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# President's Message

Ray Agostino



MPETA would like to extend a huge thank-you to the Pembina Trails School Division for a fantastic MTS PD day in October. A special thanks to Geoff Brewster and Blue-Jay Bridge for chairing the event. This PD event saw a record breaking 800+ people in attendance and taking part in various sessions across Pembina Trails Schools. Keynote speaker Michael Landsberg had many inspirational stories dealing with his

battle with depression and answered many questions from the guests. There were so many positive comments from not only PE specialists but the other teaching areas that attended as well. I had the pleasure to drive Michael to the airport following his talk and ask more questions. He was really comforted with this type of crowd he said and genuinely felt he was speaking to people who really cared about the topic. Louis Riel School Division will host next year's MTS PD day.

If you are a new teacher or teaching a specific class that is new to you, please check out the Mentorship link on our website. We have compiled a list of speciality teachers

who have offered to serve as mentors if called upon. They have provided their emails and phone numbers and are willing to help out in any way needed. It can be to bounce ideas off of, get lesson plans, planning field trips or simply ask for advice, please use this great resource offered by MPETA.

Save the date! May 4-6, 2017 is the next National Conference hosted in St. John's, Newfoundland. MPETA will once again be offering additional PD funding for this event. If you have been a MPETA member for 2 years and did not apply for funding the previous year, you can apply for up to \$500 of funding to help with the conference. Please keep an eye out for next year and start planning!

\*\*\*\*\* **MPETA Journal submission deadline: March 14, 2016** \*\*\*\*\*

## New Research from the University of Ottawa Sheds Light on the School Environment of Teacher-Coaches in Canadian High Schools

Halifax, NS (October 7, 2015): Dr. Martin Camiré, Assistant Professor at the University of Ottawa, has released the findings of a national study on Canadian high school teacher-coaches, funded by the Social Sciences and Humanities Research Council of Canada (SSHRC). In partnership with School Sport Canada, a comprehensive online survey was distributed across all provinces and territories during the 2014–2015 academic year. Dr. Camiré worked directly with every provincial school sport association to gain access to a national sample of teacher-coaches (n = 3065) representing over 35 sports. Findings have revealed a wide range of both positive and negative outcomes related to being a teacher-coach. In particular, teacher-coaches who perceive high quality relationships with their athletes have been shown to be more satisfied with their teaching careers. However, 90% of teacher-coaches reported not being compensated for their coaching roles and 91% cited that meeting family obligations was a serious challenge.

John Paton, President of School Sport Canada and Executive Director of the Alberta Schools' Athletic Association, made the following statement with regard to the release of the findings: "Dr. Camiré's research clearly highlights the significant benefits gained by teachers who coach school sports

at the same time as it outlines some of the challenges facing those teacher-coaches. It is important to recognize the key role teacher-coaches play in the structure and delivery of well-rounded educational initiatives, both in the classroom and through school athletics. The findings of this comprehensive study demonstrate just how important the role of teacher coaches is. School Sport Canada and its member associations hope that this study will lead to increased exposure and support for high school athletics and teacher-coaches across Canada and beyond".

- Read the executive summary at: <http://www.schoolsport.ca/wp-content/uploads/2015/10/National-Survey-Executive-Summary.pdf>
- Read the full report at: <http://www.schoolsport.ca/wp-content/uploads/2015/10/National-Teacher-Coach-Report-2015.pdf>

About School Sport Canada: School Sport Canada is a nationally incorporated not-for-profit organization with the mandate to promote the benefits of school-based athletics nation-wide. Its membership is made up of provincial/territorial school sport organizations and it offers educational programs for coaches via [www.SchoolCoach.ca](http://www.SchoolCoach.ca). Its website is [www.schoolsport.ca](http://www.schoolsport.ca).

# Designing Physical Education Programs/Lessons — Backwards

Nick Dyck

## Introduction

This article is intended to reflect on and challenge the typical design process used in many schools by many teachers in planning their programs of instruction.

The “new” (now almost 15 years old) Physical Education curriculum documents were intended to move our program planning away from a sport-based curriculum model to a health and wellness-based model. The curriculum is based on student learning outcomes intended to drive planning and instruction. Suggestions for “planning with the end in mind” (Backwards Design) were part of every A Foundation for Implementation document under the heading of Unit Planning in the Overview section.

During the provincial workshops for the curriculum I recall suggestions being made to evaluate our original units and determine which outcomes are already being met. This seemed like a good idea at the time. Unfortunately, the outcome of this exercise in many cases, was to continue doing what was already being done. This resulted in very little effective change in the planning and design process.

Here is an example of the traditional planning process:

### TRADITIONAL PRACTICE

Select a topic from the curriculum.



Design instructional activities.



Design and give and assessment.



Give grade or feedback.



Move on to new topic.

This type of planning model leads to many repetitions in the delivery of SLO's as well as many gaps. How many time have you heard students say “we have already done that”. How many times have you thought to yourself “the students should have already learned that”. These are signs of repetitions and gaps.

We cannot assume that students will learn by osmosis. Instructional planning needs to be purposeful and deliberate, following a map (program design) that will take students to a specific destination. Planning without purpose is like going on a trip without knowing where you will end up. Such activity-oriented curricula lack an explicit focus on important ideas and appropriate evidence of learning, especially in the minds of the learners.

Given a specific destination, what's the most effective and efficient route to get there? We might think of it as planning for coaching: What must learners master if they are to effectively perform? What will count as evidence on the field, not merely in drills, that they really get it and are ready to perform with understanding, knowledge, and skill on their own? How will the learning be designed so that learners' capacities are developed through use and feedback?

The Backwards Design or Understanding by Design (UbD) framework offers a planning process and structure to guide program development, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design program and instruction “backwards”. NOTE: Understanding will be explained later in this article.

The Backwards Design (UbD) framework is based on seven key tenets:

1. Learning is enhanced when teachers think purposefully about curricular planning.

2. The UbD framework helps focus program development and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill).

3. Understanding is revealed when students make sense of and transfer their learning through authentic performance. Six facets of understanding—the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess—can serve as indicators of understanding.

4. Effective programs are planned backward from desired results through a three-stage design process (Desired Results, Acceptable Evidence, and Learning Plan). This process helps avoid the common planning problems of repetitions and gaps with no clear priorities and purposes.

5. Teachers are coaches of understanding. Their focus is on ensuring that learning happens, not just teaching (and assuming that what was taught was learned); they always aim and check for understanding by the learner.

6. Regular review of units and program against design standards enhance program quality and effectiveness, and provides engaging and professional discussions.

7. The UbD framework reflects a continual improvement approach to student achievement and teacher craft. Student performance informs needed adjustments in program as well as instruction so that student learning is maximized.

Besides letting the selection of targeted outcomes guide the planning process, another major change is that teachers begin to think about assessment before deciding what and how they will teach. Rather than creating assessments near the

conclusion of a unit of study, Backward Design calls for teachers to use the selected learning targets (SLO's) to determine the assessment evidence and their specific and concrete levels of achievement at the start of unit planning.

The rubber meets the road with assessment. Three different teachers may all be working toward the same learning targets, but if their assessments vary considerably, how are we to know which students have achieved what? Agreement on appropriate evidence of learning leads to greater program and instructional coherence and more reliable evaluation by teachers. Equally important is the long-term gain in teacher, student, and parent insight about what does and does not count as evidence of meeting complex outcomes.

### Why “backward” is best

Deliberate and focused instructional design requires teachers to make an important shift. The shift involves thinking a great deal, first, about the specific learnings sought, and the evidence of such learnings, before thinking about what teaching and learning activities will be planned to achieve those learnings. Though considerations about what to teach and how to teach it may dominate our thinking as a matter of habit, the challenge is to focus first on the desired outcomes from which appropriate teaching will logically follow.

The best designs derive backward from the learnings sought.

We cannot say how to teach for understanding or which material and activities to use until we are quite clear about which specific understandings we are after and what such understandings look like. Only by having specified the desired results can we focus on the content, methods, and activities most likely to achieve those results.

But many teachers begin with favored lessons, and time-honored activities—the inputs—rather than the desired results—the output. To put it differently, too many teachers focus on the teaching and not the learning. They spend most of their time thinking, first, about what they will do, what equipment and materials they will use, and what they will ask students to do rather than first considering what the learner will need in order to accomplish the learning outcomes.

Consider a typical planning episode. A teacher might plan a particular unit (e.g., basketball), choose specific instructional content and methods based on the topic (e.g., passing and shooting with individual and group drills to master the skills) and hope thereby to cause learning (and meet curricular outcomes). Finally, the teacher might think up a few questions or quizzes for assessing student understanding of the rules and skills as well as individual performance assessments to determine acquisition of the skills taught.

This approach is so common that we may well be tempted to reply, What could be wrong with such an approach? The short answer lies in the basic questions of purpose: Why are we asking students to take part in this sport—in other words, what learnings will we seek from their involvement and participation and do they match the provincial curriculum? Do the students grasp why and how their participation and skill acquisition will influence their achievement of a healthy active lifestyle? What should students be expected to understand and do after the basketball unit, related to our curricular outcomes? Unless we begin our design work with a clear insight into larger purposes—whereby the sport is properly thought of as a means to an educational end, not an end unto itself—it is unlikely that all students will understand the activity (and their performance obligations). Without being self-conscious of the specific understandings about movement skills and strategies, and how acquiring and performing the movement skills will help develop such insights, the goal is far too vague: The approach is more “by chance” than “by design.” Such an approach ends up unwittingly being one that could be described like this: Throw some content and activities against the wall and hope some of it sticks.

