

**Manitoba Physical Education Teachers' Association Inc.**  
Association Manitobaine des Enseignants en Education Physique Inc.

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**TEAMWORK!**

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# President's Message

Darla Armstrong and Jacki Nysten

**"We did it together.  
Not one individual  
carried this team."**

**TROY VINCENT**

If that is not the truth about this year at MPETA, (soon to be PHE Manitoba), we are not sure what is. So much change could not have happened without the time, input and dedication of the executive, board liaisons and the teachers of Manitoba.

On May 4th – 6th The PHE Canada/ PESIC National Conference was held in St. John's Newfoundland/ Labrador. This conference was packed full of ideas that have energized many teachers from Manitoba and we hope will inspire them until next year's National Conference in Whistler BC. Darla represented MPETA at the Council of Provinces and Territories meetings held just prior to the conference.

In mid May, we met with Assistant Deputy Minister of Education, Jean-Vianney Auclair. MPETA had requested the meeting to discuss the PE/HE consultant position in the department

as well as the state of our current PE/HE curriculum. The discussion was very positive, with practical considerations as well as solutions for filling in gaps in the curriculum. Thanks to Dave Bard and Corinne Thiessen who also brought their perspectives to the table.

As a board, we are looking at emphasizing our commitment to the health aspect of our curriculum by including more health educators at the table. If you know of someone that stands out in that area and would be willing to sit on our board please have them contact Krystle at 1-204-926-8357.

We are very close to officially updating our constitution and rebranding ourselves from MPETA to PHE MB (Physical and Health Educators of Manitoba). This will include a new logo.

The end of the year brings with it farewells to some members of our Board. We say farewell as Past President to Ray Agostino. Thank you for your continued advice as we dealt with various aspects of leading the association. We are very pleased that you will remain as a member of the Board in another capacity. We do have to say good-bye to Walter Fehr, who has been a regional rep and is currently our PD Chair. Your vision for what MPETA could offer our members and your work in organizing and facilitating

many PD events over the past years has been outstanding. We will miss your thoughtful presence at the table. Paul Paquin, our liaison with the Department of Education and our provincial PE/HE consultant will retire in June. Paul has been guiding us for the past 8 years. His sense of what MPETA can/should do in order to enhance the profession in Manitoba has influenced many of the decisions made at our Board table. He has been a constant source of information and resources available and has been a promoter of our association at the Department. Your thoughtful comments have enhanced the professional manner in which MPETA operates. We wish you a long, happy and active retirement, Paul!

We couldn't conclude this report without extending a massive thank you to our SPAC, Krystle Seymour. Her initiative, enthusiasm and willingness to work at all hours has allowed MPETA to continue to be one of the most active SAG groups in the MTS network. The dedication and enthusiasm of our Board members has also been a huge factor in the success of our association. Thanks to the Board and the liaison members of the Board for all your contributions this year.



# 2017 PHE Canada & PESIC National Conference

By Grant McManes

I would like to start by thanking the MPETA and its PD Committee for approving funding that allowed me to attend the national Building Solid Foundations: Energizing Futures PHE Canada & PESIC conference in beautiful St. John's NL. Perhaps an appropriate sub-theme for the conference could have been Plains, Trains and Automobiles as many delegates from across the country had to contend with cancelled or re-routed flights into and out of St. John's due mainly to Mother Nature!

Once on the ground and the conference was underway the 400+ delegates were treated to unbelievable hospitality, food and of course fantastic sessions. While the entire conference was first class and an opportunity to re-connect with colleagues from across the country there are three sessions that I would like to highlight.

The conference began with a wonderful keynote by T.A. Loffler a professor at Memorial University who has reached the summit of Mount Everest! Her ability to link her incredible journey to the summit and the work of physical and health educators in the room from across the country was insightful, relaxed and humorous. She challenged us to reflect on what our foundations are? Her metaphor of reaching the summit of Everest and our goal of teaching i.e. Balancing View & Footsteps was a great reminder to the purposeful planning that we should be doing as teachers: Imagine the impossible; accept the invitation; make a plan; create support, and; practice going beyond! And her collage of training sessions was both funny and inspiring. A wonderful way to kick-off the conference.

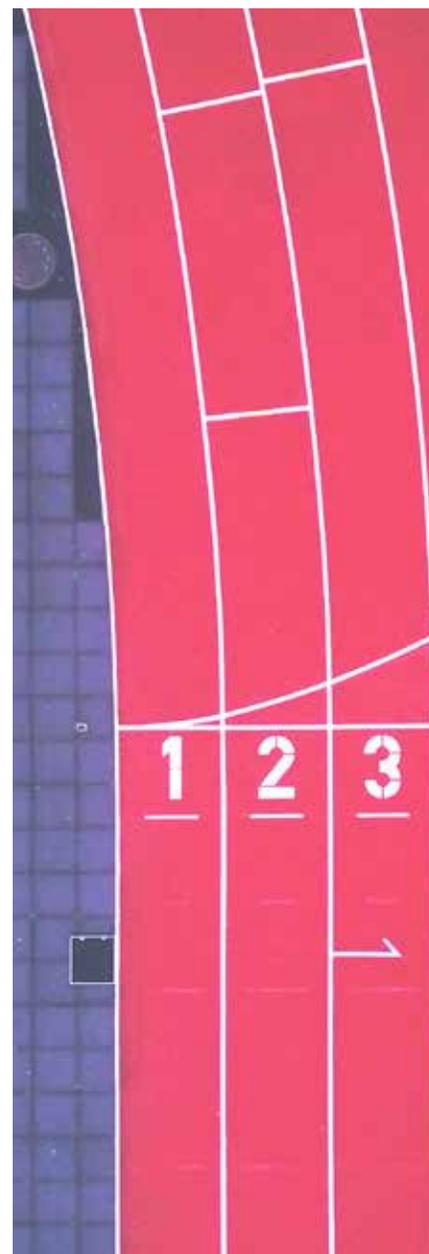
I also attended a session facilitated by Special Olympics NL that highlighted a pilot project in the St. John's area with local high schools and Unified Games. Unified Games bring together Special O athletes and "generic" athletes. This is a growing trend across the world with

Special O and of special interest to me as we are about to engage in Unified Games in the Louis Riel School Division. Over the past six years we have had a wonderful sporting program for our students in our Coop-Ed programs at the high school level. Many of these students would meet the intellectual disability criteria of Special O. The purpose of our Coop-Ed games is to allow these students to have the same athletic experience as their "generic" peers when it comes to participating on a school sports team against other schools. By expanding to a Unified Games approach the goal will be to continue to build on; respect, courage, friendship, unity, and social inclusion for all participants. For the "generic" athletes there is also the potential for student leadership potential as coaches and officials in addition to being teammates. Unified games participation is a minimum 50/50 division between students with intellectual disabilities and "generic" athletes on the field of play.

The third session of highlight for me was an Assessment presentation facilitated by Dr. David Chorney from the University of Alberta. This session was an insight into how David prepares his pre-service teachers. I found his message to be similar to the one I try to deliver as I have had the opportunity to be a sessional instructor in the Faculty of Education at the University of Manitoba. David provided some thought provoking questions such as: What are you prioritizing when assessing students in PE? What do you value in planning?; What would you consider to the most important aspects regarding assessment in PE? Perhaps the point that hit home for me the most was the notion that if we want our students to learn then we need to be purposeful in our planning and we need to know what constitutes a balanced program as well as how we will assess the three domains: Psychomotor, Affective,

and Cognitive. Like getting to St. John's, without a purposeful plan (and perhaps a plan B!) how will we know where we are going with our students, let alone did we get there!

Again I would like to thank the MPETA for its financial support as it truly did help me get re-grounded and continue to Build Solid Foundations and Energize (my) Future.



# Catching our members in action at the PHE Canada National Conference 2017



## Farewell to our Departing Board Members

Farewell and best wishes to two of our long-time board members: Walter Fehr and Paul Paquin.

Thank you to Walter and Paul for their dedication to MPETA and always bringing their expertise to the board.

We wish you both much joy and happiness!



*Jacki Nylén, Walter Fehr, Darla Armstrong, and Paul Paquin at the 2017 MPETA Annual General Meeting held on May 20th, 2017 at the Manitoba Teachers Society Building.*



Dairy Farmers of Manitoba in partnership with Manitoba Physical Education Teachers' Association (MPETA) want to encourage students to develop positive attitudes, healthy living practices and community involvement for success later in life.

The recognition award is to recognize and celebrate students/groups each year in elementary and/or Jr./Sr. high school that demonstrate positive attitudes and contribute to the health and wellness of their school community.

### **Congratulations to our 2017 Wellness of the Whole (WoW) Award Winners!**

Edmund Partridge Community School - Josh Botones

Ecole West Park School - Eric Geirnaert

Tanner's Crossing School - Torynn Dmytriv

Morden Collegiate - Jasmine Street

La Verendrye School - Olivia Jarvis-Lilley, Tavia Jarvis-Lilley, Hannah Guinto, Pamela Canteljo, and Zoe Murray

Ecole Sun Valley School— Jaque Fontaine, Isabelle Frost, Isabela Garcia De La Huerta, Brooklynne Grieger, Paige Kulk, Taylor Paige, Jayla Lajoie, Ella Lanctot, Kaylee Litke, Bree Matthews, Rianne Penny, Johah Dagdick, Kendall Davies, Kiran Hanzmann, Alexis Kutzner, Kendra Le Page, Jasper Martin, Vanessa Moreira, Kiara Pastora, Felicity Patton, Hannah Roesler, Kennedy Samson, Rowen Shkwarchuk, and Lilian Weir.

## **Grants/Funding**

By Brian McMillan (Mick)

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2016-2017 was a good year for our membership. MPETA is pleased to support our members as they continue to attend professional development conferences/workshops. Those receiving funding must use this opportunity to further enhance the knowledge of our members through the submission of an article to the MPETA journal.

The members who received PD funding were asked to specifically give details of an activity they learned at their conference/workshop in their article for the MPETA journal. This allowed our members to get new ideas from their colleagues' experiences. These articles have proved to be excellent resources for MPETA members.

MPETA created a special \$10K fund for members who wished to attend the PHE National Conference recently held in St. John's NL and Labrador on May 4-6, 2017. This funding was dedicated to help cover any costs associated with attending the conference. The same terms for issuing funding as our regular funding applied. This special finding did not impact the availability of the regular PD funding for our members.

### ***At this time, we have given out the following grants:***

There were 16 grants handed out to people who attended T.U.C.K.

There were 20 grants handed out to people who attended the PHE National Conference in St. John's, NL.

There were 16 grants handed out to people who attended various sessions around North America.

*Have a good summer!*

# 2016-2017 MPETA Intramural Grant La Verendrye School - Portage La Prairie

By Stephanie Brown

After attending a Portage La Prairie School Division Physical and Health Educator PD session last year our school was loaned a grab ball and our students were hooked on a new game!

The game is called shiskaball and Cam Scott from Oakville School shared this fun game with us that he came up with, and his student's named.

What you need:

1. Grab ball (we purchased ours from School Specialty in a set), 2 badminton poles, 2 broomsticks (or something similar in length), floor or



duct tape and pinnies.

Tape the broom sticks to the side of the badminton poles to extend the height and you can adjust for the age group of students with is great. Badminton poles can be set up for half and full court games, but we found the smaller full court game was better for space and movement.

