of the group) and a taped inner circle. Pass the table tennis ball through the center circle to promote passing, count a point for each pass into a wedge. In the second

game, playing cards are used and the game is similar to the card game of 31. The cards are spread out face up throughout the pizza wedges. Three cards are face down by your end wedge. Students rally across the wedge trying to hit the cards. If you hit the target the student may choose to exchange the card with one facing down or turn a card over. Try to build your hand closest to the total score of 31.

Complex Skills, Easy Games

Michelle Parnell, Athlone School

I attended the SAGE—Fields of Plenty and the following is a brief outline of sessions attended.

9:00am: I attended the keynote speaker, Dr. Margaret McNeill.

Session A: 50 Fun and Functional Exercises on and Off an Obstacle Course

The presenter, Lee Spieker, is the inventor of the obstacle course. He spoke about the products versatility for activities and ages. He went into detail about how to incorporate the equipment into our programs. Teachers from the group demonstrated movement on and around the obstacle course. Movement involved jumping on and off, jumping over, walking on top, and many more. Some teachers worried about the durability of the product but we were reassured of its safety. After the presentation, teachers from St. James spoke to our division coordinator about purchasing one for our division.

Session B: 40 years in the Gym

After visiting the marketplace I purchased the book *40 Years in the Gym*. This was not the session I signed up for but I really wanted to attend. The presenter was Donald Glover. Best SAGE session of the day. He brought university students with him who helped to set up and manage the session. They presented simple activities that could be integrated into the classroom immediately. Took complex skills and

put them into easy fun games for all ages. Great session!

Football Passing Game

Grades 3-12

Equipment:

- One inflatable, soft, rubber football with a textured surface that can be easily gripped or one foam football per team
- One hula hoop per two teams
- One cone per team
- Tumbling mats or crash pads if players must run close to or toward a wall or the path of another runner
- Two different colors of tape to mark starting lines and the location for the hula hoop

Description: Divide each team evenly into passers and receivers and station each team in a different corner of the gym or playing field. In each team area, mark a starting line in one colour for passers and a line in a different colour for receivers.

For each team, set one football in the hula hoop near the middle of the playing space. Mark the location for the hoop with a piece of tape because the hoop will move during the course of play.

The passers line up in a diagonal line facing the center of the gymnasium or play area. The receivers line up in a lone parallel to the end line of the basketball court, facing the cone at the other end of

the court. If the cone is near a wall, stand a tumbling mat or crash pad against the wall to protect students who might run into the wall.

On your signal, one passer from each team runs to the team's ball, picks it up, and prepares to throw the ball to the team's receiver. The receiver may not start running until the passer touches the ball.

The passer attempts to throw the ball to the receiver as the receiver runs across the gym towards the cone. If the receiver catches the ball, he/she runs around the cone, back to the hula hoop near the center of the basketball court, and sets the ball in the hoop. If the student does not catch the ball, he/she immediately retrieves the ball and returns it to the hoop.

Students score points in the following manner. Receivers score one point if they catch the ball. The first receiver to catch the ball and replace it in the hoop receives a bonus point. Points can only be scored if the ball is caught. So a receiver can score two, one, or no points per turn.

As soon as a passer and receiver complete their turn, they return to their team, but they switch lines so that they perform the opposite task during their next turn. If a player scores, he/she runs to the scoreboard, adds his/her points, then returns to the correct line.

For this game to be most effective, the

students must understand the movement pattern so that the game can progress rapidly. Students usually learn the pattern after going through it a few times. Once the students have learned the pattern, try to clap your hands every six to eight seconds.

x x x x x

o o o o o

x x x x x

<> <> <> <> <>

X = outfielder

O = pitcher with ball standing on poly spot

<> = Mats for home-run fence

Activity adapted by permission, from D.W. Midura and D.R. Glover, 1999, The competition-cooperation link: Games for developing respectful competitors (Champaign, IL: Human Kinetics), 80-83.

Popcorn Basketball

Grades: K-6

Equipment:

- Two folding mats attached together, standing upright.
- Thirty foam balls in assorted sizes.

Description: Fold the mat into a circle, and set it upright on the center circle on the gym. Station two students inside the circle formed by the mat, and designate them as the popcorn basketball return machine. Using the Velcro on the ends of the mat, close the circle.

The rest of the students each have a ball. On your signal, they shoot the balls into the circle formed by the upright mats.

The two students inside throw the balls out as quickly as they can, enabling the shooting students to retrieve the balls and continue shooting. The kids inside the mats love being there, and they get a great workout.

After about three minutes of shooting, send two or three different students into the circle to serve as the ball returners.

You can let the students choose the type of shot they want to take or you can spec-

ify how they should shoot. For instance, after teaching the layup, allow the shooters to shoot only layups.

Variations Put out two mats, one inside each free throw area. This gives more children a chance to be inside the circle.

Forbid the students to get too close to the mats, make them shoot long shots.

This game is taken from *40 Years in the Gym* by Donald R. Glover.