Answering the “why are we doing this activity?” and “what am I supposed to learn?” questions that students ask, and doing so in concrete terms as the focus of program planning, is therefore the essence of understanding by design.

### The Three Stages of Backward Design (UbD)

The UbD framework offers a three-stage backward design process for curriculum planning, and includes a template and set of design tools that embody the process. A key concept in UbD framework is alignment (i.e., all three stages must clearly align not only to outcomes, but also to one another). In other words, the Stage 1 content and understanding must be what is assessed in Stage 2 and taught in Stage 3.

#### OUTCOME-BASED PRACTICE

Select outcomes from among those students need to achieve.

Design assessments through which students will have the opportunity to demonstrate their understanding.

Decide what opportunities will allow students to demonstrate their learning.

Plan instruction to assure that each student has adequate opportunity to learn.

Use achievement data to provide feedback, reteach, or move on to the next instructional focus.

## Stage 1—Identify Desired Results

What should students know, understand, and be able to do? What is the ultimate transfer we seek as a result of this unit? What enduring understandings are desired? What questions will be explored and provide focus to all learning?

In the first stage of backward design, consider your goals, examine and determine the student learning outcomes and review curriculum expectations. This first stage in the design process calls for clarity about the priorities for instructional planning.

Learning priorities are what it is we want students to know and be able to do with what they have learned. Important knowledge and skill objectives, targeted by student learning outcomes, are identified in Stage 1. Ultimately, teaching should equip learners to be able to use or transfer their learning (i.e., meaningful performance with content).

## Stage 2—Determine Assessment Evidence

How will we know if students have achieved the desired results? What will we accept as evidence of student understanding and their ability to use (transfer) their learning in new situations? How will we evaluate student performance in fair and consistent ways?

Backward design encourages teachers to think like assessors before designing specific units and lessons. The assessment evidence reflects the desired results identified in Stage 1. Therefore, consider in advance the assessment evidence needed to document and validate that the targeted learning has been achieved. Doing so invariably sharpens and focuses teaching.

In Stage 2 there are two broad types of assessment—performance tasks and other evidence. The performance tasks allow students to apply their learning to a new and authentic situation giving teachers a means of assessing their understanding and ability to transfer their learning. Performance tasks are often used for summative evaluation.

The Provincial Report Card identifies five levels of “understanding” from “ND (Not yet Demonstrated)” to “Very good to excellent”. Understanding is not

knowing and is far more complex. UbD identifies “Six Facets of Understanding” for assessment purposes. When someone truly understands, they

- Can explain concepts, principles, and processes by putting it their own words, teaching it to others, justifying their answers, and showing their reasoning.
- Can interpret by making sense of movement experiences and information through images, analogies, and models.
- Can apply by effectively using and adapting what they know and are able to do in new and increasingly complex situations.
- Demonstrate perspective by seeing the big picture and recognizing different points of view.
- Display empathy by perceiving sensitively and walking in someone else’s shoes.
- Have self-knowledge by showing meta-cognitive awareness, reflecting on the meaning of the learning and experience, and using productive means to make changes for improvement.

Keep the following two points in mind when assessing understanding through the facets:

1. All six facets of understanding need not be used all of the time in assessment. In physical education, application, interpretation, and explanation are the most natural although there is a place for the demonstration of perspective, empathy and self-knowledge.
2. Performance tasks based on one or more facets are not intended for use in daily lessons. Rather, these tasks should be seen as culminating performances for a unit of study. Daily lessons develop the related knowledge and skills needed for the understanding performances, just as practices in athletics prepare teams for the upcoming game.

In addition to performance tasks, Stage 2 includes other evidence, such as traditional quizzes, tests, observations, self-reflection, conversations and work samples to round out the assessment picture to determine what students know

and can do. These assessment are often used for formative evaluation.

A key idea in Backward Design has to do with alignment. In other words, are we assessing everything that we are trying to achieve (in Stage 1), or only those things that are easiest to test and grade? Is anything important slipping through the cracks because it is not being assessed? Checking the alignment between Stages 1 and 2 helps ensure that all important learning targets are appropriately assessed, resulting in a more coherent and focused unit plan.

## Stage 3—Plan Learning Experiences and Instruction

How will we support learners as they come to understand important ideas and processes? How will we prepare them to autonomously transfer their learning? What enabling knowledge and skills will students need to perform effectively and achieve desired results? What activities, sequence, and resources are best suited to accomplish our goals?

In Stage 3 of Backward Design, teachers plan the most appropriate lessons and learning activities to address the different learning targets and to help students make meaning or transfer the learning. Understanding cannot simply be told; teaching for transfer means that learners are given opportunities to apply their learning to new situations and receive timely feedback on their performance to help them improve. Thus, the teacher’s role expands from solely a “sage on the stage” to a facilitator of meaning making and a coach giving feedback and advice about how to use content and skills effectively.

I have attached a template that can be used in the Backward Design process.

# Backward Design Unit Plan template

Teacher

Grade level

Unit Title

## Step 1—Desired Results

What should students know, understand, and be able to do as a result of the lesson? At a minimum, teacher should identify:

- General Learning Outcome (GLO)
- Student Learning Outcomes (SLO's) to be taught and assessed
- Articulate what the students will come to know, understand and be able to do

## Step 2—Assessment Evidence

- Performance task—What will students demonstrate (performance) or create (product) to show what they have learned?
- Performance criteria—How good is good enough to meet achievement level?
- Other Evidence —What other evidence will be used to provide feedback to students and teacher about learning and to help guide instruction.

## Step 3—Learning Plan

- Learning activities that will support Stage 1 and 2 - (step by step from start to finish, detailed enough for another teacher to follow)

## Step 4—Reflection

- What happened during my lessons? What did my students learn? How do I know?
- What did I learn? How will I improve my unit / lessons next time?

*Adapted from Tomlinson and McTighe, Integrating Differentiated Instruction + Understanding by Design, ASCD, 2006.*

## Outdoor Education Fishing Assignment

Raena Thompson

**1. Pick 1 of the following topics and present a poster, paper assignment, or Powerpoint to the class.**

- Yellow Perch/Walleye (Pickerel)
- Northern Pike (Jack)/Lake Trout
- Sturgeon/Whitefish
- Rules and regulations (licence/penalties)
- Pollution and its effect on fish
- Filleting

- Tools and techniques for catch and release/hook removal
- Fishing gear (tackle box, bait, jigs, swim baits, spoons, rigs)
- Risk factors / safety precautions (include ice fishing)
- Mad Hatter Syndrome
- Types of jigs and the difference between them
- Fly fishing

**For the first 3 topics, use the headings below to organize your assignment.**

- a. Scientific Name/Identification
- b. Distinguishing characteristics or markings
- c. Location/Range (where are they found in Canada)
- d. When do they spawn (include water temperature)

- e. Describe best methods to catch them (what lures work best)
  - f. Characteristics of preferred habitat (best time and place to catch them)
  - g. World Record (According to the National Freshwater Fishing Hall of Fame)
- You must cite your sources (cut and paste the URL) DO NOT cut and paste the information directly from the website.



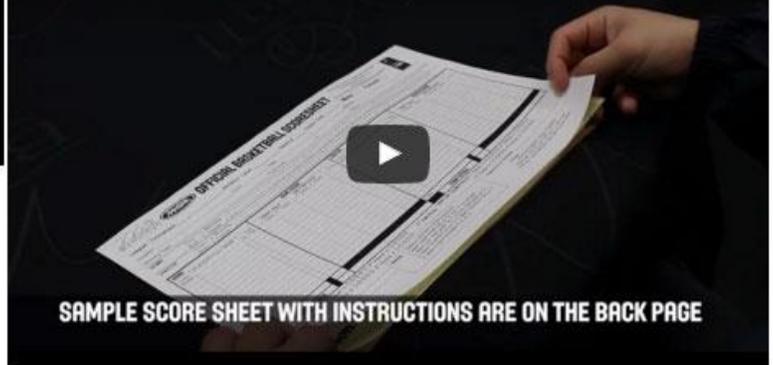


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SAMPLE SCORE SHEET WITH INSTRUCTIONS ARE ON THE BACK PAGE

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RESET BONUS AND TEAM FOULS  
AFTER EVERY PERIOD EXCEPT FOR THE 4TH PERIOD

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REMINDER: ASK GYM SUPERVISOR IF YOU HAVE ANY QUESTIONS

# Aboriginal Games

Stu Durston

*Valleyview is a K-6 school located on the west side of Brandon, Manitoba. The school is home to 155 students who are eager to expand their knowledge of physical education. At the beginning of October, I wanted to bring a new concept into the school, something that the students had never seen before. Every school has their sports intramurals, but I wanted to show the students something different. The idea had to be something that combined physical activity with cross-curricular content. As a Physical Education teacher, I feel it is important to provide students with new experiences. As over 33% of Valleyview's students are of Aboriginal heritage, it seemed fitting to teach an Aboriginal Games theme. These games provide all students an opportunity to experience Aboriginal perspectives, history, and culture. The program I developed is called Aboriginal Games. The program takes place weekly. Each month, a new theme is introduced. Before each theme, there is a mini lesson on the history and purpose of the game and then the games commence! Below is the framework of Valleyview Indigenous Games Theme Unit:*

## Month 1: Aboriginal Challenges

This month involved both physical and skill-related challenges.