This game is played as a combination of no dribble basketball and handball and you can easily change the rules to fit each grade and skill level. Teams can be made up of 5-8 players. The idea of the game is to score on the other team by shooting the grab ball on to the pole. Sounds so simple right?! Well it's a lot more difficult than one might think. You are allowed to take 3 steps, hold on to the ball for 3 seconds and must have 3 passes before having the opportunity to shoot. Opponents can guard as in basketball but there is no dribbling as the grab ball does not bounce. Shooting is not the same either as the grab ball; which is easier to catch/grab because of it's construction does not have a smooth surface and so players have to learn how to manipulate

the grab ball in order to shoot or toss at the pole. If the ball is dropped the person closest to the ball picks it up without penalty and continues to play in order to keep the play moving or you could change to a turn over. A point is scored whenever a team gets the grab ball to be speared on the pole and like in basketball the team that is scored on get to begin with the ball and pass it in from beside the pole to continue on with the game. Games are best set up to play in timed intervals and rotate teams on and off. You could change it to similar rules of tchoukball where they can change directions, add in additional grab balls or use basketball nets. The students really liked the poles because they thought it would be super easy to dunk on, but that is not always the case, which added to the fun, excitement and challenges of the game!

All of our students' from K-8 love using the grab balls to pass and shoot into the basketball nets using the handles. Using the grab balls is a new experience for everyone and is a very inclusive game for all skill levels and ability. We keep trying out new game ideas but the student's keep coming back to wanting to play shiskaball.

We purchased 2 sets of grab balls which include 6 balls and 12 handles per set (12 balls and 24 handles) for 276.28 plus tax and shipping for a total of \$359.03. The MPETA grant covered most of the cost and the remaining amount of \$59.03 was covered by our school administration. We are very grateful to have received this grant for the 2016-17 school year.

## Intramural Equipment Grant

### École Marie- Anne Gaboury

By Joel Bohemier

It's yoga time! École Marie-Anne Gaboury recently purchased 20 Yoga mats from Skyline Sports for our students with the \$300 intramural Grant we received. Implementing Yoga in physical education classes will help students develop body awareness, manage stress through breathing, build concentration and increase their confidence and positive self-image. We will allow students to explore different Yoga positions with the use of Yoga cards that we have. Another activity that we will do is Yoga tag. When students get tagged they must practice a Yoga pose for 30 seconds and then return to the game. Thanks!



# Intramural Grant

## Richer School

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Years ago when our school was exposed to the sport of Tchoukball for the first time, it was a big hit. Students of all ages were immediately excited about the opportunity to work on passing, catching, but most importantly the chance to throw a ball as hard as they possibly could at the Tchoukball frames. With each year, the popularity grew during Tchoukball intramurals to a point that we needed more equipment to facilitate more games in our gym space. With the help of MPETA and the School Intramural Grant, we are now able to offer twice as many games as we purchased another



Tchoukball kit. The kit includes two frames, two junior size balls, two senior size balls, and an instruction manual on how to play the game. The cost of the equipment was \$399.95 (not including taxes and shipping) and we purchased it from Sportfactor Inc., which is located in Edmonton Alberta. Our physical education budget was able to cover the additional funds that were not provided by the MPETA Grant.

Tchoukball is played with two frames that are placed on opposite sides of the gym with creases or forbidden zones around them. We've found that teams

can have varying amounts of players on each team, depending on the size of the students and of the gym. We typically have teams of seven each and use the basketball court as our guideline for dimensions. Teams have three seconds with the ball, three steps with the ball, and only three passes before shots on the frames must be attempted. As passes are made, the opposition cannot intercept or block and actually want the other team to attempt shots so that they can gain possession back. For a team to score a point, they must shoot the ball at the frame so it bounces and lands on the floor outside

of the crease or forbidden zone. The opposing team can stop the point from being scored by catching it before it lands on the floor. If they do make the catch, they are now passing or attempting to shoot to score points. Both nets can be used at any time for teams to shoot on. Any

dropped passes or missed throws (miss the frame) results in the other team taking the ball out of bounds for a throw in, but points are only recorded when a shot is made and the other team does not make the catch before it hits the floor. Games can be based on teams reaching a certain score or a set time limit.

Once again, thank you to MPETA from our students and staff at Richer School for making it possible to purchase the equipment and continue this fantastic game in our intramural program.

# Subway Surfers K-5 Ecole St. Avila

Rupal Malik - Pembina  
Trails School Division

**Equipment Needed:** Several cones, aerobic bench, pinnies, jumping hurdles, skipping ropes. Designate a corner of the gym to be the 'prison', marked by cones.

**Description:** The students start by pretending that they are painting graffiti on the walls of the gym. Two 'taggers' act as police, and are to catch the students. If the students are caught, they go to 'prison,' from which other students can free them by pulling them out.

To avoid being caught by the police, students may jump over the hurdles back and forth 10 times, jump onto an aerobic bench 10 times, slide by the cones and skip with a rope ten times, etc. While doing this they are safe. A student cannot simply switch from the hurdles to the aerobic bench, or the the skipping rope; they must move around the entire floor before being allowed into a 'safe' zone again. Change the taggers often.

# Intramural Grant

## Gimli High School

By Lindsay Burns



I was first introduced to Spikeball at a friend's cottage over the summer holidays. We played it in their back yard 2 v 2 and I knew right away that this was a game I would have to introduce to my staff and students. Spikeball recently gained popularity from USA reality show Shark Tank. As of right now, Spikeball is mainly seen in the United States where middle and high school students as well as college students participate in various leagues and intramurals. If you take a minute to YouTube Spikeball, you will see people of various ages and abilities participating in this dynamic sport.

When I first tried to buy Spikeball it was very difficult to find in Canada. I was able to find Spikeball on Amazon. The Spikeball Combo Deal includes all the pieces in the picture above and retails for \$83.12. I purchased 4 sets of Spikeball and the total came to \$332.48. With Amazon Prime the package was shipped for free and arrived on my doorstep the next day. Our School PE budget covered the remaining \$32.48.

The rules are few and simple (about 8 bullet points in the manual) and the set up takes only a few minutes. The rules are:

- Played 2 v 2.
- Rally point, games to 21 and must win by 2 (Like volleyball and badminton so easy for students to remember)
- The server must stand at least 5 feet away from the net while serving. The serving mechanics are similar to

volleyball just a different angle.

- Once the serve is made and the ball rebounds off the net, the opposing team has up to 3 contacts before they hit the ball back onto the net. The rally continues until a team does not return the ball successfully or hits the outside edge of net (known as a rimmer).
- There are no sides to the game, so players can rotate around the circular net to play a certain strategy. The only time there are 'sides' is when the serve happens. After that, movement can be anywhere as long as there is no interference.
- The ball is mainly hit by your hand; however, any body part can be used to make contact.
- The game is self refereed

We introduced Spikeball to all of our grade 9-12 classes as well as during a Staff Wellness day. The game takes a bit getting used to because the ball is small (between the size of a hard and soft ball) and is predominantly hit with one hand. But if students are patient, they can pick up the game quite easily. We use Spikeball during warm-up time, a main activity for roughly half the class, or as a choice activity. We are also encouraging our Leadership class to create Spikeball intramurals during lunch hour.

Thanks to MPETA for providing grants to allow schools to try out new games. We encourage schools to look into the exciting game of Spikeball!



# Intramural Grant

## Donwood School

By Bev Ilchena and Brian Vanderhooft, Physical Education Teachers

For our intramural grant, we purchased three sets of floor curl targets <http://floorcurl.com/>. All students in kindergarten through grade five had the opportunity to play indoor curling games in physical education classes and during their recess times. We played simple sliding to the target games with the younger students, and more lead-up curling games with the older ones. We used the floor targets and beanbags for these indoor activities and games, and are looking forward to many more years of curling at Donwood School!

We spent some time teaching the rules, strategies and terminology used in

the game curling to our students. With our grade four and five students, we also touched on various aspects of the game such as player positions, order of rocks thrown, types of shots in a game and scoring methods. They especially liked it when we brought out the brooms and they practiced sweeping the beanbags along the gym floor!

So why did we spend so much time playing indoor curling games? Well, it is a long-standing tradition at Donwood School (and many other elementary schools in River East Transcona SD) to build several sheets of curling ice on our playground. This year, having the floor



targets really helped us prepare students for the outdoor curling activities before we went outside. We used the floor curl targets during physical education classes and during recess activities.

After several weeks of indoor and outdoor curling, we planned an outdoor curling bonspiel for our grade 4 and 5 students. Here they had the opportunity to use the skills and knowledge they learned in phys. ed. classes and recess activities in real curling games on ice!

For our younger students, we had a representative from Rocks and Rings come to our school to do a full day workshop with our classes. The students played a game of sweeping much like “red light, green light,” and played a friendly game of aiming for the button. They also learned a little about keeping score in indoor floor curl games. The instructor from Rocks and Rings brought some indoor curling rocks, which were new for our students. We hope to one-day purchase the rocks for our school as well.

Thanks to MPETA for the funding for our indoor curling targets.



# CIAAA National Conference

By Michael Knox

With the assistance of MPETA, I was able to attend the National Athletic Directors and School Coaching Conference in Toronto, ON. It was put on by the Canadian Interscholastic Athletic Administrators Association. This conference featured workshops geared towards school athletic directors, PE teachers and coaches. They offered

The focus of the presentation included: signs and symptoms, general information on concussions, steps to aid in recovery, and more.

One of the common myths revolves around the signs of a concussion. Many people believe that the physical signs are the only ones, when in fact, there are several different types.

contact activity (such as light aerobic and sport specific drills) is important to include while a student is returning to school. Once a concussion has been diagnosed, the proper steps need to be taken to get back. An individual shouldn't proceed to the next step until they are symptom free for 24 hours.

PHYSICAL	MENTAL	EMOTIONAL & BEHAVIOURAL	SLEEP
<ul style="list-style-type: none"><li>• Headaches</li><li>• Nausea</li><li>• Dizziness</li><li>• Sensitive to light and noise</li></ul>	<ul style="list-style-type: none"><li>• Fogginess and difficulty thinking</li><li>• Feeling slowed down</li><li>• Difficulty concentrating and remembering</li></ul>	<ul style="list-style-type: none"><li>• Sadness</li><li>• Anger</li><li>• Frustration</li><li>• Nervous/anxious</li><li>• Irritable</li></ul>	<ul style="list-style-type: none"><li>• Sleeping more or less than usual</li><li>• Difficulty falling asleep and staying asleep</li></ul>

ideas, principles, tips and tricks that could be implemented into current practices in order to improve the well-being of student-athletes.

One of the sessions was on a hot topic that is prevalent in the world of sports. From the grassroots level, right up to million-dollar athletes; concussions are a reality in many sports and physical activities. More and more research is available to help us keep our students and athletes safe, but we have to be well informed. The brain of an adult does not respond to a concussion the same way as that of a child. As such, they require different approaches on the road to recovery.

The presenter was from the Holland Bloorview Kids Rehabilitation Hospital in Toronto. This facility specializes in getting kids back to their everyday and/or sport activities after suffering a concussion. They have also partnered with several sporting organizations to develop a concussion protocol for them.