Session C: Extra Ordinary Team Games

Before this session I purchased many of the books CIRA was selling in the market place. The presenter was Chris Wilson. He had excellent ideas with objects from the dollar store. He gave us lots of games to play with kids of all ages that were high intensity and full of skill development. He took simple games like end line soccer and ultimate and added endless subbing in and out after a goal. Students are always either on offence or defense. Another great session, information I can use immediately in the classroom.

Incorporating Cultural Games

Nina Peña, École R.H.G. Bonnycastle School

I attended a workshop titled “A Fun Introduction to Aboriginal Themed Games” on Friday at the PHE National conference. This year at École Bonnycastle School, we are trying to implement more cultural games and activities that will help meet the needs of our diverse student population. This workshop, presented by Nancy Karpinsky was very helpful because she gave us a list of fun games and activities to teach and we had time to play several of the games and get a feel for them. I will list a couple of the games we learned.

Red River Cart Tag: Make a circle (you can use a circle on your gym floor). Make two lines going across both sides of the circle.

Four students start on the circle. One person (tagger) starts in

the center of the circle. On signal, players will start running around on the circle, they must stay on the lines. Once they are tagged they are out of the game. You can have several games going on at the same time.

Snake and Mouse Tag: Have groups of five or so students stand in a line, holding on to each other by the waist. Have one or two students start as taggers. Students are running around the gym with their groups. When a tagger joins a train line as the caboose, the front captain of the line is now the new tagger and has to leave that train. You can reinforce with students that they must work as a team and they are trying to protect their captain and team.

Games and Activities that focus on Teaching

Jan Watters, Sisler High School

After a terrific Keynote speaker fired the crowd up, about 45 of us headed over to the other side of the curtain at the Max Bell Center for the first session of the morning.

Robert Matheson led us in a fast paced presentation that kept the participants on their toes, engaged and enjoying his active session. Teaching Games for Understanding is an approach that has been around since the 1980's. It now forms the foundation of the new Ontario Health and Physical Education curriculum. TGFU allows students to participate without fear as the gator balls lessen the chance for injury and no matter where a student's athletic skill level is at the gator balls are easy to use.

Students get active quickly by playing the game right away, without practicing skills. A natural progression of skill development takes place as does strategic knowledge. Students of similar ability can play the game, allowing for smaller groups. TGFU have been categorized into four main groups:

Net and Wall Games – Players score points by propelling an object over a net or off a wall. Making it difficult for your opponent to return the object is the goal.

Striking and Fielding Games – The offensive team strikes an object into the playing area, requiring the defensive team to field the object.

Territorial Games – Teammates control an object by working together as they advance into the other team's zone. Finding opportunities to score is the goal.

Target Games – Players propel an object at a target, trying to score as many points as possible.

Some educators have proposed a fifth category of **Racing Games**. (Participants focus on moving around a course, attempting to complete it in the shortest time possible. There may be tasks along the way to complete. Racing games may also involve evading other players.)

With respect to the various categories of games Robert covered, tactics and strategies, both offensive and defensive were mentioned as well as transferable skills.

Four Court Newcombe Ball (Net and Wall Game)

The object of this game is to throw the ball over the net and have it land on the side of one of the opposing teams.

Equipment – One Gator Ball and four volleyball nets

Divide the participants into four teams. Decide which team will serve first, rotate it through each team after each point. Play be-

gins by throwing the ball over a net into an opposing team's side. Players try to prevent their opponents from scoring by catching the ball before it hits the floor. Three players must touch the ball before it is thrown over the net. A player cannot throw the ball over the net twice in a row. The teacher will force rotations by blowing a whistle. One whistle and the front row changes with the back row. Two whistles and players rotate within their row. Players need to be alert, they never know when the ball will come to them.

Variations: Add more balls to the game. If a player scores on another team, he/she must trade with someone on that team

Bucketball (Territorial Game)

The object is to score more buckets than the other team.

Equipment: Two buckets, pails, or baskets; Gator balls; pinnies.

Split the players into two equal teams on a basketball court. A player holds a bucket while standing on a chair, bench, mat or in a hula hoop. Teammates try to throw the ball to the player holding the bucket. The player holding the bucket should be in the centre of the basketball key. Players pass the ball down the court as they advance towards their teammate who is holding the bucket. Players can take three steps and can hold onto the ball for three seconds, then the player must pass or shoot. A violation of these rules (steps or seconds) results in the ball being awarded to the other team. A pass that is thrown and not caught by a teammate also goes to the other team. A shot at the bucket that fails also goes to the other team. The player holding the bucket can assist in scoring by moving the bucket towards the ball. Players cannot touch the ball carrier or the ball when it is held by another player. No player from either team should be allowed in the area around the bucket. If the team scores, a player from the opposing team should get the ball and start it back into play

Variations: A player cannot score two buckets in a row. Switch bucket holders after each score. Use a larger bucket to make the game easier or more difficult with a smaller bucket. Place the bucket on the floor with no player holding it. Do not allow the player to take steps with the ball, they can only pivot.