### Activity 1- One Foot, High Kick

**Description:** Students get into partners and find a space in the gym. One partner (Student A) will be doing the kicking and the other (Student B) will be holding a ball. Student A's goal is to jump up, kick the ball in the hand of his partner, and land on the same foot he kicked with. Every time Student A successfully contacts the ball, Student B raises the height of the ball for the next round. This sounds like an easy challenge, but it is very difficult when the ball gets higher.

### Activity 2: Screaming Eagle

**Description:** To build cardiovascular endurance, a tribe called the Klamath of North-West Canada took part in an activity now called Screaming Eagle. Each individual would line up and run as far as they could while screaming at the top of their lungs. When they could no longer yell, they had to stop. The person who could run the furthest would be the winner.

## Month 2: Traditional Aboriginal Games

This month focused on traditional past-times that many Aboriginal tribes took part in hundreds of years ago.

### Activity 1- Foot Tag

**Description:** Students get into partners and find space in the gym. The goal of the game is to tag your partner's foot. Students must remain in the designated area of play. This game is very simple, yet challenging and enjoyable for the students.

### Activity 2- Buffalo Run

**Description:** Many physical educators will recognize this activity. There will be a mat set in each corner of the gym. The center of the gym will be filled with dodge balls. Two "hunters" will be designated throwers. The remaining students will be "buffalo". The "buffalo" may start on any mat they choose. As the game begins, students will run clockwise from one mat to another, trying to avoid being hit. If a "buffalo" is hit by a dodge ball, they must join the "hunters" in the middle. When all of the "buffalo" have joined the "hunters", the game is over.

## Month 3: Connection to Nature

This month's emphasis was on the significant role that nature played in the lives of Aboriginal people. They had a great respect for Mother Earth and every living creature around them.

### Activity 1- Animal Relays

**Description:** Students will be divided into groups. For each relay, they are to imitate a specific animal chosen by the instructor. I chose animals that Aboriginal peoples may have encountered in the past. Students are to complete the relay as if they are the animal. Buffalo, eagles, wolves, rabbits, seals, bears and birds are great options for the students.

### Activity 2- Predator and Prey Tag

**Description:** Two students will be chosen to be taggers. These two taggers are known as the "hunters" and are given pool noodles. The remainder of the students choose an animal to flee from the hunters. I reminded them that it would be beneficial to choose a fast animal such as a rabbit, bird, or buffalo. On my cue, the "hunters" chase the prey (animals) around with pool noodles trying to tag them.

Many of the concepts and ideas I have used throughout this program are being used on a regular basis by many educators across North America. I like to put my own influence on the activities to connect them to Aboriginal culture. The foundation of this program and the games I have been using can be found on-line on several physical education websites. I also use my personal experience in the study of Physical Education at Brandon University, as well as colleague support.

This program was well worth the risk. The students enjoyed the additional time in the gym, they were physically active, and they gained knowledge of the Aboriginal history that has impacted the country we live in.

# Gaga Ball

Gaga ball originated in Israel. The word 'ga' means touch. The game is played in an octagon or hexagon shaped pit and combines the skills of dodging, striking, running, and jumping, while trying to hit opponents with a ball below the knee. If a player is hit or touched by the ball below the knee, he/she is out.

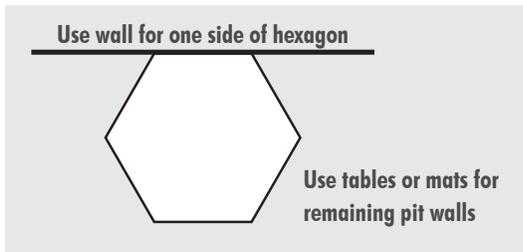


## Equipment

- Pit (purchase an official Gaga pit but a gym wall in combination with mats and tables work well), 1 soft bouncy ball per pit.

## How to Play

1. To start, everyone in the pit must have one hand touching the wall of the pit.
  2. Someone tosses the ball in the center of the pit, and it must bounce twice on the ground. As it bounces, players say "ga" for each bounce. After the second bounce ("Ga-Ga"), the ball is live.
  3. Once the ball is in play, any player can hit/strike the ball with an open or closed hand. Players may not throw or cup the ball at any time.
  4. A player is out when he or she is hit below the knee, directly or indirectly (off a wall). Play continues if a player is hit above the knees.
  5. If a ball is caught on a fly, the player who hit the ball is out.
  6. Players may only hit the ball one time until it either touches another player or the wall, then he/she is able to hit it again (no double hits). Players can bounce the ball against the wall to position it if necessary; and, they can move around anywhere inside the pit during the game.
  7. Players can use the walls of the octagon to aid in jumping but may not sit on the ledge of the octagon.
  8. The game ends when the last person is eliminated. (of course there are plenty of alternatives to playing "elimination" style).  
Variations: play with more than one ball, play in teams, have the 'hit' area to waist & below, set up multiple pits so that as students are eliminated from one pit they move to another one, or students complete an activity or exercise and then join back in.
- Source: Connecticut Camp Guys & Coach Cliff's Gaga Rules
  - Videos: Check out the YouTube video courtesy of Bart Jones at Van Meter Elementary School: [www.youtube.com/watch?v=ZJeVLEtqHW8](http://www.youtube.com/watch?v=ZJeVLEtqHW8) and Coach Cliff's GaGa Ball Pits website: [www.gagballpits.com](http://www.gagballpits.com)



## Valentine's Day Warm-Up



### Daily Physical Activity, Ontario

Each student will need a heart to use throughout the activity. Copy, laminate and cut out the hearts below or purchase small foam hearts at a dollar store. The activity can be completed with the teacher leading/reading each activity out loud to the class or by posting the activities around the gym with students rotating through each. Each activity/station is done for a set amount of time, appropriate to the age/grade of the students.

#### Heart to Heart



Place the heart on the floor and do push ups. Your heart should touch the one on the floor.

#### Hopping Hearts



Place the heart on the floor. Keeping your feet together—jump over the heart.

#### Pass the Heart



The whole group begins by jogging on the spot. Pass the heart around the circle. When the heart makes it back to the start, the group decides on a different activity (hop on one foot, squats, jumping jacks, banana boats, etc).

#### Heart Pumps



Pump your legs like you are a bike.

#### Raise Up Your Heart



Grab your heart from the floor and raise it to the sky. Put it back on the floor. Repeat.

#### Hurry Up Heart



Place your heart on your chest and crab walk.



**WELLNESS OF THE WHOLE**  
STUDENT RECOGNITION AWARD

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

### Nomination procedure

- **Eligibility:** The nominator must be a teacher, administrator, staff person or volunteer from a school that has at least one current MPETA member in residence. The nomination must be endorsed by the person in the school that holds the MPETA membership. (Not a member? To purchase a membership contact the MPETA office at [mpeta@sportmanitoba.ca](mailto:mpeta@sportmanitoba.ca))

The nominee must be a current student attending a Manitoba elementary, middle or high school.

**See Criteria for the WOW Student Recognition Award (located on the MPETA website)**

- One nominee per school year for elementary and middle school (applies to grade 7 and 8 students not on the semester system) \*
- One nominee per semester for Jr./Sr. high school\* (First semester: Sept-Feb, Second semester: Feb-June)\*\*
- **Nomination:** Nominate a student using the on-line nomination form available on the MPETA website (January 4, 2016 – April 1, 2016): [mpeta.ca/awards/wow-award/](http://mpeta.ca/awards/wow-award/)

### • Nomination check list

- School Information
- Nominator (teacher, administrator, staff person or volunteer) name and contact info
- Nominee name (student) and grade
- Identify which 3 positive attitudes (in any area: healthy eating, active living, and/or positive social environment) are demonstrated by the nominated student.
- Provide a brief description of (50 word or less):
  1. how the nominated student contributes to the health and wellness of the school
  2. how the student demonstrates the positive attitudes identified
  3. how much time the student spends contributing to the health and wellness of the school

### Recognition Award and selection:

- Successful nominations will be awarded with a certificate of recognition and a limited edition long sleeve T-shirt.
- Schools are responsible for presenting the student with the recognition award.
- Maximum of 50 students will be recognized. If more than 50 nominations are received, nominees will be selected for recognition based on the description of how the student contributes to health and wellness of the school.

### Timeline:

- Nominations are accepted from January 4, 2016 – April 1, 2016.
- Nominations are reviewed and recognition is awarded by the recognition award committee (April 1 – 30, 2016).
- Schools will be notified in May 2016 of successful nomination.
- Recognition awards will be sent to the schools of successful nominees at the beginning of June.