Another point that was stressed was taking the assessment of whether or not someone has a concussion, out of the hands of the coaches or PE teachers. Instead of using a sideline assessment to try and determine if someone can or cannot get back in the game, we should air on the side of caution, remove them from the game/practice, and refer them to the appropriate medical professional. Moreover; current recommended medical professionals who should are:

1. Family physician
2. Pediatrician
3. Emergency room physician
4. Sports medicine physician
5. Nurse practitioner

It is important to note, especially for students in our care, is that they shouldn't return to full contact play until they have returned to school first. However non-

## STEPS TO RETURN TO PLAY

### **STEP 1: No physical/sporting activity.**

Refrain from participating in any sporting and physical activities. Only indulge in activities that do not worsen symptoms. Once symptoms are gone, a physician, preferably one with experience managing concussions, should be consulted before beginning a step wise return to play process.

### **STEP 2: Light aerobic exercise.**

Includes activities such as walking or stationary cycling. The player should be supervised by someone who can help monitor for symptoms and signs. No resistance training or weight lifting. The duration and intensity of the aerobic exercise can be gradually increased over time if no symptoms or signs return during the exercise or the next day.

Symptoms? Return to rest until symptoms have resolved. If symptoms occur, rest and return to previous



successful stage. No symptoms? Proceed to Step 3 the next day.

### **STEP 3: Sport specific activity.**

Activities such as skating or throwing can begin at step 3. There should be no body contact or other jarring motions such as high speed stops or hitting a baseball with a bat.

Symptoms? Return to rest until symptoms have resolved. If symptoms occur, rest and return to previous successful stage. No symptoms? Proceed to Step 4 the next day.

### **STEP 4: Begin drills without body contact.**

Symptoms? Return to rest until symptoms have resolved. If symptoms persist, consult a physician.

No symptoms? The time needed to progress from non-contact exercise will vary with the severity of the concussion and with the player. Proceed to Step 5 only after medical clearance.

### **STEP 5: "On Field" practice with body contact, once cleared by a doctor.**

Symptoms? Return to rest until symptoms have resolved. If symptoms occur, rest and return to previous successful stage. No symptoms? Proceed to Step 6 the next day.

### **STEP 6: Game play.**

As teachers and coaches, we need to put our students in the situation that allows them to recover completely from a concussion before they return to play. This could mean keeping them out of practices or games, even if they say they're ok. We're not doctors, and therefore shouldn't be putting ourselves in scenarios where we have to make judgement calls about a potential concussion. Just like a broken bone or other injury, students need medical clearance before getting back from a concussion. We need to make sure they get help as soon as possible, so that they can get on with their busy and active lives. More information about concussions can be found on their website at [www.hollandbloorview.ca/concussion](http://www.hollandbloorview.ca/concussion).



## **Cross Country Skiing for grades 1, 2 and 3 at Ecole St. Avila**

**Rupal Malik - Pembina Trails School Division**

They quickly finish eating and rush over to the gym. They help each other lace up and within minutes they are on their way outside, skis in tow. For the past two years, École St. Avila has offered the primary students an opportunity to try cross country skiing over the lunch hour.

The response has been incredible. "I get excited every morning when I know it is my turn to ski," says grade 2 student Natalie as she rushes outside with a group of friends. "I like going down the hills. I like going really fast. I don't have a pair of skis at home so I come every time it is my turn to ski."

Out of the school's 20 pairs of skis, every single set is used each lunch hour. Only one family out of 150 own a pair of skis. These students are getting exposure to a life skill they might not experience otherwise.

Students as young as grade 1, 2 and 3 are getting a chance to try out the sport. All of the basic skills are practiced indoors first before students can venture outside. They practice putting on and taking off their skis and learn how to get back up after falling down. The students learn the diagonal stride indoors using paper. Everything is done with detail, so when they go out they know exactly what to do.

At Ecole St. Avila we believe outdoor winter sports provide students with exposure to life-long activities that help build physical fitness as well as appreciation for nature.

# MPETA Professional Development Fund

## Post-Event Report

Jeff Regan - Edmund Partridge Community School

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### Physical and Health Education Canada 2017 National Conference: Rock Solid Foundations... Energizing Futures

The conference was hosted in beautiful, historic St. John's, Newfoundland May 4th through May 6th at Memorial University. The beautiful scenery and amazing hospitality of the people made this an unforgettable experience. The delegates and presenters were represented from all over Canada and the world and included professionals working in research, health, physical activity and education of children and youth. The opportunity to network with other educators, public health officials, researchers, administrators, recreation leaders and physical education specialists was invaluable to develop new ideas and foster better understanding of current issues and trends.

#### Gopher Action! Games and Activities, presented by Shane Leverenz

Six stations utilizing Gopher products saw small groups moving from station to station accomplishing the following:

- Ring toss
- Volley to the Middle, using a flagged volleyball to slow the flight (like a monkey in the middle game)
- Scooter Basketball using two pinnied teams and two scooters with a BB net which can move in the playing area to aid their team scoring
- Pyramid Target using koosh type balls and other projectiles to knock the imbedded balls through the pyramid wall. Four sides compete against each other
- Bowling using 3 pins and multiple sets of pins (3 used here). Bean bags used to mark throw line.

This was a timed activity before switching to new station. Activities have high interest, competitive but accessible to most students. Great skill development!

#### Swat Ball, presented by Jesse Klym and Dr. Nathan Hall

Lead-up activities include:

Offence: 3-man weave moving up the gym floor and aiming for targets taped to wall.

Defence: Monkey in the middle using swat ball technique to keep the ball aloft and hit over middle player. Variations include using a balloon instead of dodgeball. See photocopy of Swat Ball brochure provided at session.

#### Ga Ga Ball, presented by Blue Jay Bridge

Ga Ga Ball provides an excellent blend of striking, dodging, agility and decision making. A great activity for small spaces. See link to handout at: <http://mrbridge204weebly.com/gagaball.html>

An analogous activity would be spikeball. See [spikeball.com](http://spikeball.com).

#### Northern Games, presented by Dawn Tulk and Blair McCulloch

Diagram and explanation of each activity is Included on a laminated mini-poster placed on the floor by each designated space or mat. See handout for guidelines of activity.

#### Warm-up Games and Challenges, presented by Ted Temertzoglou/ Kim French/ Daryl Sproule

A sample of some of the activities presented include:

Tag with numbered cards. When you tag someone they go to the numbered corner and perform the activity ie. Mountain climbers/ lunges/ squats/ burpees Then that person has the numbered card and has to tag a new person.

Adaptation: All non-tagged players move around the space either skipping, galloping, lunging etc. and the tagger must approach and tag while performing the same movement pattern. Same outcome as they pass their card to the tagged individual who proceeds to the numbered corner to do the assigned exercise task.

## LGBTQ+ Positive Sexual Health Education and Physical Education Through a Body-Positive Lens, both topics were presented by Christine Hsu and Sookie Bardwell

The first topic centered on ‘tips and tricks for educators in centering body positive, consent focused and queer and trans Inclusive approach in delivering content on healthy relationships and sexual health.’

Information for this topic can be found through [Egale.ca](http://Egale.ca)

The presenters suggest when working with this content that one should:

“Do the best you can until you know better. Then, when you know better, do better” - Maya Angelou.

The nature of Attraction was discussed and is described as “who you like and how you like them.”

Further, with Attraction you can have any of the following feelings in any combination:

- Spiritual/energetic
- Aesthetic/appearance
- Physical/sexual
- Emotionally/romantic
- Intellectual/psychological

Some of the main Take-Aways noted in the discussion include:

1. The human body is not gender specified and that there are Innies, outies, in-betweenles and all the other enies, therefore there are lots of wonderful ways to have a body!
2. All bodies are inherently valuable and everyone deserves respect and affirmation
3. Everyone is the captain of their own

- underpants
- 4. Desire is always political
- 5. Don’t yuck anyone else’s yum.
- 6. Engaging with others always involves risk. Safer not safe
- 7. Gender-based violence hurts us all.

Discussions addressed healthy and unhealthy relationships and examined:

- What is a healthy relationship?
- Danger signs I
- What is abuse?

The question of consent was discussed and described as:

1. Active
2. Based on Equal Power
3. A choice
4. A process

Sites such as [consented.ca](http://consented.ca) and [everydayfeminism.ca](http://everydayfeminism.ca) were touted as worth checking. Other tools of value include:

- LGBTQ Inclusion Pocket Guide
- Make your own Gendy diagram
- LGBTQ Matching Cards

The session regarding ‘Physical Education Through a Body-Positive Lens’ examined the question.

Why might folks experience movement spaces as unwelcoming? Answers from the delegates include:

- Different skill levels in a space of activity
- Discomfort in being in varying states of undress with others in change rooms
- Media messages that posit only some bodies as worthy of respect and valuable
- Social and cultural constructs that deem some activities and environments as more appropriate for some and not others
- Inability to find active-wear for a wide

- range of activities
- Presence of aggression in sport and sport environment and movement spaces
- Wardrobe requirements that are uncomfortable
- Non-inclusive attitudes on the part of coaches, teachers and activity leaders
- Exclusive attitudes about the right way for bodies to look
- Exclusionary attitudes based on gender binary

Some suggestions to make a fitness/gym/movement space more welcoming include:

- Posters should show all colours, bodies, sexes
- Posters should show athletes who are queer that allows students to see their selves represented.
- Safe change areas
- Variety in activities

After listening to the two sessions back-to-back it became obvious to me that I have a lot of research and investigation to do in order to be better and fully informed about the issues related to gender and body image. Being informed will provide me the opportunity to champion all students and represent their best interests. The presenters were fantastic in that they related their personal struggles and achievements and were very successful in presenting content in a manner that brought a lot of thought and engagement from the delegates in attendance.



Canada Games will take Winnipeg and Manitoba by storm July 28th-August 13th, 2017. Tickets are on sale now for all sports including baseball, canoe/kayak, swimming, tennis, triathlon, and wrestling! Make time to see the games and cheer on your favorite athletes as they compete in our hometown! You can go to [2017canadagames.ca](http://2017canadagames.ca) for information on volunteering and how to purchase tickets. **The hottest summer in half a century!**

# Dudes Do Dance

Sue Zajac



I had the great fortune to attend the CAHPERD (California Association of Health Physical Education, Recreation and Dance) conference in San Diego, California from March 23-23, 2017.

Along with the fantastic conference, we were able to arrange a school visit in San Diego prior to the conference with a middle years school (Grade 7 and 8)

that had about 700 students. The PE specialist there (Dennis) had no indoor gymnasium, but several enclosed asphalt surfaces with markings, an artificial soccer/football turf and a baseball diamond. Imagine teaching outside everyday! We arrived in ¾ length pants and tank tops. The PE teachers there wore large brimmed hats, long sleeves and long pants. Classes are large in number but students have daily PE in middle school. It is not the case for elementary school, where specialists are rare or available infrequently. Some kids arrive at Pacific Beach Middle School in grade 7 with no PE experience from a PE specialist. Dennis stated that it is like starting at a grade one skill level with some students. His teaching units are diverse, interesting and he uses technology religiously to record, grade and evaluate. I was interested in their approach to healthy eating as well. The school had a large outdoor garden with many different vegetables and herbs as well as a number of chickens. The cafeteria (all students eat lunch from the cafeteria) was outdoors and served many different choices with several of them being healthy choices. Food groups and healthy eating were emphasized and encouraged. I was impressed with their efforts.