Knockdown (Target Game)

The object of the game is to knock all of the bottles off the other team's bench.

Equipment: Two benches; an even number of 2L and 1 L bottles; Gator balls

Split the players into two equal teams

Professional Development

Place a bench at each end of the playing area. Place the bottles on the benches and establish a safety zone around the benches. On the leader's signal, players throw the gator balls at the bottles in an attempt to knock them down. No players are allowed in the safety zone. The first team to knock down all of the bottles on the opponent's bench wins, or the team with the most knockdowns wins, when time has expired.

Variations: If a player throws a ball through the basketball hoop at the opposite end, then that team gets to put all of their bottles back on their bench. Fill some of the bottles with coloured fluids and award different points for different colours. Position two benches at each end, one closer than the other and give more points for the bottles on the furthest bench. Place benches in different areas of the gym (back, side, front), creating targets in various areas and creating the need for more team strategy.

Crazy Cricket (Striking and Fielding Game)

The object of the game is to score more runs than the other team.

Equipment – Gator Ball, a set of pinnies

The entire gymnasium is used with one wall serving as the base and the other end as the hitting zone. The hitting team's pitcher rolls the ball on the floor to the batter. The batter kicks the ball anywhere in the gym as long as it passes over the foul line. After hitting the ball, the batter runs to the far wall. There is no limit to the time or the number of batters who can stay on the wall. A run is scored when a player crosses back over the foul line. To get a player out, the ball must be caught before it hits the ground off a kick. A player can also be out if he/she is tagged with the ball by the defensive team. Play stops when the fielding team places the ball on the foul line. Teams switch after all batters have kicked. When the last batter kicks, the inning ends on a fly out or when the ball is returned to the foul line.

Variations: Use three 2 L bottles for wickets and play stops when a wicket is knocked down. Have players strike the ball with an implement (bat, hockey stick, tennis racket) and the pitcher throw it to the batter on a bounce.

Time Ball (Racing Game)

The object of the game is to complete the task quicker than other teams.

Equipment: a Gator ball for each team

Each team lines up, single file, with about two metres between each player. The first player is a short distance from the start line (approximately 3-4 m). Each team has a leader who stands with ball on the line, facing his/her team. The leader throws the ball to the first teammate, who runs with the ball around the rest of the team past the back of the line, and returns to his/

her position

Once there, the ball is thrown back to the team leader and the first player sits down.

The leader then throws the ball over the first player to the second teammate, who repeats the process of running around the team and then returning to his/her position.

The race continues with each player catching, running and throwing the ball, until the last player is done and the ball is returned to the team leader.

The first team to have all the players sitting is the winner.

Variations: Use soccer skills, so the ball is kicked between teammates and dribbled with the foot around the team. Use basketball skills, so the ball is bounce passed between teammates and dribbled with the hands around the team. Race against the clock to improve times instead of racing other teams.

Dance

Kathleen Lukas, Forest Park School

I attended both days of the National PHE Conference that was held on October 25 and 26 in Winnipeg, Manitoba. Although this was not my first PHE Conference, the previous one was attended so long ago that I can hardly remember it (it was still called CAHPERD at the time!)

All the sessions I attended were very good—they were interesting, practical, and useful to my teaching. Saturday was somewhat disappointing, as both sessions I registered for were cancelled—even my second choice for one session was cancelled! Kudos to the conference planning committee because even my second and third choices were very good!

My personal focus at the conference was Dance because the new Dance Curriculum has put such a big focus on dance right now in the province, and especially in my school division (Seven Oaks). The dance session I particularly enjoyed was entitled *Developing a Vocabulary of Dance: Enhancing Physical Literacy Through Dance Education*. Through a card set called "Action Pak" that the presenters developed and marketed, we were led through a process of creating/choreographing creative dances. The cards consisted of action words with images that we explored, then put together to form sequences and dance movement. It was very easy and simple for the instructors and led to some amazing dance choreography by the participants in the session. I have since used these cards with my own students. They have begun their own dance exploration and choreography with these cards, and have come up with some amazing dances as well—even the

boys! My students have really taken to these dance cards and they are very easy for me to use as a teacher.

My favourite session of the entire conference was *Just Beat It*. It was a drumming session that included movement, rhythm, and lots of fun! Exercise balls balanced on aerobic step risers were used as drums, with regular drum sticks. We beat patterns on our own drums and those of our neighbours, in time to the beat of the music. Various forms of locomotion were used to move

around our drums and to get to the drums of our neighbours. Not only was it fun and different, but it was also a great workout. Corinne Thiessen did an excellent job presenting this session!

I enjoyed the conference very much: the sessions that I attended, the marketplace, and the social events that were part of it. Thank you to the planning committee, and to MPETA for providing financial assistance.

Get Your Fit On!