Manitoba  
Physical Education  
Teachers Association

Association Manitobaine  
des Enseignant e. s. en  
Éducation Physique



# Circulation Volleyball – Level 1

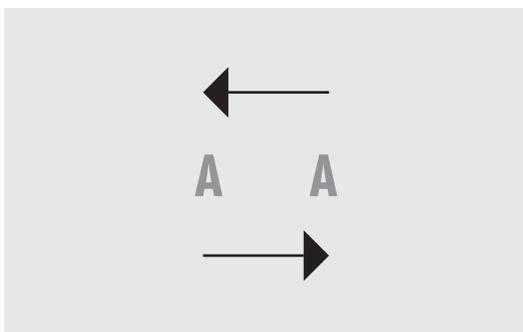
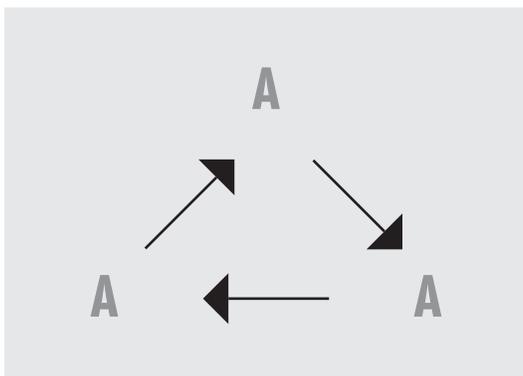
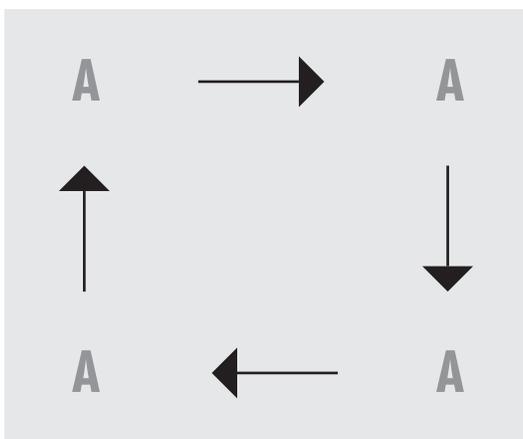
## Throwing, catching, moving

Michelle Parnell

**Age:** 6-7 years

**Number of Players:** 4 players per team

**Net Height:** 2 meters



### Goal:

The players try to get the ball over the net on to the floor of the opponent.

### Start

The ball can be thrown into the court over the net from any spot in the court.

### Rules:

1. After a player throws the ball over the net, the whole team rotates one position clockwise.
2. The players are not allowed to walk with the ball.
3. When the distance up to the net is too big, the player can pass the ball to a team-member and then the ball is played over the net.
4. The ball may touch the net.
5. When a player drops the ball, or throws the ball out of court or, throws the ball into the net, or touches the ball before it goes out of play, this player has to leave the court and take his/her place next to the court.
6. When the ball is thrown in the floor to an opponent, the player closest to that ball has to leave the court.
7. If there are only two players left on the court, these players switch places every time the ball is thrown over the net into the opponent's court.
8. A player can re-enter the court when a teammate catches the ball. The player that was out of the court the longest returns first and begins closest to the net.
9. When all opponents are removed from the court, the team left scores 1 point.

### When is the Game Dead?

The game is dead when the ball is not caught, which means:

- The ball is thrown out
- A player dropped the ball
- The ball was thrown into the net
- The ball was thrown onto the floor in the opponent's court.
- What Happens When the Game is Dead?
- The game is resumed immediately by the player who has the ball at that moment, thrown anywhere in the court.

### Score

When the opponent's court is empty the team left gets 1 point. The game starts again with 4 against 4 players. Decide beforehand if a match is played to a certain score or a time limit is set.

### Speed

Let the players throw the ball back right after they catch it, to get as much speed into the game and also as much speed into the moving of the players.

# MPETA Intramural Equipment Grants

## École Dugald School

Kylee Colwell

École Dugald School is very excited about receiving the MPETA Intramural Grant. Our physical education department purchased four Spikeball sets for \$300.00 from Gopher Sport with the remaining taxes being covered by our physical education budget. Each set included a Spikeball net, a carrying bag, three balls, and different ideas for game adaptations. This year we have decided to include a backyard games unit to our intramural program. The students love being outside when the weather is warm and this is a very portable game that can be played both inside and out.

### How to play:

Spikeball is a team sport played by two teams of two players. Opposing teams line up across from one another with the Spikeball net (looks like a mini trampoline) between them. The ball is put into

play by a service which is spiked down onto the net. Once the ball is in play, players may move anywhere around the net. The object of the game is to spike the ball down on the net, have it bounce up and hit the ground before the other team can spike it down on the ground. Each team has up to 3 hits per possession, but they do not need to use all three hits. You may not hit the ball twice in a row without your partner touching it in between.

### How do I score?

Points are marked by rally scoring and played to 21 points. Points are scored when:

- The ball isn't hit back into the net within 3 hits
- The ball hits the ground
- The ball hits the rim
- The ball does not bounce off the net in a single bounce
- There is an illegal serve or infraction.

### Adaptations:

Since we want to play this game with many of our younger students, we have made some adaptations to the game in order for the students to be more successful.

- Starting with a keep up type game with a partner, getting a feel for the ball
- Allowing consecutive hits by one player
- Setting a minimum amount of hits before the ball can be spiked down onto the net.
- Making teams of three = less space to cover
- Allowing one bounce on the ground before you have to spike it at the net

Thank you MPETA for the grant! We are excited to learn this new sport!

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## Clifton School

David Sharp

This year Clifton School was able to purchase lacrosse sticks from Gopher with the MPETA intramural grant. Any additional funds came from the school's physical education budget.

Students in grades 4–6 were able to join clubs/intramurals this year with an Aboriginal wellness focus. The wellness (medicine) wheel was used to discuss how the body achieves balance through wellness in mind, body, spirit and heart. With this in mind, students were exposed to different aboriginal games and activities to promote health of the body.

One of the activities students were exposed to was lacrosse. Lacrosse is a game that originated with Aboriginal tribes in Canada. Students were able to learn how to use a stick to pass, shoot and carry a ball. They were also able to use those skills in a game format. Students had a lot of fun learning a territory/invasion game that isn't commonly played in physical education classes.



## Stonewall Centennial School

Jodi Shachtay



Stonewall Centennial School is a 5-8 school with over 300 students. We have decided to purchase a scooter hockey set with our intramural grant. Many students love to play mini stick hockey outdoors at recess and this new game is a way for them to play a different variation in the gym. Throughout the winter many students choose to participate in our intramural programs as an alternative to going outside (if the temperature even allows them to go outside). Scooter hockey allows for many participants to stay active together and allows them to play a variation of one of their favourite outdoor games, indoors.

We purchased a set of 6 additional scooters that are 16 inches in diameter for \$190 dollars from Marchant's Sports. We also purchased 2 scooter board hockey sets for \$105. We used the remainder of the money to put towards another set of small nets that were \$387.

I look forward to incorporating scooter hockey into our daily intramural games this year. The students are looking forward to playing one of their favourite sports on wheels!

A big thank you to MPETA for making this purchase possible and bringing more equipment into our gym!

## Westgate Mennonite Collegiate

Jennifer How

Westgate Mennonite Collegiate was fortunate to receive a School Intramural Grant for the 2015-16 school year. We purchased an Omnikin Poison Ball set for the school. I was introduced to Omnikin Kin Ball attending MPETA workshops and our school was able to purchase one with the help of our Parents Association. After a positive experience with Kin-Ball, I investigated further Omnikin Products and found Poison Ball.

The game is played with 3 colorful Omnikin balls and has similar rules to Never Ending Dodgeball except the introduction of having a poison ball in play for you at certain times. Students are using throwing, catching, and movement skills while playing this game. Even moving of the ball requires the student to push it along the floor rolling it instead of dribbling or simply running with it.

Our school has students from grades 6 to 12 and we have introduced it in each grade with students loving this activity.

We purchased the equipment from Omnikin and the cost was \$165.99 plus taxes and shipping for the set which included the 3 balls and 3 replacement bladders. Thanks MPETA for allowing Westgate to receive this grant.

## Bernie Wolfe Community School

Cheryl Cattani



The grade 1-3 students at Bernie Wolfe Community School have the option to come down to the gym once a cycle to play tag and other LOG's. Intramurals for these students are organized by grade and gender due to the large amount of students within these grades and to give students the opportunity to play with friends who may not be in their class.

Taking into consideration how short the recess break is we try and stay away from games that use a lot of equipment, so the students were very excited when we received "taggers" for several of the games we already play, and also for some new ones. "Taggers" are a fun and easy way to distinguish who the taggers are, eliminating the use of pinnies or other tagging implements. The Beanbag balls are great as they can be used as a regular beanbag or in place of a regular ball for any throwing/catching or target activity.

The total cost for nine taggers and 30 beanbag balls was \$320.76. The remaining \$20.76 was covered by the school. The taggers and specialty bean bags were purchased from a colleague who has a small business called PhysEd4Fun, for more information please contact Cheryl Cattani at [cat1cat2@mymts.net](mailto:cat1cat2@mymts.net).

# MPETA Intramural Equipment Grants

## École Stanley Knowles School

Lindsay Midford

This year at École Stanley Knowles School we used the MPETA School Intramural Equipment grant to purchase a Speed Stacking kit for our students. The kit includes a carrying case, speed stacks, stack mats, timers, mini-stacks, a training video and an instructor training DVD and manual. The total cost was \$513.40 and the additional funds to cover the kit will come out of our physical education budget. The equipment was purchased from CatSports.

Sport Stacking with Speed Stacks is an exciting individual and team sport where participants of all ages and abilities stack and unstack specifically designed cups in specific patterns. Speed Stacking is an

integral part of more than 41,000 Physical Education programs, a sport practice in 54 countries worldwide and involving more than 10 million students of all ages, and is an official sanctioned sport of the Amateur Athletic Union and participant in the Jr. Olympic Games. Some of the benefits of Sport Stacking include improved hand-eye coordination and reaction time, right-left brain activation and bilateral coordination and an excellent fitness activity for the body and energizer for the mind.

The speed stacking equipment will be used to give students an opportunity to practice their speed stacking skills and compete with classmates during lunch

time intramurals. The speed stacks will also make a great addition to our physical education program, especially during times when we do not have the use of our gym space and need to program for smaller spaces, such as during the Christmas concert time. All grade levels will have the opportunity to use this equipment and experience this great sport throughout the year. The students and staff at École Stanley Knowles School are looking forward to the many years of enjoyment and skill development that will surely come from our Speed Stacks kit. Thank you to MPETA for the Intramural Equipment Grant that made this purchase possible!