I attended many amazing sessions at the conference, but my favourite presenter was Scott Williams. I attended two of his sessions during the three day conference. He was an energetic, motivating, yet down to earth PE teacher from Virginia. He has won awards for his teaching at the elementary level and his passion is dance. I have to admit, he didn't look the part.... basketball shorts, baggy tshirt, baseball cap....but when the session (with about 175 participants) began, the atmosphere was electric!

All of Scott's information can be found on his website [mlspe.org](http://mlspe.org). He has many of his dances on youtube (which makes it easier for you visual learners!) and written descriptions as well. Dances like "Chocolate", "Okey Cokey", "Chainsaw" and "Beat Sheets" were very teachable and kids would love them. I fully

plan on incorporating these dances into my program. Here are some of his teaching points:

Scott advised us to keep music current and always changing. Even though I have an extensive dance program at my school I am wanting new and more current dance ideas/suggestions and Scott was able to provide that. He also advised us to start dancing with the kids in kindergarten, if possible. Celebrating dance, using sport role models who dance and various kinds of competitions keep it interesting.

He also had several kinds of dance games and I can honestly say that all three were a lot of fun.

**Dancin' Train** (best played using song "C'mon Ride It" by Quad City DJs)-Students get in groups of four (or more) and line up in a single file "train" line. The conductor leads the group around the room trying to be the coolest dancing train in the room! Teacher/leader can call out actions for the train to carry out, adding to the fun. Those actions can include any or all of the following:

REVERSE! Everybody faces the opposite way and the caboose is now the conductor!

SWITCH! The conductor and caboose trade places!

ROTATE! The conductor rotates to the back of the line and becomes the caboose. All other players move up one spot with middle person becoming new conductor.

LOOSE CABOOSE! All cabooses leave their train and run to another train.

SHUFFLE! Everybody in the passenger cars (between conductor and caboose) trade places.

**Dance Telephone**-Participants in groups of 5 in a single file line. The first person faces the front while other participants face away and do a choice dance/fitness activity (teacher is playing music) while they wait in line. Teacher predetermines a simple 8-count dance sequence (use repetitive moves to ensure success). Teacher shows the sequence to the first person in each line twice before they turn and "telephone" the moves to the next person in line. Continue this process until the last person in line has seen the sequence twice and send her/him up to the stage/front of the class to perform the final product. Teacher can stand behind students and perform sequence simultaneously to show accuracy of the telephone communication! Increase difficulty in following rounds as needed by using longer counts and repeating the moves less frequently.

**Dance Jigsaw**-Divide your class into at least 4 groups. Give them 60 seconds (or more if needed) to create an 8 count (preferably repetitive) dance that they will repeat to make a 16

count dance move. At the end of creation period, have the groups form a circle around the gym with all groups facing in towards the middle. The teacher will assist by “counting the first group in” (5-6-7-GO!) as they show their 16 count dance and everyone else follows along. Teacher will also facilitate the rotation and cue the next group(s) on their start time. Eventually, students will know when to change on their own. Repeat as often as needed to learn the dance and modify number of groups to fit the mapping of the song you choose as songs have different structures.

<http://bit.ly/2lpxUNw>

Scott’s second session was on Brain Bursts, ideas that all classroom teachers can use. I used several of these strategies immediately when I arrived back in Winnipeg and shared them with many classroom teachers and they have incorporated them into their classrooms as well.

Again, all information (including videos of some of these ideas) is on [mlspe.org](http://mlspe.org), but I will list some of the activities

### **Rock Paper Scissors (RPS) World Championship**

-Grab a partner and wish each other good luck. Play one round of active RPS using your feet to show your sign. Jump 3 times while saying rock, paper, scissors then show your sign on the 4th jump by having your feet together for rock, feet apart (like a jumping jack) for paper, or feet staggered (like a scissor jump) for scissors. After the match, show good sporting behavior and say great game as the winner moves on in the tournament to find another opponent. The player that did not win now becomes part of their opponent’s team/fan base. But this is not an ordinary fan base. This is one of the most ANIMATED, LOUD AND SUPPORTIVE fan bases you will ever hear! They chant, (“Let’s go Joe!” while in search of a new opponent) cheer and jump along with their team as they face new opponents each round. The teams get larger and larger as the tournament progresses until there are two teams left play for the RPS Championship!

\*If played in the classroom and you want to control noise levels, play this game SILENTLY! Students will have to be EXTREMELY animated to show their excitement in a silent and hilarious way.

\*We always play active RPS in physical education as the traditional version does not provide us with enough movement!

### **Gotcha!**

Teacher designates a movement that students will perform while s/he stands in the middle of the classroom. Students attempt to perform the exercise without getting caught, as they must freeze when the teacher is looking their way.

\*This can be a student-led activity with a student in the middle!

\*When played in physical education class as a fitness activity, I set a certain amount of repetitions (i.e. 5 push-ups) as a goal. When they reach that goal, they do a quick celebratory yell or dance move then run and touch the closest

wall before returning to the game. At the end of the game, ask how many times they touched the wall.

\*I love using exercises like squats (perfect for the classroom) push-ups or burpees as the students are in the middle of an exercise and must freeze at a 90 degree angle of a push-up or squat

### **Partner Mirroring/Goofy Mirroring**

One partner is the leader and the other is the mirror. Challenge student leaders in different ways by telling them to perform tricky balances, cross the midline, complex movement patterns, or try to get your heart rate as high as possible!

\*Goofy mirroring is a fun way to make the classroom environment a comfortable one. Slow motion, fast forward, robots, goofy faces, scary animals, etc. are all ways to guide the students should they need it. I don’t think they will need much guidance when being goofy! Lots of laughter with this one!

### **Desks Alive!**

Bring those desks to life with some fun pounding! This activity is a great way to get the classroom rocking with some music, rhythm, movement, and singing! Play any song and choose a leader (teacher or students) to lead the rhythms as we channel our inner rock star! Hit the desks to the beat, clap, slap your quads, give your neighbor hi fives, spin around, run around and changing desks are all great ways to generate excitement for the entire class, including the teacher! Did

I mention this is a great workout? Make sure to get your squats (when you hit the desks) and jumps (when you clap your hands) in to get that heart rate up high! (video example included in video notes)

### **Walk it Out/Model Walk**

Simple yet fun activity in which the students let the music move them around the room however they want. Teachers can play the music mix files (included in Musicnotes) and transition for their next activity while the kids move around the room in fun and silly ways! (Video example of model walk included in video notes)

### **Partner Shoe Tie**

This brain bender is exactly how it sounds! Two partners work together to tie a shoe, but each partner can only use one hands. This is challenging enough, but you can also make it a competition if you need to excite your class even more. After each successful tie, have the students get up and do a celebration dance, run to a different spot in the room, or jump up and down and act like they just won a gold medal to get their heart rates up!

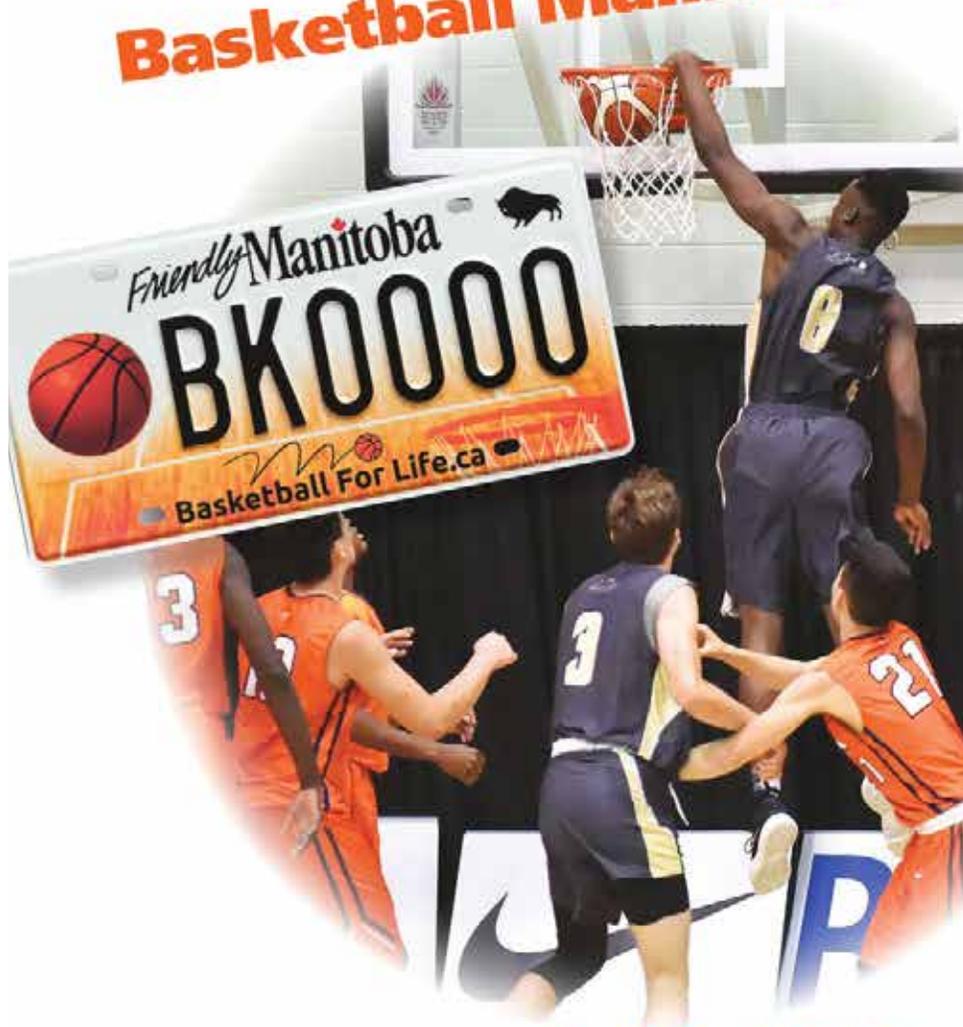
So, “*See ya later, sweet tater!*”

“*Take care, brush your hair!*”

“*Peace out, Saurkraut!*”

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# MPETA Professional Development Funding

By Geoff Brewster, Physical Education and Health Consultant, Pembina Trails School Division

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With the recent increased media surrounding mental health and wellness it's possible that you've already heard that "15-20% of youth suffer from some form of mental disorder (1 in 5 students in the average classroom)" (Kutcher et al., 2009), or that "70% of mental health problems have their onset during childhood or adolescence" (Government of Canada, 2006), or finally that the Canadian Community Health Survey: Mental Health and Well-Being reported in 2002 that only one-in-four people aged 15-24 who live with mental health issues sought resources and/or treatment.

Statistics like these are concerning and in some cases may seem overwhelming, but as teachers we have an opportunity to help reverse these trends.

Step number one is to start talking about mental health and wellness in our classrooms and schools.

PHE Canada in conjunction with Western University Centre for School Mental Health, the Co-operators, and the Centre for Addiction and Mental Health have developed a tool to help teachers start this conversation.