Walter Fehr, Border Valley School

One of the sessions I attended at the 2013 PHE National Conference was *Get Your Fit On*, led by Ted Temertzoglou from Thompson Educational Publishing. Through the use of Thompson Publishing's Functional Fitness Charts, Ted's session was informative, hands on and practical. Ted led the group through a number of activities that were not only fun, but a great work out as well. Activities included warm up, flexibility, core, cardio, and strength training. All of the activities were done with basic equipment that most P.E. teachers have in their gym storage rooms—pylons, skipping ropes, balls, mats, etc. Ted showed us how the activities were designed to teach proper form of basic movement skills in the early years, and progressed to developing sport specific skills as students grew and developed in later years. One of the activities using the fitness charts was a circuit. Four of the fitness cards were placed

at one end of the gym. At the other end of the gym, each group was lined up behind an agility ladder. The first person in line started a routine/pattern on the ladder and then preceded to one of the fitness card stations. The people in line would follow. After completing the task on the fitness card, the person would go back to the ladder, do a different routine/pattern and go to a different fitness card. This was repeated until we had gone to all of the fitness cards set out. Another activity using the fitness cards was a scavenger hunt. Fitness cards were scattered around the space upside down. Using an erasable marker, each card had a number written on it along with the number of repetitions that were to be completed. We were placed into groups and each group was given a number. Each group had to move together to find the fitness cards in order, starting with their group number

and then complete the task and repetitions on the card. If the group's number was 6, you would have to find card 6 and then complete the rest of the cards in order. The cards provided a variety of tasks which included strength, flexibility, cardio, or yoga. The great thing about this session was that everything we did could be adapted for use at any grade level. The activities were also designed to keep everyone active at the same time with a lot of variety. I felt that this was important for students with short attention spans so they don't get bored standing in line waiting for their turn. Activities could also be adapted to run in small spaces; a necessity when your gym is taken over during Christmas concerts or dramas. This was an excellent session and I have used many of the ideas Ted presented in all of my K–8 Physical Education classes.

The Connected Teacher

Raena Thompson

Presenter: Tracy Lockport

The Connected Teacher: This session was about different ways to motivate and engage students in physical education, bringing new technology tools and ideas to a classroom, learn about websites, apps and online tools that bring a more balanced approach to a physical education programs.

In the session with Tracy Lockwood we had a chance to discuss and discover how to integrate technology into our PE classes. We shared various technology tools and resources that are available for PE (websites, apps and other online tools) and had an opportunity to share how to integrate technology in PE.

Websites of Interest:

Ever Active Schools – www.everactive.org

ThePhysicalEducator – www.thephysical-educator.com

iPE: Inquiry & Technology in PE – www.iphys-ed.com

PE Universe – www.peuniverse.com

PYP with Andy – www.pypewithandy.com/

Surveys – www.polleverywhere.com

Student Portfolios:

Mural-ly - <https://mural.ly/>

Google Drive (Create a Google Form, Google Docs) – <http://drive.google.com>

Physical Education Apps:

Nike+ (free) The most popular running app on iTunes. Friends can be added to help motivate your workouts.

RunKeeper (free) The RunKeeper mobile running app lets you track your workout performance over time, while connecting with your friends to make your workouts social. This app also lets

you track other activity, including cycling.

Yoga Apps There are numerous yoga apps that are either free or at a low cost and easy to follow.

Nike Training Club (free) Gives you your own personal trainer, anytime, anywhere. Get lean, toned and strong with more than 85 custom-built workouts.

Zombies Run (\$3.99) This app is an ultra-immersive running game and audio adventure.

Ubersense (free) Helps athletes and coaches by:

- Recording HD video and playback frame-by-frame.
- Providing instant slow motion analysis, zoom and advanced drawing tools for any sport.

Coach's Eye (\$4.99) Record it, break it down and improve skill by capturing a skill on video and importing it to your device's camera roll, email, Dropbox, etc. Record in SD, HD or HD+.

Coach My Video (free) Anytime, anywhere video analysis.

TGfU Games for PE (\$1.99) TGfU Games PE includes more than 200 games, a wide variety of skill levels, broad categories of games and activities and a robust search capability.

Swim Games (\$0.99) Swim Games is a quick reference guide for a variety of games to play in the swimming pool. Teachers, Instructors and Parents can confidently and quickly look up fun games to play with swimmers of all abilities.

Make My Groups (free) See total points earned in saved games/assessments. Sort your lists into the fairest groups based on their total points score in all their games! Move names around after resuming a saved game/assessment.

Exergame Apps:

Bit Breaker (free) Place down your device, take a few steps back and play the game with your body in this arcade inspired brick breaker. Step left or right to steer the paddle and jump for a power shot!

Bird Up! (free) Birdie wants to see the sky but can't remember how to fly! Flap your arms to make Birdie flap. Get the right rhythm and Birdie flies.

Fit Freeway (free) Fit Freeway is a classic arcade racer you play on your exercise bike or elliptical! Exercise faster to accelerate your car and just lean left or right to steer!