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## DRCSS

Steph Sochan

MPETA graciously provided the DRCSS with a \$300 grant to purchase some fitness DVD's and 12 pedometers. Our school has been without a gymnasium due to renovations since September so having some fitness DVD's as an alternative has been extremely useful. The following is a summary of our purchases as well as a brief description of the videos. Thank you, MPETA!

- BOSU Kevin Kearns 'Fighter Fit' Fitness DVD – Great 30 minute cardio workout using BOSU's. There is a beginner and intermediate DVD. Great for a short cardio workout.

[www.amazon.ca/gp/product/B00G4B8H5O?keywords=fitness%20DVD&qid=1445216618&ref\\_=sr\\_1\\_41&sr=8-41](http://www.amazon.ca/gp/product/B00G4B8H5O?keywords=fitness%20DVD&qid=1445216618&ref_=sr_1_41&sr=8-41)

- Jillian Michaels: Yoga Meltdown – More of a faster-pace yoga workout. Great for those who have done yoga before.

[www.amazon.ca/gp/product/B003439LEA?keywords=fitness%20DVD&qid=1445216684&ref\\_=sr\\_1\\_31&sr=8-31](http://www.amazon.ca/gp/product/B003439LEA?keywords=fitness%20DVD&qid=1445216684&ref_=sr_1_31&sr=8-31)

- Spinning Mad Dogg Athletics Spinning Maximum Results DVD – Great for stationary bike workouts. Better than just peddling. Students can work at their own pace if the pace is too fast for them. Challenging 60 minute workout.

[www.amazon.ca/gp/product/B002PEZPN6?keywords=fitness%20DVD&qid=1445216764&ref\\_=sr\\_1\\_72&sr=8-72](http://www.amazon.ca/gp/product/B002PEZPN6?keywords=fitness%20DVD&qid=1445216764&ref_=sr_1_72&sr=8-72)

- Spinning Mad Dogg Athletics Spinning Maximum Results DVD – Another great stationary bike workout.

[www.amazon.ca/gp/product/B003ULW77K?keywords=fitness%20DVD&qid=1445216976&ref\\_=sr\\_1\\_174&sr=8-174](http://www.amazon.ca/gp/product/B003ULW77K?keywords=fitness%20DVD&qid=1445216976&ref_=sr_1_174&sr=8-174)

- Yoga Burn – another great yoga video with a different perspective.

[www.amazon.ca/gp/product/B000A4T80O?keywords=fitness%20DVD&qid=1445217034&ref\\_=sr\\_1\\_186&sr=8-186](http://www.amazon.ca/gp/product/B000A4T80O?keywords=fitness%20DVD&qid=1445217034&ref_=sr_1_186&sr=8-186)

- Shaun T CISE — Fantastic video that breaks down the dance routine into manageable sequences before putting it all together. Comes with a grade 8 minute ab workout as well. Definitely worth purchasing.

[www.amazon.ca/gp/product/B011W0QUIC?keywords=fitness%20DVD&qid=1445217257&ref\\_=sr\\_1\\_257&sr=8-257](http://www.amazon.ca/gp/product/B011W0QUIC?keywords=fitness%20DVD&qid=1445217257&ref_=sr_1_257&sr=8-257)

## Richer School

Graham Bodnar

As soon as they see the balls in the gym, the excitement begins. “We’re playing dodgeball,” they scream as they can barely contain themselves. Fortunately we’re able to provide so many more opportunities than that with our new set of Gator Skin Dodgeballs. Often games of dodgeball at the middle years level tend to be dominated by students with a strong throwing arm and minimal fear for getting hit by flying objects. Our new equipment, which was purchased with the help of the MPETA Intramural Equipment Grant, allows us to offer many different team based activities that give everyone the opportunity to be successful. By purchasing four sets of “6 coloured dodgeballs”, we can now run a variety of team based intramural activities that separate teams by colour. The total cost of the equipment was \$350.66 and it was purchased from Wintergreen Learning Materials Limited. Our physical education budget was able to cover the additional funds that were not provided by the MPETA Intramural Equipment Grant.

The new equipment has given us several options for what our students can do during their intramural time. One game we’ve played is “Four Square Dodgeball”. The gym is separated into four squares with each of the four teams occupying their square. Each team has a number of dodgeballs in their team’s designated colour and attempt to hit players from the other teams. If a player is hit with a red ball which is thrown by the red team only, they must now join the red team. The game continues until one team has captured every other player onto their team. Players can only throw and hit someone with the ball that represents their team colour. As a result, this means that as they throw balls into the other squares in the



gym, they must run and retrieve them as they can only make throws at opponents from their designated square. This is perhaps the best part of the game as players never stop moving regardless of what team they are on.

Another team game we’ve played so far is called “Around The World”. The six teams start at their own home base (a mat) which is designated by the same colour as their team’s ball. They must find a way to get to every other team’s home base (mat) and back home without letting their coloured dodgeball touch the ground (players cannot move when they have the ball in their hands). Each time they complete a cycle of each mat without losing possession of their ball, they place the ball in the their home base bucket (first team to complete the cycle four times and get 4 balls in the bucket wins the round). At the same time they are trying to have their ball make it around the world and back, they are also trying to stop the other teams from completing their task by intercepting or knocking down pass attempts. Teams must strategize as to how many players are needed to move the ball, to play defense, and to guard their home base. Students love the opportunity to switch to a new role in each round of play. Thank you again to MPETA for this amazing grant and for making these activities possible at our school.

## Austin Elementary School

Pam May

Austin Elementary School used the MPETA intramural grant to purchase equipment for our performance club. In past years we have ran both circus club, where we work on juggling and balancing acts, and jump club where we work on skipping routines. This year we have decided to combine these clubs into a performance club and add in a few new activities.

We purchased a pair of stilts, a pogo stick, two pogo balls and tinikling sets. Tinikling is a traditional Philippine dance which originated during the Spanish colonial era. The dance involves two people beating, tapping, and sliding bamboo poles on the ground and against each other in coordination with one or more dancers who step over and in between the poles in a dance. The poles we purchased are made of PVC pipe and came with an instructional DVD. We purchased the equipment through Gopher for a total of \$462.74. In addition to the \$300 from MPETA we used money from our fundraising efforts from last years Mud Run to purchase the equipment.

When performance club starts, students will go through a variety of stations to determine what they would like to concentrate on. After experiencing all of the choices they will then spend time coming up with a short performance that will be shared at a school assembly. The equipment will also be used by our Jump Rope for Heart Demo team.

# 2015 Physical Literacy Moving It Forward Summit

Nadine Ralph,  
Sherwood School

I had the opportunity to attend the 'Physical Literacy Moving It Forward' professional development day at the U of M. Thank you to MPETA for taking care of my substitute fees and conference cost.

I attended great sessions on 'Physical Literacy and Movement Preparation', 'Making Gymnastics Fun!' and 'Physical Literacy on a Dime'. Another session was about the new release of 'Movement with More Meaning' from Movement Skills Manitoba. The activities they showed will assist me with the GLO's of Movement and continue to develop Physical Literacy in my students. Following is one of the games we played, just in time for Halloween.

Movement Skill Focus	<b>Relationships</b>	Name	<b>Haunted Forest</b>
Other skills involved:	Running		
Type of activity:	<input checked="" type="checkbox"/> warm-up <input type="checkbox"/> skill practice <input type="checkbox"/> game <input type="checkbox"/> station <input type="checkbox"/> rhythmic		
Grade:	1-4	Outcome number:	S.1.1-4.B.3d, K.1.1-4.B.3d, K.1.2.C.3, K.1.1-2.C.4
Equipment:	4 hula hoops, cones (large and small), 20 beanbags, 4 pinnies		
Description:	<p>Set up the cones to form a very large rectangle in the middle of the gym (haunted forest). Scatter bean bags (pumpkins) inside the haunted forest. Place trick-or-treat bags (hula hoops) outside the forest in all 4 corners. Explain to the students that they will have to use quick moves and pathways in order to not get caught. The 4 taggers (ghosts) can only move around in the forest. All the trick-or-treaters move around outside the forest while the music is playing and when the music stops, the trick-o- treaters enter the forest and try to grab a pumpkin without being tagged. If successful they put their pumpkin in a trick-or-treat bag (hula hoop). If a trick-or-treater gets tagged they are stuck in the haunted forest and they must freeze like a wicked witch. To get back in the game, a trick-or-treater must tag the hand of the witch. When the music comes back on, all of the unstuck trick-or-treaters exit the forest. Those who are stuck stay this way until the music stops, and the trick-or-treaters once again come into the haunted forest. The game is over when all of the pumpkins are in the trick-o- treat bags.</p>		
Diagram/Formation:			
Teaching Hints/Variations:			

Graham Bodnar

Thank you to MPETA and the Professional Development Fund for the assistance I received towards attending the 2015 Physical Literacy Moving It Forward Summit. The workshop took place on October 21st (evening) and October 22nd (all day) at the University of Manitoba. Throughout the day portion on Thursday, there were numerous sessions available inside the very large and accommodating soccer complex. Some of the options included: Teaching Games For Understanding, Making Gymnastics Fun, Fundamental Movement Skills for Volleyball, and Athletics Manitoba: Run, Jump, Throw, Wheel.