As part of the 2017 PHE Canada

National Conference in St. John's Newfoundland I attended a workshop entitled "Teach Resiliency: Mental Health and Well-being in Schools". The workshop was led by Stephanie Talsma, Program Manager of PHE Canada and Dr. Susan Roger, Psychologist and Associate Professor in the Graduate Program in Counselling Psychology at the Faculty of Education at Western University and focused around the launch of an online mental health education resource entitled Teach Resiliency.

Teach Resiliency is a web-based mental health resource designed by a team of teachers, administrators, mental health professionals, researchers and students. Teach Resiliency contains a searchable library of practical, evidence-informed resources. It is designed as a one-stop-shop for resources related to mental health, including programs of study, journal articles, apps, podcasts, and videos. The resources have been grouped into four pillars of Healthy Spaces, Promoting Belonging, Building Resilience, and Mental Health Literacy. Resources can be identified either by browsing one of the pillars or by searching a specific topic of

instruction.

Each resource has been vetted through an evaluation committee so teachers can be confident the resources are credible and meet a set of high standards. To help expand the number of available resources at Teach Resiliency, teachers are encouraged to submit additional resources they find valuable. These suggestions will be evaluated and if they meet the established criteria will be added to the Teach Resiliency database.

Perhaps, one of the most powerful aspects of Teach Resiliency is that it is not solely focused on youth mental health and wellness but recognizes that teachers are too often preoccupied with student wellness that they neglect their own mental health and wellness. Teach Resiliency provides a large number of tools and resources directed towards teacher mental health, so not only can teachers access this site to find suitable resources for their classroom but they can find resources that may help themselves, a family member, or colleague.

As schools take on an even greater role in the development of the whole child, I envision that Teach Resiliency could be a valuable resource not only for those teachers responsible for teaching the social-emotional outcomes of Manitoba Physical Education and Health curriculum but for all teachers, administrators, and students.

As more and more schools begin the conversation around both student and teacher mental health this resource will act as a powerful tool in providing practical, evidence-based mental health resources and strategies. Hopefully these conversations will not only reduce the stigma surrounding mental illness but will increase mental health literacy in our schools which may in turn increase the number of people seeking help for mental health issues.



# MPETA Professional Development Funding

By Lindsay Burns

With the assistance of MPETA's Professional Development Fund I had the opportunity to attend the 2017 PHE National Conference that took place in St. John's Newfoundland. This was my first time attending the National Conference and I was excited to be a part of this meaningful event. As a secondary teacher, I wanted to get more information and best practices on assessment and physical literacy. I attended a number of sessions but one that stood out to me was Guy Le Masurier's session entitled Developing Physical Literacy in Secondary Physical Education. He talked about the importance of equipping our students with the skills, motivation and independence to make physical activity a regular part of their lives once they leave



our buildings and to truly value lifelong physical activity. He questioned if PE programs that follow the traditional sport programs prepare our students for life long physical activity once they graduate. With other provinces having mandatory physical education only up to grade 9 or 10 he stated the high drop off of students who choose to take grade 11 and 12 PE as an elective. Why are we not retaining students in Physical Education?

He then outlined a five-step program planning model to describe the essential elements of a quality fitness education program that develops youth physical

literacy. The five steps model is cyclical and starts with self-assessment of where each student is currently at. Moves on to the student choosing activities that he/she enjoys. Next, is SMART goal setting to focus on what their path is. Following that is developing a plan and then ongoing monitoring of behaviour through apps, journals, meetings etc.

As Guy was going through this model, I couldn't help but see the strong resemblance to Manitoba's grade 11/12 Physical Education curriculum (module A). As the session went on and I was hearing the issues facing physical educators in other provinces, I couldn't help but feel very fortunate to be teaching in Manitoba as we are the only province to have mandatory physical education from k-12. I left the session thinking of ways I could slowly start to embed more independent physical education starting in grade 9 and then increasing in grade 10 so that when students are in grade 11 they have already taken part in some independent physical activity and have monitored their activities and set goals.

Guy Le Masurier's book *Fitness for Life Canada, Preparing Teens for Healthy Active Lifestyles* is an excellent resource for teachers who are looking for practical lesson plans to help students take ownership of their physical fitness and health.

Thank you to MPETA and the Professional Development Fund for the assistance I received to attend the 2017 National Conference held in St. John's, Newfoundland.

## PHE Canada 2017 National Conference - St. John's Newfoundland

By Christian Leclerc

What an experience! The conference kicked off with a motivational and emotional keynote address from Dr. TA Loeffler of Memorial University. She reminded us that everyone has their own "Everest" to overcome. Climbing our "Everest" take lots of effort, patience but most of all, you need to be resilient. Resiliency was a term used often throughout the week and I could not agree more that we need to be teaching these skills in our classrooms. The next two days offered countless sessions to grow and add more tools in my teaching "toolbox". I was able to take in a total of seven different sessions ranging from various warm up/lead up games, to physical activity ideas for the classroom, to climbing walls and their uses in schools. No shortage of variety, great job by the organizing committee (PESIC).

I was also able to take in the absolute beauty that Newfoundland has to offer. I often had to remind myself that I was still in my own country! The coastline views, harbour towns and inland hikes were something that I will never forget.

Lastly I would like to thank the MPETA PD committee. This opportunity would not be available to teachers without volunteers to administer funds and applications. A very big thank you for offering me the chance to grow professionally while taking in more of Canada's majestic views!



# MPETA Professional Development Fund Post-Event Report

By Laurie Tait

The National PHE Conference offers a great opportunity to network and share ideas with professionals, from Canada and around the world, who are passionate about promoting physical, social and emotional health in our communities. Attendance at this conference also came with the added bonus of beautiful Newfoundland scenery, legendary

flag rugby. Resources, which include a full curriculum and resource materials for students of all ages are available free online at <http://rookierugby.ca/en/>

The session Teach Resiliency: Mental Health and Well-being in Schools introduced the new PHE Canada online resource [www.teachresiliency.ca](http://www.teachresiliency.ca) It is designed for teachers and contains a

beginner's basic Taijiquan. We learned 10 movements:

1. Commencing
2. Repulsing the Monkey
3. Brushing knee and push
4. Parting the horse's mane
5. Waving hands in the clouds
6. Golden rooster standing on the legs (left, right)
7. Kicking with foot (left, right)
8. Brushing the peacock
9. Crossing hand
10. Closing

It was a relaxing way to bring a hectic few days of activity to an end. Everyone could participate at their own level. I found the nature of the exercise allowed us to tune out the noise of the adjacent sessions and really focus on mastering each form. If you're interested in sharing Taijiquan with your classes, you can review the resources below. It may take a little practice on your part but it's an excellent way to create calm and focus during a busy school day.

<https://www.youtube.com/watch?v=MhWIIIdVyWVs>

<https://www.youtube.com/watch?v=IH4JZ6aqCbA>

<https://www.youtube.com/watch?v=P4Z4sONQtJM>

[https://www.youtube.com/watch?v=v=n\\_nfD%O15bk](https://www.youtube.com/watch?v=v=n_nfD%O15bk)

I thoroughly enjoyed the opportunity to interact and share ideas with delegates from Canada and around the world. It is an experience I recommend. I have a renewed enthusiasm for the role I play in advancing a student's emotional, social and physical well being. Thank you MPETA for the financial assistance.



hospitality and plenty of walking uphill. I attended some great sessions and acquired some valuable information.

If you're looking for something new to add to your physical education program consider Rookie Rugby. It's one of the fastest growing sports for kids in Canada. Erin Kennedy, a program coordinator for Rugby Canada led a session promoting the noncontact version of the game. We worked through game adaptations from the Rookie Rugby curriculum and finished playing an energetic game of

searchable library of practical, evidence-informed resources, a community of practice for knowledge transfer and teacher to teacher exchange, videos, podcasts, and tips. It's designed to enable teachers to support students' mental health and resiliency and well worth sharing with colleagues.

The final session I attended was Taijiquan (tai chi): A Body-mind Exercise for a Lifetime led by Dr. Chunlei Lu from the Faculty of Education at Brock University. He led us through

# Hot tub teaching machine

By Brad Knight

The PHE conference in St. John's, Newfoundland is the second national conference I have attended in my young Physical Education teaching career. Through these two conferences, I have had the opportunity to attend a number of excellent sessions on a variety of different subjects that I have been able to use in my P.E. programming. I have learned about Spartan Challenges, Build Our Kids Success, Gaga Ball, Warm-up games, Spike Ball and Triple Ball just to name a few, and all of these have been immediately relevant to my teaching practices.

The main reason for attending these conferences is for these sessions to improve our teaching skills and bring new ideas into our program. While this is obviously the most important part of the conference, I would like to put more of a focus on what I think is the second

most important part of the conference: The networking with other P.E. staff, or, as the title suggests, the "Hot tub teaching machine" moments.

I reference the hot tub because every evening I would go down to the hot tub area in our hotel, and find that there would be other P.E. teachers down there already. It wouldn't take long for conversations to drift to our work. Each day we got to hear and share with each other about what we had learned that day in our sessions, or how we did certain things in our program differently. One teacher shared with us a website and contact info from a dance session that I was unable to attend. Another teacher from Winnipeg suggested another game that can be used for baseball striking.

These conversations did not solely take place in the hot tub. When you are at a conference for a few days, you are

constantly hearing and learning about new ideas and concepts.

On the shuttle bus to our first day of sessions, two teachers in front of me discussed different ways of progressing through teaching racquet sports. Both had good ideas and mentioned things I hadn't thought of teaching for these sports.

Another teacher from Newfoundland during a session on exercise circuits suggests another way of doing an exercise circuit that works better for elementary groups.

I found that these many little bonuses I encountered throughout the conferences also added value to my entire conference experience, and while the conference itself still provided the bulk of my experience, the "hot tub teaching machine" aspect shouldn't be overlooked.

## Conférence FETC 2017 (technologie) en Orlando, Floride

Voyant qu'il y a principalement trois méthodes de pratique 1) L'imagerie (imaginer sa propre performance en tête), 2) L'apprentissage d'observation (regarder la performance de quelqu'un d'autre), et 3) L'auto modélisation (revoir sa propre performance d'une habileté avec l'aide vidéo) il y en a une qui selon les animateurs va mieux promouvoir l'acquisition et l'amélioration d'une compétence physique. L'auto modélisation est la méthode la plus efficace, et plusieurs applications sont disponibles (gratuites et pour \$). Quelques exemples sont

CoachCam, Coach's Eye, Coach My Video (CMV). Ces applications peuvent jouer un rôle dans la pratique efficace ainsi que dans nos évaluations.

D'autres utilisations de technologie au gymnase (Ipad ou projecteur nécessaire) sont des applications de minuteurs qui vous permettent AMRAP et TABATA quand vous faites des centres de fitness/tests de conditionnement physiques. Autres, comme Sworkit, permettent aux élèves de tailler leurs propres routines d'exercice. Installer des lecteurs QR vous donne une option de varier des exercices d'échauffement, par exemple.

Encore, il y en a plusieurs disponibles gratuitement, et tu trouveras aussi des versions plus avancées pour un frais. L'intégration équilibrée et réfléchie de la technologie au gymnase peut servir comme un outil important tant qu'à l'évaluation, la variation de ton programme, et pour donner à vos élèves l'occasion d'approfondir leurs connaissances en éducation physique en utilisant un moyen qui leur est naturel – la technologie.