Pop Flux (free) Pop Flux is a motion-sensing augmented reality game that puts you on the screen and in the action. Jab, poke, or head-butt bubbles as you bob and weave to avoid danger -- all without touching the screen!

BallStrike (free) Simply stand in front of your device's camera and use your body to twist, turn, kick, hit and jump to make the balls explode.

Fuego's River Adventure (\$0.99) Fuego's River Adventure is a fun arcade adventure game where you control Fuego by jumping, running and moving side to side. Utilizing LokkoMotion technology to detect your movements through the front camera on the iPad, Fuego will jump, run and move when you move.

Janet Fedeniuk, Meadows West School

This year Meadows West School used the MPETA Intramural Grant to purchase twenty-five Flyer Disc from page 28 of the 2013/14 Sportfactor Catalogue.

The cost of each disc was \$8.95.

We were looking for a new piece of equipment suitable for our elementary age children, to help develop their throwing and catching skills. The Flyer Disc appears to be made of a denim material, and has a rubberized gripper edge. It is a lightweight, user-friendly disc. There is NO “fear of catching”, with this piece of equipment.

We use the discs for the following activities:

1. Throwing and catching in partners or in small groups while practising the forehand and the backhand throwing techniques, as well as the two-handed pancake catch, and the one-handed frisbee catch.
2. Monkey in the Middle
3. Throwing for accuracy at targets: throwing at foam targets on the floor hockey nets, hoola hoops hanging from the climbing structure, hoops taped to the wall or targets painted on the wall; knocking a badminton birdie container off a desk, or a ball off a pylon
4. Keep Away, or 3 vs 2: try to make 3 successful catches to earn a point, nobody guards the person with the disc
5. End-Ball: teams of 3 or 4 players pass the disc up the court to a teammate standing past the end-line. The player holding the disc is only permitted to pivot. Nobody guards the disc holder. Whoever made the pass to the ender, becomes the new ender. The ender may move anywhere along the endline.
6. End-Ball with a hoop target: the same game as #5 except the ender stands in one place and holds a hoop. They can move the hoop in any direction to help their teammate score through the hoop.
7. Ultimate Disc: a game similar to end-ball except any player may go past the endline for a catch to score a point. Teams change ends every point. The game begins with one team throwing to

the other team from their goal-line. Any pass that is dropped or knock down becomes the property of the defensive team.

8. Grid Tag: played in an small area, approximately the size of a four square game, where corners are clearly identified. Three players are on offence, one player is on defence. The offensive team passes the disc from person-to-person while the defensive player attempts to knock down the pass or tag the person while they are still holding the disc. No diagonal passes are permitted, so offensive players keep moving corner to corner. If intercepted, touched, or tagged, the defensive player switches places with the offensive player.

Although this equipment was originally purchased for our Grade 3 intramural program, we find that it is a safe indoor replacement for the frisbee or ultimate disc. In particular, for those students who are still developing their catching skills and need to gain confidence, this is a very developmentally appropriate disc.

We were also able to purchase elementary-size, soft, polymesh vests. The cost of each vest was \$5.95. They can be found on page 32 of the 2013/14 Sportfactor Catalogue. Additional funds for the purchase of this equipment, came from our school physical education budget.

The vests/pinnies have black, ribbed edges that make it easy for the children to figure out where their arms and head go. Thirty-two vests fit easily into one crate. This means they are simple to store, and result in only one small load for the washing machine.

We use the vests for all games that require teams. Here are a couple games using pinnies.

1. 30 Second Tag: the red team is “it” for thirty seconds, each person who is “it” counts how many students they tag, after thirty seconds you can total the teams’ points, or compare individual player’s scores to see who tagged the most people. A team consists of about five players when there are twenty-five students in the class.
2. Elimination Tag: the red team is “it”, when a player is tagged they sit. Time how long it takes for the red team to eliminate all other players. Repeat the game with another color as “it”.

Pam May

Austin Elementary School is a K - 8 school with 130 students. We decided to purchase pedometers which track moderate to vigorous activity time. As a school we have been promoting students to engage in at least 60 minutes of activity a day. We have found that this is a hard concept for kids to track on their own.

We purchased a class set of 30 Piezo-SC Step MVX from Step Counts. The total price was \$498.23. They came at a discounted price because of the PHE conference and then we were given the better model as they didn't have what we wanted in stock. Normally the cost of these would be approximately \$700. We paid for the rest of the kit through our physical education budget.

We will use these in multiple ways. We have a run club that meets



in the fall and spring during our 40 minute break of the day (we are on a balanced school day). They will also be used with younger grades as a challenge to see who can accumulate the most steps or longest time at recess. We will also be using them in our other intramural sports such as floor hockey and basketball and give the team with the highest step

count an extra point at the end of the game. I think we will think of many ways to use these throughout the year.

A big thank you to MPETA for making the purchase of these possible.