One session that I found extremely valuable was Teaching Games For Understanding—A Beginner's Approach which was led by Christian Bissonnette. The approach was explained from the beginning that the focus

is on helping students learn fundamental movement skills, concepts, and principles they can apply to a wide range of physical activities rather than emphasizing specific sports skills. I consider this approach to be very useful within my teaching as it helps me to avoid simply teaching students how to play certain sports and forgetting how important it is for them to develop physical literacy in many areas. It also assures that I can maintain interest from the students that would normally be less motivated to participate if they find out we will be focusing solely on one particular sport that they may not enjoy very much.

Within the session, we broke down the activities into Target Games, Net/Wall Games, Striking/Fielding Games, and Territory/Invasion Games. One particular game that I found to be very useful was our

“target game” that had a lot of similarities to ultimate frisbee, but with the use of hula hoops as endzones and a dodgeball instead of a frisbee. Participants were divided into two teams with the task of completing three passes before a pass could be made to the teammate in the hula hoop to score a point. While one team is attempting to move the ball throughout the playing area (players cannot move if they are in possession of the ball except for a pivot foot), the other team is defending their hula hoop and trying to make sure that the three passes cannot be completed without an interception. Changes of possession also occur if the ball is dropped by the offensive team. As mentioned earlier, this game was an outstanding way to avoid simply playing Ultimate Frisbee, by instead giving the participants a chance to develop skills and concepts they

## Krystal Bremner

I attended the 2015 Physical Literacy Conference on Oct. 22 at the University of Manitoba. Thank you so much for the opportunity, as the day was extremely well organized, informative, engaging and certainly well worth attending!

I participated in the Physical Literacy & Movement Preparation, Physical Literacy Assessment—Theory to Practice, Movement with More Meaning and Physical Literacy on a Dime sessions and was able to leave the conference with a clearer understanding of Physical Literacy and some valuable information and ideas that I was able to bring back to my school. I have written a brief overview below of the sessions that I attended.

### Physical Literacy & Movement Preparation

This session was fantastic and gave us the opportunity to participate in a variety of fitness activities in a circuit format using the Thompson Fitness posters for various age levels. We were given an assortment of modifications to

can apply to a wide range of activities. To mention a few, players will attempt to throw, catch, move without the ball and make cuts, find open space, look for open players, cover individual players, and help develop whole team strategies for offense and defense. The list of activities and sports this can prepare them for is endless and all of this from one simple game.

I found this entire session to be interactive from start to finish. As a result, teachers were able to experience firsthand how these activities could work in the gym and what is required space and equipment-wise for effective instruction. Once again, thank you to Christian Bissonnette for his session on Teaching Games for Understanding and to all of the presenters and organizers throughout the day for a very useful and enjoyable Moving It Forward Summit.

use for each of the posters, as well as a number of core strengthening ideas that were challenging and engaging.

My favorite core strengthening activity was a plank challenge, which turned a valuable core strengthening exercise into a game. A cone is placed 2 students that are in a plank position and when a code word is called out the first one to touch the cone with their hand earns a point. Students hold the plank for a few moments and often a word other than the code word is called out and if the cone is touched, the student then loses a point. The challenge can be played for a certain amount of time or until a certain score is reached.

### Physical Literacy Assessment

Theory to Practice – Although I have heard of The Passport for Life program, the implementation of it was fairly unfamiliar to me. Having the chance to view some of the rubrics, descriptions, assessment sheets, and then having the opportunity to participate in a few of the movement patterns used at the various age levels was an excellent experience!

The Cardiovascular four station circuit was challenging and would be easy to modify for use with younger students. In groups of 4, students each participate in a small fitness circuit for 10 minutes, including a Hopscotch through an agility ladder, a Ball Jump where the ball is lifted overhead during a jump and then it is brought close to the floor, a Figure 8 where students run in a figure 8 pattern around 2 cones and lastly Stride Jumps between cones. Signs of fatigue are noted and could be used as an ongoing fitness assessment or could even be used as a warm up activity.

### Movement with More Meaning

I was pleased that this session was included as an option in our day, as I was very excited to get a glimpse of the new “Movement with More Meaning” document and the opportunity to participate in a few of the games it offered. It is always fun for teachers to test out some new and exciting games to bring back to their students!

### Physical Literacy on a Dime

This was my favorite session, as we were given a plethora of simple, cheap ideas to get children active and engaged in physical activity. It was a dynamic session where participation was certainly enjoyed and we left the session with ideas and resources to integrate into our programs.

Some of my favorites included a striking activity using a balloon badminton game. We used fly swatters and pool noodles to strike a balloon with the goal of landing on the opposing team’s side of the tarp. Another neat activity was a balance challenge in which 2 people stand on balance pods and hold each end of a rope. They race to pull the rope tight attempting to pull their opponent off balance. The last of my favorites that I will explain is another striking activity using a finger laser, a pool noodle or fly swatter and a hula hoop. One partner stands in the hoop with the fly swatter or pool noodle, while the other partner shines the laser on the wall. While standing in the hoop, the student attempts to hit the light on the wall using both forehand and backhand motions.

# 2015 Physical Literacy Moving It Forward Summit

## Physical Literacy Travel Agents

Gord Stobbe, PE Specialist / Prairie Rose School Division

Thanks to MPETA PD funding I was able to attend Manitoba's second physical literacy (PL) conference "Moving It Forward Summit" held at the University of Manitoba Oct. 21 & 22. After several years of taking in PL presentations, I was looking forward to the next steps, getting beyond theory into practical activities and assessments in my classroom. However, I did need a transition piece and the opening keynote certainly helped me understand it's not about some distant theory, but by the conscious actions that play out in my classroom every day. I came away with a greater understanding of how quality physical education is playing a vital foundational part in fostering physical literacy across the lifespan. As physical educators, we might agree to share the moral purpose of improving society, by helping to build physical literacy capacity in our students. On Thursday evening Dr. Doug Gleddie from the University of Alberta gave an engaging keynote emphasizing the physical literacy journey we are all on. He framed his discussion by challenging us to be to become, "physical literacy travel agents", in helping our students move along their own journey by creating quality educative experiences. We were reminded that by creating environments and experiences that are both rewarding and enjoyable we can help our clients (students) "want to do it again". He emphasized how the importance of sharing physical literacy stories, (ours and others), can increase motivation and proactive

decision making along our students journey. The varied experiences we develop in and out of our classrooms can increase competence, confidence and self-worth with those we impact. As PL travel agents we are reminded that "we can't take our students to the place (PL), but we can create an experience for them to move on their own physical literacy journey".

Planning our physical literacy travel brochure should include:

1. Curriculum delivery that must be able to; empower/show progress & successes/include a wide range of activities in various settings
2. Create a Culture: must be rewarding/enjoyable/improve self-esteem and self-worth ("*More joy by creating movement*")
3. Focus on students - care enough get to know your students and backgrounds/give perspective(t-shirt slogan "Calm down Bro, It's PE Not the Olympics")
4. Teachers: "Live it... own it" (*We are the PR*)
5. Advocacy: Be an advocate (Must not stop at the gym doors)

His final challenge was for each of us to take risks and try something new along our lifelong journey as we support others through theirs. As physical educators we are uniquely suited to become Collaborative Travel Agents with other sectors. I left this evening session reflective in not only reinforcing the significant role I play in my school, but also becoming an important support to other sectors in getting the Physical Literacy message out (parents, health, recreation, and sport). I was excited for the second day of activity based sessions knowing that I was adding to my toolbox as a "Physical Literacy Travel Agent"

*Dr. Gleddie's blog can be found at [purposefulmovement.net/](http://purposefulmovement.net/)*

Jacki Nylen

One of the many sessions offered during the Physical Literacy-Moving it Forward summit was presented by Alanna Boudreau from Athletics Manitoba. She took us through several components of the revised Run, Jump, Throw and Wheel program which focuses on students under 12.

We started with running analysis-running with no arm swing, then, with straight arms, arms swinging freely from side to side, L position and finally with the mature pattern arm drive. After each variation we were asked to analyze the efficiency of the movement. This process will lead our students to understanding WHY they perform correctly and lead to a habit of correct running. We also ran with butt kicks and high knees- precursors to running ABC's.

Throwing was addressed using shot put, discus and javelin techniques. We used bean bags as shots and practised pushing the bean bag across the throwing area to a partner. We added the sideways position of the body and then added the shuffle step into the put. We used small hoops as discus and threw any way we wanted at first. We then experimented to find the most aerodynamic way to release the hoop. We aimed at cones that were set out in the throwing area. This helped us to determine if our throws were straight. The javelin throwing action was mimicked by throwing a spool along a rope that was held at shoulder height by two members of a group of three.

The Run Jump Throw and Wheel manual can be purchased by contacting Athletics Manitoba. Alanna advised us that if we wished to attend a RJTW training session, to please contact her at Athletics Manitoba. Ph: 204-925-5743 or email [programs@athleticsmanitoba.com](mailto:programs@athleticsmanitoba.com)

## Curt McKinnon, Stevenson-Britannia School

I attended the Moving it Forward Conference on Thursday, October 22, 2015. This conference was quite impressive. The sessions that I attended were Teaching Games for Understanding- A Beginners Approach, Physical Literacy & Assessment-Theory to Practice, Fundamental Movement Skills for Volleyball and Rookie Rugby. I would consider all four sessions as extremely beneficial to Physical Education. The sessions were planned out well with a lot of new and engaging activities demonstrated at each session. All sessions were active and all participants learned new skills, drills, games and assessments.