# 2017 Sport for Life Summit - Gatineau, Quebec

By Jason Dunham

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On January 25-26, 2017 I had the opportunity to take part in the Canadian Sport for Life Summit held in Gatineau, Quebec. The summit was a series of keynote speakers and breakout sessions with the focus of developing and implementing physical literacy into our sport and physical education programs and addressing the shortcomings we still have in the Canadian sport system.

Olympian Catriona Le May Doan kicked off the summit with a very inspiring keynote address about the role of sport and positive influence it has on young people when managed correctly. She stressed that we need to have the courage to change if we want to improve. She also mentioned that coaches and parents need to allow kids to have fun; allowing kids develop at their own rate. Also, she stated that we perfection all around us we just need to take the time to look for it.

After the keynote there were breakout sessions. The sessions I attended were Strength and Conditioning for Paralympics and Female Athletes, Aboriginal Engagement in Sport, Mapping a New Development Pathway for Girls, LTAD Philosophy in Practice at school, Developing a Performance Pathway in a Smaller Province, Brain Coaching: Decision-Making, Creativity and Risk and Executive Function: Why Active Start is so Important for Later Success.

The sessions, Strength and Conditioning for the Paralympic Athlete and Strength and Conditioning for Female Athletes were in joint presentations with different presenters. The presenter for Strength and Conditioning for the Paralympic athlete was Jonathon Ritchot from the Pacific Institute for Sport Excellence. His main point was to always try to create an open and welcoming environment and be as inclusive as you can. Be creative and find ways to

repurpose gym equipment so it suits the purpose of the Paralympic athlete. Part 2 of this Strength and Conditioning session was focusing on female athletes. Amy Moolyk from the Northern Alberta Institute of Technology. She mentioned that it's important to build a positive training culture. When training female athletes keep in mind hormone levels and try to exercises that multi joint movements.

Aboriginal Engagement in Sport was presented by Greg Henhawk from Sport for Life. This session presented the Aboriginal Long-Term Participant Development document. The focus is to make sport more and engaging and inclusive for aboriginal youth. Also, to apply the five recommendations from the Truth and Reconciliation Commission regarding Aboriginal participation in sport.

Mapping a New Development Pathway for Girls was presented by Sydney Millar, Allision Sandmeyer-Graves, Lori Johnstone from the Canadian Association for the Advancement in Sport (CAAWS), Vicki Harber from Sport for Life and Sylvie Beliveau from the Canadian Soccer Association. These presenters focused on how we need to keep girls in sport and creating encouraging and inclusive environments for them to participate in. They stated that if girls are not in sport by 10 years old they less likely to grow to be physically active. Female athletes need to create meaningful connections before they perform in their respective sport.

LTAD Philosophy in Practice at School was presented by Jay Treadway from Ridley College. He discussed how at Ridley College they applied the Long Term Athlete Development model to their physical education and sport programs. Focusing on having daily physical education classes and making sports age appropriate and games meaningful for kids. For example they would play 8 on

8 soccer with a smaller field and 4 on 4 cross court basketball. They found skill development was more noticeable and kids were more engaged.

Brain Coaching: Decision-Making, Creativity and Risk were presented by Paul Jurbala from Sport for Life and Brandy Tanenbaum from Sunnybrook Health Sciences. They both focused on how we coach the cognitive and we could add creativity with our athletes. We should allow some of our practices to be athlete driven so they can discover their own creativity and risk to their respective sport.

Executive Function: Why Active Start is Important for Later Success was presented by Colin Higgs from Sport for Life. This session presented the importance of physical literacy being introduced to children early and by developing their executive function. If is not developed between the ages of 3 and 7 it will affect their future sport performance. Games like skipping rope and Simon Says can help in developing Executive Function.

Overall, the Sport for Life Summit was an excellent experience. The common link throughout all the sessions was making sport inclusive, engaging, sustainable and fun for all. I appreciated the support from MPETA, Sport Manitoba and Kelsey School Division I received to attend this conference. I am excited to information learned to my teaching.

# 2017 Northwest Yoga Conference

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The 2017 Northwest Yoga Conference was held in Lynnwood (outside of Seattle), Washington on February 9-12. The Northwest Yoga Conference aims to celebrate and promote the benefits of yoga while cultivating a unified yoga community through learning, sharing, and growing together. The conference was an opportunity to bring together yoga practitioners of all levels to try new things related to yoga. The conference was packed into four days, each day offering a wide variety of sessions.

As a physical education teacher who is brand new to learning/teaching yoga, I choose all the sessions that were geared towards beginner-friendly. My goal was to observe the instructors and gather as much information I could so that I could develop and be able to teach to my two different levels of students: K-Grade 4, and Grade 5-8. I was pleased to find out that by the end of the conference, I had enough information to create a couple different lessons for both grade groupings.

In my first session, Re-creating Yourself As a Teacher: Teaching Yoga with Heart, Inspiration and Authenticity, Seane Corn went through an entire hour yoga class by getting us to be her participants. We were able to take notes down after each pose. This was helpful in a way that I was able to describe each pose and write down all the key words to say to help students perform it correctly. This session helped me plan out a yoga class for Grades 5-12. She also gave a couple tips that were really helpful:

- When using filler words in between poses, make sure to change the phrases as often as you can. Instructors tend to use the same words like “good job” and “that’s nice”. Develop a bank of phrases to use.
- Have a great ending to the class, whether it is a prayer or quiet time for reflection. Keep it simple. If

participants either enjoyed the class or not, they always remember the ending.

In the session, Lead with the Heart, Kia Miller also went through an entire hour yoga class giving suggestions on how to properly go from one pose to the next. She discussed how important the order of poses need to be. There must be a proper flow to the class where you don’t jump from one major body part to another without a well thought out transition. This session was very helpful for planning Grade 5-12 classes. There were times in certain poses that you can make it easier for a Grade 5 student or more difficult for a Grade 12 student.

I had the great pleasure of taking part in two of Aadil Palkhival’s sessions. He is a world-renowned Asana Expert, Founder – Director of Alive & Shine Center and the College of Purna Yoga, author of the Fire of Love, and the 2016 Yoga Teacher of the Year. He shared some wonderful reflections that resonated with me.

- Yoga is not to be performed, yoga is to be lived.
- True yoga is not about the shape of your body, but the shape of your life.
- Yoga is taking the time to explore who you are...to know thy self.
- Yoga helps reduce injury and helps take away pain.

Aadil began his first session, Finding Your Foundation: Poses that Work the Feet and Legs by reciting the Gayatri Mantra. Everyone came together and chanted it at the same time. This is a great way to bring calmness and focus to the beginning of any yoga class. At the end of class we finished by chanting the Sri Aurobindo’s Gayatri. Again, it was a wonderful way to bring the class to a closure in a relaxing and meditative way. In Aadil’s second session, Healing the Lower Back, he shared that a long time ago he ruptured two discs in his lower back. He was told by a doctor that he would need surgery. When he told his

Asana mentor this, the mentor showed him stretches from Purna Yoga that not only cured his injury, but allowed him to not need the surgery. He continued to show us the exercises that helped release the pain in his lower back and realigned both sides of his back. If you would like to have a copy of the Gayatri Mantra/ Sri Aurobindo’s Gayatri and the stretches for healing your lower back, please contact me at [christa.conrad@lrsd.net](mailto:christa.conrad@lrsd.net) or visit [www.aadil.com](http://www.aadil.com) and [www.purnayoga.com](http://www.purnayoga.com).



My absolute favorite session was observing a Kids Yoga Class: May the Force Be With You. The instructor created yoga poses that went along with the story line in Star Wars. This would work really well with students ranging between K-Grade 4. For 30 minutes, she went through one of the Star Wars plots and would demonstrate yoga poses that worked well with all the different parts of the story. Here a few examples:

- When describing Yoda, go into the cross legged position and chanted “Om”.
- When describing the Death Star, go into a jumping jack pose.
- When describing Chewbacca, pump chest with hands and say “AAAWWW”.
- When describing the Jedi Alliance, go into warrior pose and swing a pretend light saber.

If you would like a copy of the entire 30 minute Star Wars class in written form with pictures, email me at [christa.conrad@lrsd.net](mailto:christa.conrad@lrsd.net).

# Benefits of Rock Climbing Programs in Your School

By Ray Agostino



Besides the pure enjoyment of wall climbing, it provides students with many benefits, even beyond the physical aspects. Many adaptations can be made so that the walls can be used with the primary grades or special needs students in your school. If your school is looking for more information on climbing walls for their school, please see the contact information at the bottom of this article.

## **Social – Emotional Benefits:**

- If the thrill seeking desire is met, children are less likely to engage in negative risk taking behaviours.
- Helps develop virtues like patience and perseverance.
- Helps develop courage and confidence.
- Will help instill discipline of rule following with regards to the numerous safety rules they will need to follow.
- There are many interesting activities that can be done on the wall that will promote cooperation and teamwork and bring out their leadership skills.

- Students will be forced to trust others for their safety when using a self-propelled safety rope.

## **Cognitive Benefits:**

- Rock climbing requires a lot of problem solving to make your way up the wall.
- Because of all the problem solving, the student requires intense concentration and focus which adds to the brains benefits.
- There are several wall accessories that can be added in order to meet cross curricular opportunities. Hand holds can be numbered or colored, walls can be made with dry erase walls, or puzzles/riddles placed along the routes to determine their pattern to follow.

## **Physical Benefits:**

- Cardiovascular benefits can be made if they are continuously going up and down or side to side.
- Muscular Endurance and Strength is

developed in the arms, chest, back and legs.

- Flexibility is worked on by stretching and reaching for arm and foot holds
- Climbing also contributes to overall body awareness when dealing with weight transfer and their balance.

## **Contact:**

Ian Craigon - Canadian Representative for Educational Sales and Services  
250-338-3078 or  
moveitconsulting@gmail.com  
www.everlastclimbing.com

# POUND ROCKOUT WORKOUT: SCW Mania Conference in Orlando, FL

By Ben Hodges & Dan Poperechny

In early May, we attended a conference called SCW Mania Fitness Pro Convention in Orlando, FL.

MANIA® was a 3-Day Fitness Professional Conference, running 17 sessions every hour, featuring 70+ world-renowned Fitness Educators leading over



250 sessions and 30 certifications on topics like Group Exercise, HIIT/Tabata, Nutrition, Cycling, Sports Conditioning, Yoga/Pilates, and Aqua fitness, just to name a few.

We intended to go to this conference to get some ideas and resources that will help us with our group fitness teachings at Fort Richmond Collegiate. Our school recently got a fantastic fitness facility upgrade, and we felt it was necessary to improve our repertoire to match. Also, we intended on learning new fitness trends that are sweeping across North America. And we found it!

The first innovative discovery was the “POUND Rockout Workout”. This was by far the most fun we had during a group fitness class. It combined our love for music, fitness, and drumming all into one. The best part was that you don’t have to be a good drummer to join in the fun. POUND is a full-body cardio jam session, combining light resistance with constant simulated drumming. The workout fuses cardio, Pilates, strength movements, plyometrics, and isometric poses into a highly-modifiable, addictive fitness experience. The only equipment being used was a yoga mat as your drum pad, and their drumstick product named RIPSTIX. The drum sticks weighed a

quarter of a pound each and made of a dense plastic. Plus, they can glow in the dark. That’s right. In 45 minutes, a participant completes approximately 15,000 strikes, performs over 30 extended interval peaks, and zips through 70+ techniques.