2013 MPETA Awards

On October 24 and 25, 2013, as part of the 2013 National Conference, MPETA presented the following awards to recognize outstanding contributions in physical education for the 2012-2013 school year. Congratulations to all 2013 MPETA Award Winners! A special thank you goes out to all nominators, presenters, and organizers for making the 2013 MPETA Awards a success!



Carol Peters and Raena Thompson

Stu Sieme Award: Raena Thompson

This award is presented to an urban and a rural school with an exemplary outdoor education program.

The Outdoor Education Program at Dakota Collegiate has been dramatically altered since the arrival of Raena Thompson. What started out as one class of 17 has evolved into 4 sections of 25+ students. Raena's course is offered to Grade 11 and 12 students with a desire to increase their knowledge of the outdoors, and is designed to provide a "learn by doing" experience. Some activities are 'alternative activities', which may not be normally offered in a regular Physical Education program. She also shares her equipment and ideas to her fellow colleagues and allows for others to become interested in the program. She spends countless hours of her own time prepping for the course and taking them on excursions.



Emily Thompson and Carol Peters

Andy Power Award: Emily Thompson

This award recognizes a Grade 12 student who has demonstrated outstanding leadership in outdoor education in their school or community.

Emily Thompson is a grade 12 student at Dakota Collegiate and has been a member of the schools YES (Youth Encouraging Sustainability) Program for the past two years. She has been actively involved in trying to make the community more aware and sustainable. She actively participates in several initiatives and demonstrates tremendous leadership skills and enthusiasm with the desire of making a difference in the community.



Dr. Dean Kriellaars and Ray Agostino

Builder Award: Dr. Dean Kriellaars

For outstanding dedication and promotion of physical education for the Youth of Manitoba.

Dr. Dean Kriellaars is a faculty member of the School of Medical Rehabilitation, Department of Physical Therapy. He is a member of the Spinal Cord Research Centre and a scientist of the Manitoba Institute of Child Health. His Human Performance Laboratory has numerous students and staff directed to undertaking research on physical literacy, exercise, physical activity and obesity. Dr. Kriellaars has been awarded two major university teaching awards, as well as national and international awards for scientific research and innovation. Dr. Kriellaars has received two University of Manitoba Presidential Outreach awards for meritorious community work, and was awarded the Campbell Award for longstanding community service. He was named as the co-chair of the Premiers Council on Health Living for the province of Manitoba. He was awarded the Healthy Living Award for his outstanding activities in building community wellness in the province of Manitoba. He is part of the leadership team of the Canadian Sport for Life movement, works with PHE Canada, the Sport Medicine and Science Council of Manitoba, as well as the RCMP on community wellness initiatives. In his spare time, he works on training optimization for injury prevention and performance enhancement for the National Circus School and Cirque du Soleil.



Bill Muloin and Carol Peters

Coalition Award: SMD Sledge Hockey Manitoba

Awarded to groups, companies, associations which promote the significance and importance of physical education programs in Manitoba schools.

Bill Muloin at SMD Sledge Hockey Manitoba has been active in the community providing workshops and demonstrations to schools, organizations and communities throughout Manitoba. Sledge Hockey is a great sport to teach disability awareness, provides excellent core strengthening, teaches team work, and most importantly, is fun. Bill's workshops have been used in many places within Winnipeg, and have also been used in areas such as Brandon, Dauphin, Portage le Prairie, Winkler, Morden, Morris, and Selkirk. Schools have used Bill's workshops for team building, exercise or teaching about para-sports in a fun atmosphere. Bill will take care of all the equipment, set up, and on-ice trainers to provide instructions on the basic skills of sledge hockey. All you have to do is book the ice and he will come.



Brian Gadiant and Carol Peters

Innovator Award: Brian Gadiant

Awarded to a physical educator for outstanding innovative and creative programming in the area of physical and health education.

Brian Gadiant has been teaching K-8 physical education at Arborgate School in Seine River School Division for the past seven years. His passion in this field has led him to design an online library of games that can be shared with other physical education teachers. The physical education games that were first recorded on paper soon became video animations that could be accessed either from the website or from YouTube. Brian has since expanded his library to include games that physical educators from around the world were willing to share. Brian's library can be found at PhysEd Games. com <http://physedgames.com/>



Carol Peters and Mario Dupont

Golden Apple Award: Beausejour Early Years School

For an urban and rural school who has excelled at various healthy school, in motion and health-related activities.

A school day with no hungry tummies. At Beausejour Early Years School, staff and students eat at the beginning of each day, with the help of their universal breakfast program, which is offered in partnership with their community alternate program Network 4 Change and their local high school. Beausejour Early Years School is a healthy school and offers programs under the pillars of healthy eating, physical activity and mental health, such as: cooking club, skating programs, swimming programs, a 'Snack Attack' cook book, gardening and supporting villages in Kenya as well as their local senior care homes. No doubt, Beausejour Early Years School has set a great example to their staff and students on the road to healthy living and is very deserving of the Golden Apple Award!