As a K-5 PE teacher I thought the Rookie Rugby session had some fun and amazing drills to get the students mov-

ing, engaged and help students to gain an understanding for the sport of Rugby. Rookie Rugby had some great tag games both with hands and also with flags. The focus was on movement and skill building activities, it also focused on playing with no contact. The presenter also had our group participate in a lot of running and movement activities that were great for agility, passing and teamwork.

The Fundamental Movement Skills for Volleyball that Scott Koskie presented has revolutionized the way students at an early to middle school age are being taught the skills and movement for volleyball. I was given the opportunity to have Scott as a guest instructor at my school this previous year. Mr. Koskie was able to teach all grades, from K-5, to move and contact

the ball with success in a single class. The lead-up games and drills that he demonstrated with his team of young athletes was a game changer on how a volleyball unit should be introduced and taught to a young age group. His game of Survivor or Circulation volleyball is a great game to play with any grade or class and it will have the students moving as well as using their catching, tossing and striking skills.

The Physical Literacy committee of Manitoba did an excellent job of selecting great presenters that had fun and interesting sessions. I picked up at least 6 new activities or games from each session that I will undoubtedly be able to take back to my school and share with my students. I strongly vote Moving it Forward as the best conference of 2015.

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## Alyssa Grant, Sturgeon Heights Collegiate

One stand out from the Moving it Forward 2015 conference was Ted Temertzoglou's presentation on how to use movement preparation activities to integrate elements of physical literacy into PE warm ups. The circuit he set up had many elements that could be varied day-by-day to include locomotion, manipulation, balance, and strength exercises. It was easy to set up and required minimal instruction. Perfect for large classes. Below is how I used this with my Grade 9 Phys Ed class.

- Set your class up in 6 lines along the sideline of the gym (basketball court boundary). On the other end of the gym, across from each line of students, is some kind of movement/strength/skill task that must be completed – written out on a poster or scrap piece of paper.

- On “Go” the teacher calls out a particular type of movement (ex. skipping, hopping, running, backwards running, etc.) and the students must use this method of locomotion to get to the other side of the gym.
- Once they reach the other side, they complete the task before coming back to join the next line.
- The next student can leave when the first one reaches the other side of the gym and begins their task.

Examples of tasks I used with my Grade 9's were:

- Planks and other core exercises
- Push ups, squats, lunges and other strength exercises
- Single leg hops over a line (balance)
- Overhand/underhand ball throws against the wall

- Inside/outside kicks of a soccer ball against the wall
- Volley against the wall
- Dynamic or combination strength movements such as burpees, lateral hops with one leg balance, push ups with shoulder taps between, etc.

To conclude I thought the presentation was interactive, and provided ample opportunity for adaptation based on age, class size, ability level, and time at your disposal. This type of warm up could become routine in your Phys Ed program and provide students with a few minutes every day to work on the physical literacy skills that can be difficult to address in group activities.

# 2015 Physical Literacy Moving It Forward Summit

Natalie Beaudin, École Bannatyne

On Thursday, October 22, 2015, I was fortunate enough to attend the Moving It Forward Summit at the beautiful U of M indoor soccer facility. The participants chose four breakout sessions to attend where the themes ranged from Teaching Games for Understanding and Movement with More Meaning to Physical Literacy Assessment and Physical Literacy on a Dime.

I participated in the Physical Literacy on a Dime session and was totally inspired by the alternative use of equipment. The presenter from Fit Kids Healthy Kids was very energetic, helpful and provided numerous games that could easily, and cheaply, be duplicated in any P.E. program to help students learn and practice the basic movement skills. After the session, I visited the Fit Kids Healthy Kids website (<http://fitkidshealthykids.ca>) and was impressed by the numerous P.E. resources that can easily be accessed from the site. The link has already been bookmarked on my web browser, as I will be visiting it often!

I also participated in the Moving with More Meaning session and cannot wait to teach and play the games I learned with my students. The speakers were presenting games from the new Movement with Meaning document and I found that there were many simple games that emphasize all of the basic movement skills and can easily be used in my Kindergarten to Grade 4 program. I was told that the Basic Movement Skills Committee will soon be adding Moving with More Meaning activity resources on its website and is currently translating the document into French. The Amazing Race inspired activity was my favourite. Before the session ended, I was already mentally figuring out how to create that game to play in our gym. The students are going to love it!

Thank you to MPETA for providing me with this wonderful learning opportunity!

Pam May

While at the physical literacy conference, I attended a workshop called Physical Literacy on a dime with Michelle Johnson, the coordinator of Fit Kids Healthy Kids. This was a very practical session on using and making low cost equipment to increase the physical literacy of our students. Michelle had lots of great ideas. Here are a few that stuck out in my mind.

- Fly swatter badminton: using fly swatters and a balloon, it is played on a tarp with a line across the middle to make the court.
- Chinese Jump Rope: can be found at dollar stores or just buy elastics the you put in pants and sew the ends together

- Balance Games on wiggly seats: stand on wiggly seats and try to pull each other off using pool noodles
- Bean bag launchers: made from a piece of wood with a small chunk of pipe attached near one with duct tape.
- Balance boards: decorate the board with duct tape—each side one colour and try to balance on a pipe.
- Ball on a stick: put a gator ball inside the leg of a panty hose and attach it to the end of a broom handle, can be used for a variety of striking activities.

*Check out Fit Kids Healthy Kids website for tons of other great ideas [fitkidshealthykids.ca](http://fitkidshealthykids.ca)*

Sarah Chapnick, SSES Gimli, MB

I participated in the 2015 Moving It Forward Conference on Oct. 21-22 in Winnipeg due to the generous funding support from MPETA.

One of the activities I attended was 'Physical Literacy on a Dime'. The presenter was, Michelle Johnson. All of the materials for her stations were hand-made or from the Dollar Store. The stations were quite fun and could be used by most of the early to middle grades. Some of the stations were:

- foam balance blocks with a bean bag and target( PL- dynamic balance and overhand throwing)
- build a structure (foam blocks) and knock it down (frisbee, soft foam ball, spiral football) (PL- under or overhand throwing)
- a portable court made from a tarp with a duct tape center line with

two short pool noodles, fly swatters and a balloon ( PL-striking, quality of effort)

- balance squishy pads and a cloth rope (tug of war) (PL- static balance, quality of effort)
- 'Chinese rope jumping' made from small elastics looped together into a large continuous loop about 2 metres long, or buy an elastic strip from a sewing store and knot it together, or elastic ropes can be found at the Dollar store. Chants can be found on- line (PL- hopping, jumping, dynamic balance, rhythmic)
- 8 small hoops put down in 2 rows of four, with 4 bean bags in one of the end hoops for each row. Two opposing players had to move the bean bags one at a time to the end of the row while in a

## Trevor Reimer

At the recent Manitoba Physical Literacy: Moving it Forward Summit in Winnipeg; I attended several sessions that showed me how I could integrate the ideas of Physical Literacy into my Physical Education classes. A key component to Physical Literacy is gaining confidence to try new activities in different environments.

One of the sessions that I attended was Teaching Games For Understanding (TGfU) - A Beginners Approach, by MPETA members Ted Belanger and Christian Bissonette. The focus was on throwing and catching activities that lead into offence and defense strategies. The progressive activities began with

playing keep/lose your shadow, playing catch, then keep away with a team. The key points for the shadow activity was to try and get away from your partner or try to get in front of your partner. With this simple game students can work on covering or finding open space before they even hear the concepts of offence or defense. From this activity we moved to playing catch in a small area with other groups of two. This gave us time to find open spaces while moving in a crowd. The final activity was playing Keep Away as a team.

The session then continued with Striking and Fielding activities. They encouraged teachers to set up the teaching environment into lanes so that students could be striking a ball, while others are

playing outfield. Batters did not just simply run for their ball but had to run from the batting tee across the space and back before the outfielder could throw the ball to another player back at the tee. With this simple activity students learn the idea that it is easier to throw to the base then running the ball back.

The activities that we participated in and the discussions that followed, promoted success and confidence and to encourage participants to use this new confidence to attempt the next activity. In my opinion the TGfU model is a wonderful vehicle to increase physical literacy in all our students by building confidence through successful progressive experiences.

- plank position. (PL- body awareness)
- balance boards made from 10cm wide Boards with each end a different color, on tubes of varying diameters. (PL- static balance)
- launch pads made from boards from Michael's with short tubes as the fulcrum all duct taped together. (PL- jumping and catching)
- broom handle with a stocking taped to the end with a gator skinned ball in the 'toe'. (PL- striking and kicking)

Michelle then showed us some other objects she had made 'on a dime'.

There were sponges cut into strips, made the same way as you would a Pom-Pom. (PL- transport and manipulation). She had stretchy, tubular material that could be 1 metre in length for one child to step into ( body awareness) or one piece that was 4 m in length that was a tunnel that had to be travelled through.

(PL- transport) She had made rhythmic shakers out of plastic water bottles (taped in bright colors), with dried beans. (PL- rhythmic activities). The last object she showed us was stress balls made with birdseed as the filler, double wrapped with water balloons.

Michelle's session was delivered in an energetic manner sprinkled with humor. She drove home the message that Physical Literacy is affordable and doable and should be in all of our programs. There are many ways students will feel successful and develop necessary skills for future athletic pursuits while participating in the above stations.

I would like to thank MPETA for sponsoring me so I was able to take part in this excellent session as well as the other top quality workshops at the Moving it Forward Conference held at the University of Manitoba.