It truly brought out the Rock star personality in us. It was evident that everyone in the room had the feeling they could be something more than what they came into the room as. They came into the room a participant but left with a big smile on their face. To get a sense of what it is all about, check out a quick video on YouTube by typing in “POUND WORKOUT” or check them out on their website at [www.poundfit.com](http://www.poundfit.com).

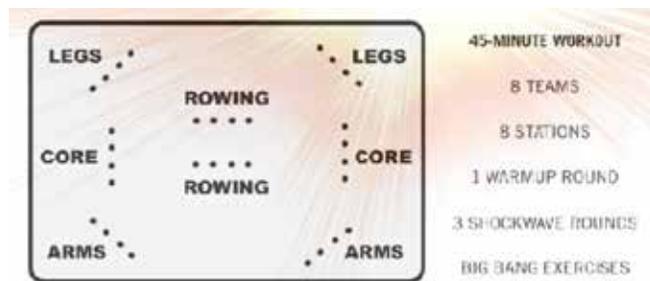
The second session that made an impact with us was the “Shockwave” workout. This workout was deemed by the media as “The Most Efficient Total Body Workout in the World”. The circuit style cross-training workout utilizes a specially designed WaterRower machine to provide short-burst, high-intensity intervals along with functional strength and muscular endurance exercise stations designed to target and chisel the legs, the core and the arms. Shockwave states that “You will find yourself working harder than you ever imagined because of the camaraderie, friendly team competition and motivation designed to push you to your

max effort and provide extreme results”! The basic premise behind this workout was to use the rowing machines as a timer for the other circuit stations. Once the set distance was completed by the team on the rowing station, everyone else could stop doing their exercises at their



stations. The whole workout consisted of 4 rounds; 1 warm-up round, 1 round at a rowing distance of 250m, 1 round at 200m and 1 round at 100m. The way you want to set up the circuits around the rowing stations can vary depending on how many participants you have. During our workout we 8 stations in total: 3 circuits followed by a rowing station and then the mirror image of that. It looked like the following:

The entire conference was organized with much care and consideration for its attendees. It ran very smoothly and had a professional atmosphere that made our few days very enjoyable. There were so many sessions to choose from we feel like we barely scratched the surface on what is offered at MANIA. We were very satisfied with everything and will definitely look into hopefully attending this conference in years to come!



# The Manitoba Physical and Health Education Teacher Education Student Led Conference 2017

By Derek Coubrough and Raisa Hasanally



*2017 MPHETE committee with Matt Pomeroy and Dr. Nathan Hall*

On January 27th, 2017, the University of Winnipeg eagerly hosted TechNOW, the third annual student led Manitoba physical and health education teacher education (MPHETE) conference. Last year's conference was a great success with close to sixty people in attendance. This year, we expand to eighty participants from the University of Winnipeg, University of Manitoba, and Brandon University. The TechNOW theme focused on integrating technology into physical and health education. Our goal was to provide resources and networking opportunities for the attending

prospective educators, and to provide insight into using technology to engage students in their learning.

The spectacular Axworthy Health and RecPlex at the University of Winnipeg hosted our conference for the second year in a row. The morning began with an inspirational message from Dr. John Anchan, Acting Dean of the University of Winnipeg Faculty of Education. He left us with a quote to get our participants thinking about technology; "Good tools do not make a good teacher, but a good teacher makes a good use of tools" - Eleanor Doan.

Following this, our keynote speaker Matt Pomeroy, a physical and health education teacher from Merton Intermediate in Wisconsin spoke on the importance of staying "connected, together, thriving" as a community of educators. Matt presented on his personal experience as a new teacher learning the value in being connected through the use of technology and the internet, and how other individuals have stepped up to connect physical educators across the world through various on-line methods. He challenged the group to show their passion, step up to challenges, be a

leader and to always continue learning because the field of education is always changing. During Matt's workshop he demonstrated how technology can be used to "engage, empower and advocate" in both physical and health education. Matt introduced a variety of apps to the group, demonstrating how to use them to educate and assess students. Participants used SeeSaw to create workout, warm up, dance or cheer videos. This app also has the ability to share videos with parents engaging them in their student's learning. Poll Everywhere was used for participants to vote on the best dance off group and has a variety of uses for class. Also, the Plickers app is easy to implement and an accessible formative assessment tool. Matt's session energized participants to think about how technology can create authentic learning experiences, empower student's leadership capabilities and create community in both school and home settings.

Before lunch, participants completed a QR Code challenge around the University of Winnipeg campus. The networking lunch sponsored by MPETA was provided by Stella's Cafe. A huge thanks to MPETA for keeping all participants happy and ready to stay active during the afternoon of the conference! The afternoon was packed with a variety of breakout sessions funded generously by Orange Theory Fitness. Blair Robillard from the University of Manitoba taught Indigenous games using low to no cost equipment.

This session was filled with laughter! Participants learned games that emphasize fun over competition while building community, confidence and allowing everyone to be silly. On the turf, Matt Pomeroy and Dr. Nathan Hall from the University of Winnipeg presented "Flags for Fitness", a session that involved territory and invasion flag games that included fitness twists. This session also incorporated technology (i.e., pedometers; the Decide Now! App; etc.) that could be used for fitness related purposes, and encouraged participants to think about teamwork, strategy and movement.

During the second set of breakout sessions, Bev Ilchena from RETSD presented on physical and health education report card writing in Manitoba. She provided participants with guidance on where to start and what to do as an educator to ensure comments are authentic. This was extremely beneficial for participants as the majority of participants were teacher candidates. Meanwhile on the fields, Brian Hatherly and Edward Pieczonka also from RETSD presented on nordic walking with heart rate monitors using the Polar Beat App. Participants picked up the activity fast and were walking even faster. Everyone was very engaged in the activity while Brian and Edward explained how the app can be used to create physical health conversations between students.

The last session of the day, Jayel Masangkay from Live Dance Studio presented a workshop that had all participants and presenters feeling the beat and on their feet learning a hip hop routine. Jayel created a safe environment for the group to step outside their comfort zone, put their emotions into the moves and dance together as a community. This was immediately followed by a "thank you" to Dean Melvie, Director of Recreation Facilities for allowing TechNOW to use the Axworthy Health and RecPlex, as well as all our other sponsors; MPETA, MPESA, Sport Manitoba, ParticipACTION, Best Buy, Orange Theory Fitness, Popeyes Supplements, Larters Golf and Country Club, Elmhurst Golf and Country Club, and Stella's. With the help of our sponsors the conference was a huge success and many participants won prizes full of wellness and physical activity gear.

The MPHETE student committee with faculty advisor Dr. Nathan Hall worked steadily to ensure the conference was beneficial for all attending. The committee consisted of twelve teacher candidates from early/middle and senior years' education streams, all with a passion for physical and health education. As a part of the committee, creating and participating in the conference exposed us to what Matt Pomeroy expressed in

his keynote address: "we are stronger as a community". As a teacher candidate and a participant of the conference we learned so much about being an effective educator, made connections with other participants and charged our passion to continue learning.

The participants of TechNOW, demonstrated their desire and enthusiasm to educate students in physical education and health education. Teams of leaders actively participated in all sessions. They were brought to life through the eagerness of the presenters and amplified by the reception from participants. The atmosphere established by the committee, and presenters was deepened and echoed by participants connecting with each other, sharing knowledge, experiences and connecting through technology. Participants demonstrated they have a thirst to learn and incorporate new ideas into their education practices. The community, connections and passion for learning that was ignited will stay with all conference participants and spread as the group dives into their education careers.

We are now looking forward to the MPHETE conference in 2018 that will be hosted by the University of Manitoba for the first time. For more information, pictures and resources from this year's keynote speaker Matt Pomeroy, visit these social media links: Facebook-TechNOW: MPHETE Conference 2017 or Twitter-@uwphete.

# GaGa Ball

By Brad Knight

I recently went to the PHE Canada conference in St. John's Newfoundland. I went to a session which was presented by a colleague and friend of mine, Blue Jay Bridge. Blue Jay has presented at many conferences in the past. If you haven't had the chance to attend one of his sessions, I strongly suggest it. Blue Jay is a great presenter who loves talking about anything Phys. Ed related, whether it be in person, through email, or on social media. You can find him on twitter at @MrBridge204, or check out his Weebly at [mrbridge204.weebly.com](http://mrbridge204.weebly.com).

## **What is GaGa ball?**

The name GaGa means Hit Hit in Hebrew. Gaga ball is a game played with approximately 10 players in a small area, using tables to set up boundaries. There is one ball in the game. Players try to hit each other with the ball below the knees. The game is quite simple, and could be used with students of all ages.

## **Set up:**

For this game, you'll need quite a few large tables. This may be something you need to borrow from your school division. To make one play area, you need 7 tables. Lay the tables on their side, with their top facing inwards, making a circular shape. You can use one less table by setting this game up against a wall. Be sure to leave an opening so students can enter and exit as needed; as seen in the picture. Putting a pylon there helps keep the ball in play.

## **Starting the game:**

Have approximately 10 players in the play area with one ball. The ball is thrown in the air to start the game. Players let the ball bounce three times before it is in play, saying Ga-Ga-Ball as it bounces. After three bounces, any player can strike the ball.

## **Game play:**

- Players hit the ball with an open hand, trying to hit other players below the knee.
- The ball is in play off the tables.
- Players must only hit the ball with their hand (no throwing or kicking it).
- No leaning on the tables or using them to lift yourself up to dodge the ball.
- Any given player cannot hit the ball two times in a row.

Traditionally, this is an elimination game, and the players exit the play area as they get hit, leaving one winner at the end. Blue Jay recommends playing a continuous version, where there are 4 play areas in the gym. If you get hit in your play area, you leave and join in a different game. With some small variations as needed, this could be a great game for all ages!



# Swatball

## Blue Jay Bridge

I had the pleasure to attend the 2017 PHE Canada Conference in St. John's Newfoundland May 3-5th. What a tremendous event in a beautiful area!

The session I'm going to share with all was for a game called Swatball. The session was led by recent University of Winnipeg Phys Ed grad and now teaching a term of Phys Ed at Tyndall Park School, Jesse Klym.

Swatball is an invasion game involving 2 teams that can be played in any space with 4 walls. Each team is separated into fielders (this is your offensive players) and goalies (these are your defensive players). The walls on the end of each court act as the "goals" while the side walls are "live" and thus are used as part of the play of the game.

The objective of the game is for the fielders to swat the ball in the air towards the other team's goal. Once the ball hits the opposing teams goal, a point is scored. Once a point is scored, the fielders and goalies switch roles immediately and continue play. You may only swat at the ball using an open hand and can not kick or catch the ball.

Offensive players (fielders) may keep the ball in the air for a maximum of 5 swats until they must pass it to a teammate. A common strategy used by teams to advance the ball is utilizing the "give and go" play.

Defensive positioning is very important to your teams success when playing Swatball. Take the opportunity to teach your students defensive spacing and positioning in relation to the offensive players.