From left: Carol Peters, Christian Bissonnette, Jacki Nysten, Ralph Clark

PHE Canada Andy Anderson Young Professional Award: Christian Bissonnette

The Dr. Andy Anderson Young Professional Award is presented once a year by Physical and Health Education Canada (PHE Canada) to one professional per province that best epitomizes exemplary work on behalf of the physical and health education profession.

Christian Bissonnette has taught K-8 physical education at Ecole Dugald School for the past 10 years. He is an exemplary teacher whose physical education program includes the use of a variety of age appropriate activities encouraging active learning by all his students. Christian not only attends professional opportunities but he is willing to share his knowledge with other professionals. He has conducted various professional development opportunities which includes topics such as Teaching Games For Understanding, Basic Motor Skills, and the use of Pedometers. Christian is actively involved in his profession. He is the Eastman Representative for the Manitoba Physical Education Teachers' Association, the Sunrise School Division representative to the Manitoba Physical Education Supervisors Association and a member of the Sunrise School Division Physical Education Steering Committee. In his spare time, Christian is a volunteer soccer coach and basketball official.

Regional Recognition Awards

This award is presented to individuals who provided leadership in their region by hosting workshops or area tournaments, developing outstanding programs, and contributing to the community.

Eastman Regional Recognition Award: Ron Verrier

Ron Verrier has a wonderful rapport with the athletes he teaches, their parents and his colleagues. Because of his natural leadership abilities, he connects with his students and his talents at teaching simple concepts, as well as more advanced skills are both truly superior. His positive attitude, enthusiasm and dedication by donating countless hours of his time, inspire and motivate his students. Ron has an unwavering devotion to the community and exemplifies strong moral fiber and character. Ron works tirelessly to promote health and physical education not only in his school but across the Seine River School Division. Ron is always very positive and approachable and a great role model. He is very inclusive with everyone including parents, colleagues and students and that's what makes a great leader!

Westman Regional Recognition Award: Dean Kachur

Dean Kachur has been teaching physical education for over 18 years. He is currently teaching K-12 PE at Killarney School in Killarney, MB. He is committed to offering a well-balanced, intensive and inclusive physical education program for all students. Through intramurals, open gym, and other special events, Dean provides opportunities for all students and staff to lead healthy active lifestyles. He has coached numerous sports over the years but is most passionate about volleyball - coaching many junior and senior varsity teams to provincial championships. He runs a club volleyball program which provides interested athletes the opportunity to further their skill development. Dean is a positive role model in the community and a well-respected personal trainer for numerous high performance athletes in the area.

South Central Regional Recognition Award: Jesse Heppner

Jesse Heppner has been teaching physical education at Parkside School in Altona, Manitoba for a number of years. He is dedicated and committed to his program and to teaching his students. Jesse attends Professional Development workshops in Manitoba regularly, and he is keen and excited to learn more about new games and activities that are out in the physical education world. Rarely do you ever see Jesse without a smile on his face, and his energy and enthusiasm for his work is what his students look forward to every day.

Norman East Regional Recognition Award: JJ Bujold

JJ Bujold teaches K-8 at Wapanohk Community School in Thompson, Manitoba. JJ provides a quality physical education program that is the highlight of every student's day. Whether it's supplying gym shoes to a child who can't otherwise afford to take part, providing a sympathetic ear to troubled students or any other selfless day to day acts, JJ goes above and beyond to help his students. JJ is passionate about the outdoors and brings that passion to his teaching. He has arranged many fishing trips for the students at

Wapanohk, giving these students countless experiences they will never forget. Last year, JJ started teaching the Land Based course at the High School showcasing his passion for the outdoors. The students who participated in the goose hunt were talking about their experience for months afterwards. The School District of Mystery Lake and Wapanohk Community School are very fortunate to have great teacher like JJ Bujold.

MPETA Awards

This most prestigious award honours physical educators who have shown outstanding leadership and dedication to the promotion of physical education in the province of Manitoba.



Donna Moore and Ray Agostino

MPETA Early Years Award: Donna Moore

Donna Moore's philosophy of physical education is skill development. She conducts excellent programs and focuses on continuous individual improvement. She teaches in a welcoming atmosphere that encourages students to try while not being afraid of failure. Donna runs several intramural programs on her own time, and she also introduces her early years students to all the traditional school sports and other activities. She actively participates in all her activities with her students. She 'practices what she preaches' when it comes to personal health, fitness and the enjoyment of activity in general. Donna embraces new technology and new ideas every year. She uses an iPad in her classes to record skills and shares these with students and parents to give them meaningful feedback on how they are improving. Donna is a dedicated and committed teacher in her school and school division and she is very deserving of this award.