The goalies are responsible for not allowing the ball to touch there wall. Generally the goal area is the full length of the wall and from the floor to approximately 6 feet up. You may want to use some tape to designate the "goal" area on the wall. As well, the goalies have an approximately

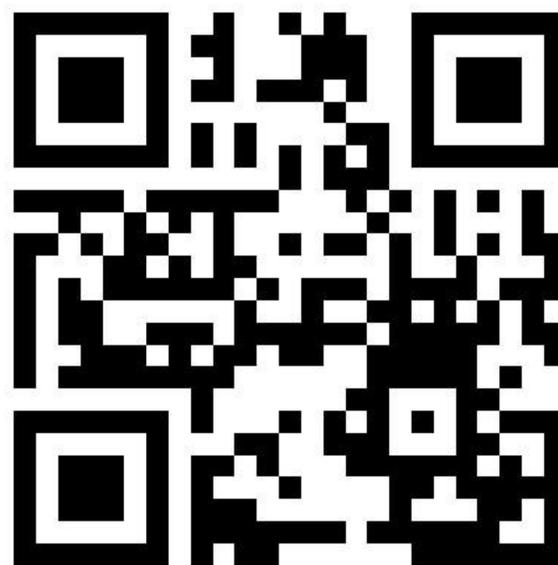
4 feet crease from the wall out. Only the goalies may be in the crease and they may not leave the crease to play the ball.

Being that the goal areas are the length of your gym walls, you will generally want larger teams to be playing against each other. A team of 12 vs a team of 12 would allow for both teams to have 6 goalies and 6 fielders.

We had a great time playing Swatball and I'm excited to bring the game to my students.

Scan this QR code for a video with further explanations and examples of Swatball being played

For more info you can contact Jesse Klym at [jesse.klym15@hotmail.com](mailto:jesse.klym15@hotmail.com)



# ICE BREAKERS, DEINHIBITIZERS, COOPERATIVE ACTIVITIES, TEAM BUILDING ACTIVITIES

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Ice Breakers, Deinhbitizers, Cooperative Activities, Team Building Activities, Challenge Activities and Trust Activities are all designed to strengthen and improve group dynamics. In order for any group to achieve success, the teacher must take steps to create the appropriate atmosphere for these activities to take place and he/she must ensure that students feel very comfortable working with each other in a safe and caring environment.

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## BEING CREATION

### **Equipment: Being Creation**

- 4 - 5 sheets of bristle board and 4 - 5 markers
- 10 sheets of scrap paper and 10 pencils or pens

### **Skill Cues:/Description: Being Creation**

- Split the group into 4 - 5 smaller groups
- Write the following question on the board... “What are the characteristics of a person that makes him/her a great physical education student?”
- On the board sketch a piece of bristle board and draw a circle in the middle of the sheet
- Instruct the students that they are to write all the best attributes of a great physical education student inside the circle and to write down things on the outside of the circle which prevent us from exhibiting the characteristics we see listed on the inside. For example, inside the circle put “Caring” and on the outside put “Cheating”
- Give each group some scrap paper and tell them to write down some words for the inside and the outside of the circle before giving them their bristle board
- After about 5 - 8 minutes of brainstorming give each group a piece of bristle board and ask them to complete their final copy of their “being”
- Choose a person from each group

and ask them to read out some of the words from the inside of the circle. Compare each set of ideas to the other groups

- Next, ask someone from each group to read out the ideas they had for the outside of their circle. Compare each set of ideas to the other groups.

### **Teaching Cues: Being Creation**

- Ask the groups to try to work on their own and not to try to steal ideas from the other groups
- Tell the students in their groups that they should try to use as many words that end in “ing” as possible because these are action words. Other words will be accepted as well.
- As the facilitator, the instructor should walk around from group to group and show encouragement and approval for the words students are coming up with
- Thank the groups for their co-operation during the activity

### **Closure**

- Point out how similar the results are and then point out the idea that the characteristics the students listed are not only the characteristics of a “great physical education student”, but are also the characteristics of a great teacher, cook, doctor - a great person!

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## CLAP TRAP

### **Skill Cues:/Description: Clap Trap**

- Walk up to a person, shake hands, and introduce yourselves. Ask your new friend to play “Clap Trap”
- To start, both players individually clap their hands at about waist level (one time) and then they hit hands with each other at about shoulder level (one time)
- Both players will then immediately and individually clap their hands at about waist level (two times) and then hit hands with each other at about shoulder level (one time)
- Both players will then immediately

and individually clap their hands at about waist level (three times) and then hit hands with each other at about shoulder level (one time)

- Both players will then immediately and individually clap their hands at about waist level (three times) and then hit hands with each other at about shoulder level (one time)
- Both players will then immediately and individually clap their hands at about waist level (two times) and then hit hands with each other at about shoulder level (one time)
- Both players will then immediately and individually clap their hands at about waist level (one time) and then hit hands with each other at about shoulder level (one time)
- Repeat this sequence over and over as fast as you can to try to fool up you opponent. Remember to go 1 -2 - 3, 3 - 2 - 1, 1 -2 - 3, 3 - 2 - 1 ...

### **Teaching Cues: Clap Trap**

- This activity is for any number of participants to get to know each other’s names
- Each game only takes about 20-30 seconds to play
- When somebody wins, immediately say “thanks for playing” and move to a new opponent. Continue until each student has had the opportunity to play about 5 others.

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## LABELS

### **Equipment: Labels**

- Adhesive labels
- Computer with printer or markers to make labels

### **Skill Cues:/Description: Labels**

- Print enough labels to distribute one label to each student in the class
- Some of the labels will have positive comments on them while some will have negative comments
- Some examples of labels might be:
  - *I am smart and I help people*

*that have trouble with school work*

- I sell drugs
  - I am friendly to everyone
  - I steal all the time
  - I am the student council president
  - I bully people everyday
  - I am very popular around school
  - Everyone ignores me when I am talking to them
- Instruct students to form a line in front of the teacher
  - Peel a label from your sheets and stick it on each student's forehead. Each student is not to know what his/her own personal label says until the activity is completed
  - Students mingle around the area and talk with others treating them as if the label they are wearing were true

#### **Teaching Cues: Labels**

- Allow the activity to go about 5 minutes and bring everyone back into a circle to ask if they could tell whether their own label was positive or negative based on the way people treated them
- Ask them to take off their label and see what it says

#### **Variations/Extensions: Labels**

- Ask students to group themselves according to whether they received positive or negative comments prior to seeing the comment on their label
- Comments
- I am always happy
  - I cheat in school
  - I will do anything to get ahead
  - I am cooperative
  - I am disrespectful
  - I am respectful
  - I have a great sense of humour
  - I am tall and handsome
  - I am cute
  - I am a class clown
  - I am a great athlete and think only of myself
  - I am a great athlete and think only of others
  - I am a great musician
  - I am good at fixing things
  - I am angry often
  - I get easily frustrated
  - I have a lot of patience
  - I am a snob
  - I recognize strengths in others
  - I am teachers pet

- I am popular
- I think I am cool because I drive dad's cool car
- I always compliment others
- I don't have much money
- I gossip a lot
- I am not popular
- It's all about me
- I always complain
- I always listen to others
- I talk continuously and don't listen

#### **Closure: Labels**

- Discuss how this activity sends a powerful message about their own personal lifestyle and how it reminds them of the impact of words and actions on others in school

### **Let Me Compliment You on That**

**Skill Cues:/Description: Let Me Compliment You On That**

- Students are asked to walk up to all others in the class, introduce themselves, and give each other a compliment
- After they are done, they will again shake hands and say "Have a good day" before moving to another person

#### **Teaching Cues: Let Me Compliment You On That**

- Instruct students to make sure comments are positive and in line with the intent of the activity

#### **Closure: Let Me Compliment You On That**

- After the session is finished, ask students if they all felt good about giving and receiving Compliments



### **DIVERSITY CIRCLE**

#### **Skill Cues:/Description: Diversity Circle**

- Students start in a big circle
- The teacher calls out a statement which attempts to show how people in the group are similar and how they are unique (Example: "Anyone wearing

white socks?")

- Students wearing white socks move toward the center of the circle shouting
- "Yeeeeeeeeaaaaahhhhhh White Socks!!!" All students shout "white socks" when they meet in the middle and point their fist to the sky while doing the final cheer.
- The group backs up and the teacher calls a new statement. For example, "if you are a girl"
- Go back and forth a few times with some common items and some unique items as well (Example: Maybe there are only one or two students in class that plays in the school band. Call it out to illustrate the diversity of the group.

#### **Teaching Cues: Diversity Circle**

- The Diversity Circle can be used to show fun ways that students share common bonds
- Total time for the activity is about 5 - 8 minutes

#### **Variations/Extensions: Diversity Circle**

- The Diversity Circle can also be a very powerful tool to illustrate problems or concerns that young people all face on a daily basis. For example, how many people here have been offered drugs at a party? If you slip in a serious statement like this it throws students into confusion. Are they supposed to run to the center and shout "yeeeeeahhhh drugs"? It is a powerful reflection but it does point out that they are not alone on some issues.

#### **Closure: Diversity Circle**

- Discuss cultural diversity throughout the world and how people's tolerance towards others in different cultures varies
- Make a link to Canada as an increasing multicultural nation and how recognizing/accepting diversity is important

# MPETA Board Directory 2016–2017

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Jacki Nylén  
jnylen@rrsd.ca

### Co-President

Darla Armstrong  
darmstrong@sunrisesd.ca

### Past President

Ray Agostino  
raymond.agostino@lrsd.net

### Secretary

Jeremie Labossiere  
jlabossiere@peminatrails.ca

### Treasurer

Raena Thompson  
raena.thompson@lrsd.net

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brian.mcmillian@fsdnet.ca

### MTS PD

Kirk Botterill  
kbotterill@plpd.mb.ca

### Awards Chair

Heather Lowe  
heather.lowe@fsdnet.ca

### Journal Editor

Krystle Seymour  
mpeta@sportmanitoba.ca

### PD Chairs

Walter Fehr  
walter.fehr@gvsvd.ca

### PR Chair

Vacant

### Health Promoting Schools

Jacki Nylén  
jnylen@rrsd.ca

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Jeremie Labossiere  
jlabossiere@peminatrails.ca

## Safety Chair

Darla Armstrong  
darmstrong@sunrisesd.ca

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### MB Healthy Living

Jennifer Wood  
jennifer.wood@gov.mb.ca

### Manitoba Education

Paul Paquin  
paul.paquin@gov.mb.ca

### The Manitoba Teachers' Society

Richard Alarie  
aefm@mymts.net

### Movement Skills Committee

Chris Spradbrow  
cspradbrow@sjsd.net

### PHE Canada

Dave Bard  
dbard@wsd1.org

### Sport Manitoba

Kris Albo  
kristin.albo@sportmanitoba.ca

### Brandon University

Nancy Stanley  
stanley@brandonu.ca

### U of M

Leisha Strachan  
leisha.strachan@umanitoba.ca

### U of W

Nathan Hall  
na.hall@uwinnipeg.ca

### Student Rep: Brandon U

vacant

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### Eastman

Serena Klos

### Interlake

Kristin Erickson  
kerickson@isd21.mb.ca

### Norman East

Vacant

### Norman West

Dean Rebeck  
drebeck@frontiersd.mb.ca

### Parkland

Vacant

### South Central

Kirk Botterill  
kbotterill@plpsd.ca

### Westman

Barb Hilderbrandt