Dani Thomson and Ray Agostino

MPETA Middle Years Award: Dani Thomson

Danelle Thomson's physical education program is to develop the knowledge, skills and attitudes necessary for leading a physically active and healthy life. Danelle has a clear understanding of the Provincial Physical Education and & Health curricular outcomes and develops units and lesson plans that are highly organized and engaging, so that all students are able to be successful. Danelle's gym is busy all day, every day, beginning in September right through to the end of June. She leads several intramural activities, as well as before and after school sports programs. She also plans many special events that enhance the school and provides more student participation, such as a 'Haunted Gym' where the entire gym is decorated and transformed for Halloween, the Terry Fox Run, the Greenway School Winter Olympics, 'In Motion Bingo' and the Neighborhood Scavenger Hunt, just to name a few. Danelle's entire career has been dedicated to helping children and adults develop the skills to live and enjoy physically active and healthy lives. She is a consummate professional who has earned the respect of all students and colleagues.



Brenda Tozer and Ray Agostino

MPETA Senior Years Award: Brenda Tozer

Brenda Tozer is one of the most popular and most effective teachers at Mel Johnson School. She is a devoted teacher to co-curricular activities, sporting events, Youth Night, and other community sporting events. She is well known and well respected at Frontier School Division for her knowledge, dedication and promotion for all sports in the school. Brenda plays a lead role in the planning of the Frontier Games in Area 1 and she involved other staff members of her school and teaches them what she knows and how to serve as a referee in all types of sports. Brenda has earned the respect of her teaching colleagues, parents, and most importantly her students. Devoted to her students and her community, her interaction with the rest of the Physical Education teachers in her division is exemplar. She is committed to her career, demonstrated by the passion that she irradiates when she is on task, and she truly deserves this honor.

Third Annual Polar Bear Dare

Freezin' for a Reason!

Ready? Set? GOOOO!!!! Get your costumes, teams and dares planned! The 3rd Annual POLAR BEAR DARE will be held at **1:00 p.m. on February 22, 2014 in Lac Du Bonnet, MB!**



TAKE THE DARE!

There are three ways to take the Polar Bear Dare:

1. Accept the dare, raise funds, and jump in the lake.
2. Dare someone else, raise funds, and they jump in the lake.
3. Dare one another, raise funds, and the one who raises the least jumps in the lake.

The registration page can be found on the Sport Manitoba website at www.sportmanitoba.ca

There you can register yourself, start or join a team, send out pledge emails to your family, friends and co-workers, and track your progress.

Costumes are encouraged and rewarded! Prizes will be awarded for the best costume, most money raised by team, individual and by dare. **NEW for 2014** - most entertaining individual or team.

TOO SCARED?

Lend your support to someone who is willing to take the plunge or support the event in general. All proceeds will support Manitoba kids who cannot afford to play sport. The link for making donations can also be found on the Sport Manitoba website. Select from the options on the **left hand side** whether you want to support someone you know who is participating (*search by individual or by team*) or just support the event in general (*direct donation*).

The Polar Bear Dare is proudly supported by:



Aquatics Fun Day with SPLASH BALL

An adapted Water Polo program in a fun,
non-threatening, recreational format for Grades 4-6



SPLASH BALL is played in a shallow pool, floatation devices can be used, small field of play (~75% reduction in size) and swimming is encouraged but not needed to play so it is for everyone!

Who?	<i>Boys and Girls in grades 4-6</i>
Where?	<i>At a local swimming pool</i>
When?	<i>You Pick the Date</i>
How?	<i>Send an email to Manitoba Water Polo for more info</i>

Contact us today! mwpa@shaw.ca

This Program is brought to you by: **The Manitoba Water Polo Association**
307- 145 Pacific Ave Winnipeg Manitoba R3B 2Z6 Phone: 204-925-5777
Email: mwpa@shaw.ca www.mbwaterpolo.com

SEMAINE SCOLAIRE PARALYMPIQUE CANADIENNE

18 au 22 février 2013



L'occasion rêvée pour vos élèves d'en apprendre davantage sur le Mouvement paralympique et le parasport!

Les 25 premières écoles qui s'inscrivent se mériteront **GRATUITEMENT** la visite d'un athlète! Toutes les écoles participantes recevront une trousse cadeau sur la Semaine scolaire paralympique.

Pour obtenir davantage de renseignements sur la façon de s'inscrire aujourd'hui, consultez le site www.paralympic.ca/semainescolaire

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MASCOTTE
DE TORONTO 2015

Participez au défi de création de la mascotte de Toronto 2015!

Personne-ressource : Stuart McReynolds

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smcreynolds@paralympic.ca

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FEBRUARY 18 – 22, 2013



A fantastic opportunity to educate your students about the Paralympic Movement and parasport!

The first 25 schools to register will be eligible for a FREE athlete appearance. All participating schools will receive a complimentary Paralympic Schools Resource Pack.

For more information on how your school can participate today, please visit:

www.paralympic.ca/schoolsweek



Participate in TORONTO 2015's Mascot Creation Challenge!

Contact Stuart McReynolds
Senior Coordinator, Education Programs
Canadian Paralympic Committee

613-569-4333 ext.244
smcreynolds@paralympic.ca