# 2015 Physical Literacy Moving It Forward Summit

Terri Tonnellier

This year I chose to attend the MPETA conference “Moving It Forward” in conjunction with the SAGE workshops. I was impressed by all the sessions that were offered in this smaller conference. If you have never attended the workshops offered the day before SAGE I would highly recommend attending in future years. I was able to walk away with a wealth of practical information that I can incorporate into my program to enhance physical literacy for my students. My favorite session was called “Physical Literacy on a Dime” by Michelle Johnson from Sport Manitoba. I was inspired by the many samples of homemade dollar store equipment she displayed such as Chinese skipping ropes, homemade stilts, spring boards for bouncing balls to catch, balance boards, balls that can be easily made and used for juggling, bricks to use for balance and building structures, pool noodles with laser lights etc. Michelle also made it enjoyable with her enthusiasm and great sense of humour for the use of the equipment to incorporate into fun games. I thoroughly enjoyed her session and look forward to more ideas in the future. Thanks for a great afternoon of ideas. The one I want to elaborate on is the simple use of flyswatters and a balloon.

## Flyswatter badminton

Take a piece of tarp (or possibly gym mats can substitute) for your court and use tape to draw the dividing line (net) down the middle. Purchase flyswatters to use as rackets for striking and a balloon to hit for the object. She used fun frog flyswatters that are cute and the students would enjoy them more than a plain flyswatter. The object is to try strike the balloon to land on the surface of the opponent’s court. This can be played singles or doubles, standing or on your knees. It is fun for all ages. The best fun kids can enjoy on a dime.



## A reflection on the panel discussion at the 2015 conference

By Chantal Givens (LRSD)

Many of us are already familiar with the concept of the LTAD model and the importance of physical literacy. However, this conference goes further in suggesting that there is a moral purpose to fostering physical literacy, and to do so requires connections in many sectors of life: health to promote well-being, sport to advance performance, education to access a variety of experiences, recreation to enrich lives and promote creativity, and a positive home/parental environment. Doug Gleddie, the keynote speaker, suggests that physical educators become travel agents for a storied physical literacy journey. By this statement, he recognizes that an individual cannot be made physically literate, but by providing varied, enriching and enhancing experiences, we can inspire individuals to become independent learners with confidence, competence and the motivation to have healthy bodies and minds.

As educators, it is critical that we recognize that each child’s lifelong journey is unique, and that school is the only sector where all have the opportunity to participate, develop, and practice. Given that kids tend to need success about 80% of the time to want to keep going, it is important to take the journey with each student to guide them through improvement to meet their bar, and find something that they are good at. This could mean working on basic skills, introducing new activities, or recognizing a student’s current strengths and understanding appropriate cross-over to sports/activities in which they might find enrichment and success.

Following this panel discussion, I had an interesting discussion about this with my physiotherapist, Dr. Glen Bergeron, who reminded me of the power educators have over young students. Most of us can probably remember a bad experience we have had with a teacher. Even though it may have been simply a look or a comment, a mere few seconds is all it can take to mark us in some way. Keeping this power in mind, we must remember our responsibility to be the educator who gave that positive feedback or guided encouragement to each of our students to keep that physical literacy journey developing within them.

— [www.canadiansportforlife.ca/learn-about-canadian-sport-life/ltad-stages](http://www.canadiansportforlife.ca/learn-about-canadian-sport-life/ltad-stages)

## Jordan Tratch – PE Teacher at John W. Gunn Middle School (RETSD)

On October 21-22, 2015, I was fortunate to attend the “Moving It Forward Summit” hosted at the University of Manitoba Campus in Winnipeg. The conference had several fantastic sessions, but the session on physical literacy assessments following the “Passport For Life”, developed by PHE Canada caught my attention.

The “Passport For Life” program covers two areas: Fitness Skills and Movement Skills, of which I will focus on the “fitness skills” section. The fitness skills section is part of the ABC Assessment Structure through Passport for Life, which includes Aerobic/Cardiovascular Endurance (A), Balance/Dynamic Stability (B), and Core Strength (C). Grant Mc-

Manes hosted this section, where he took us through a four station fitness circuit designed to assess the degree of fatigue the body undergoes. Participants worked at each station for 30 sec at a time, before rotating to the next station, and the entire circuit is designed for 12 minutes of continuous activity. The different parts of the fitness circuit include the following:



The following is taken from the Passport for Life website:

Component	Passport for Life Assessment
Aerobic/Cardiovascular Endurance (one of the best indicators of overall health)	Four-Station Circuit
Balance/Dynamic Stability (used on a daily basis/the foundation for all movement)	Lateral Bound or Hexagon Jump
Core Strength (engine of the body that bridges lower body and upper body)	Plank

I’ve already used this fitness circuit in my class and it was received very well and I plan to use the resources from the Passport for Life website to further develop my student’s physical literacy. More information can be obtained from the website: [passportforlife.ca](http://passportforlife.ca)

## Serena Klos

The Rally Cap activity from “Moving it Forward 2015” held on October 21, 2015 was extremely interesting. Mike along with his son demonstrated different ways to teach baseball to younger students. One activity that would sure be a “hit” was called “Clear the Table”. Clear the table teaches students the proper technique when swinging a bat. All you need are: a large empty brown box placed upside down on the gym floor, many recyclable containers such as empty milk jugs, empty aluminum drink cans, paper

towel roll and empty water bottles placed onto the top of the box and a foam bat. Students either stand or kneel beside the box (depending on their height) with the recyclable containers on it and then they have to swing the bat to hit the items off the box without hitting the box. Variations to this game could be: who can hit all the items off in one swing or who can hit the items the farthest. To get as many students engaged at the same time you could place boxes in each corner of the gym with containers on them and have

four students striking at the same time. Rally cap books are available at Baseball Manitoba for those that teach recreational baseball in their communities. For those that teach physical education the Winterball program is for you.

# 2015 Physical Literacy Moving It Forward Summit

Laurie Taylor

At the 2015 Moving it Forward Summit on October 22, I attended a session called Physical Literacy on a Dime. This session was done by Fit Kids Healthy Kids, which is a Physical Literacy program founded as a partnership between Doctors Manitoba and Sport Manitoba.

We were taken through a variety of stations that you can run in your Physical Education program, and how to make some of the equipment from scratch. We were given such simple ideas that we can use in our own programming to help enhance our students Physical Literacy. There were so many great ideas it is hard to choose my favorite, but one station we went through was called Flyswatter/Noodle Balloon Badminton. We had to hit the balloon back and forth to each other using the fly swatters, for younger students you can use a piece of pool noodle. Here is the complete description of the activity from their website:

## Flyswatter/Noodle Balloon Badminton

### Game Description:

A fun adaptation to badminton played with balloons and flyswatters or half noodles.

### Objective:

Keep the balloon up when your opponent hits it on your side of the court.

### Game Rules:

Mark out a small court, two equal sized half with marked end-lines, baselines and a centre line. Have the kids play badminton games up to five, each rally is a point. Switch players around so the kids get to play against more than one opponent.

### Safety Considerations:

Make sure they are careful when using their rackets.

There are also photos and a video of the activity happening. This is just one of the many excellent ideas you can find on their website [fitkidshyhealthykids.ca](http://fitkidshyhealthykids.ca) this is definitely a site every Physical Educator should check out.

## Teaching Games For Understanding —A Beginners Approach

Presenters: Ted Belanger and Christian Bissonnette

Chris Spradbrow, Buchanan School

In the 1 hour session, Ted and Christian presented the delegates with a beginners look at TGFU with the focus being on 2 areas:

1. Territory/ Invasion Games
2. Striking and Fielding Games

They gave an introduction on TGFU and its approach on the learning the fundamental movement skills, concepts, and principles that they can apply to various activities and not just an emphasis on the specific sports skills.

All this and more is downloadable on their wiki page at the Sunrise Physical Education Wiki: [www.sunrisephysicaleducation.wikispaces.com/TGFU](http://www.sunrisephysicaleducation.wikispaces.com/TGFU)

### Highlights from the session:

#### 1. Territory/ Invasion Games Unit

- All games are set up with in a grid system separating your space according to the class size. The session was separated into quadrants.
- Each of the activities are played within the grid spaces, with participants balanced out in each space.

#### Lesson 1: Warm-up game- Lose Your Shadow (*within the grid activities*)

- In partners, one partner is offensive player and the other defensive player.
- Offensive player move into open spaces around the space to shake their defender.
- Defensive player attempts to stay with their partner.
- From time to time the teachers will call “Switch” for partners to reverse their rolls.

#### Acquiring Activity:

- a. Stationary pass- First the sender is stationary while the receiver moves to an open space, stops and shows target to receive a pass.
  - b. Dynamic pass- Passer is stationary, but passes to partner while they are in motion or “On The Move”. Once again showing their hands for a target.
- Questions to ask students: How do you decide how far you have to throw? (ie- how fast your partner is moving). How can you show your partner where you want to receive the ball?(ie- with hands).

#### Game: Keep Away (3vs3, 4vs4):

In the grid space (unless more is needed), one team attempts to keep possession of the ball from the other team. Have them first explore it on their own- then ask questions: How did you create space from the defenders? How did you decide who to throw to? How did you prevent a pass from the other team?

## Hoopsters

- Object of the game is to get the ball to your teammate in the hoop.
- Within the grids again, 2 teams try to get a ball (dodgeball) to their player (the Hoopster) who is standing in a hula hoop on opposite sides of the court from where they are.
- Players must move the ball across the court by passing to one another.
- One step, pivot, and only 5 seconds with the ball.
- Teams must complete at least 3 passes before they can score a goal.
- Hoopsters switch after each point.
- Tactical questions: Once again asking strategic questions to the students about their play in the offensive and defensive positions.
- From this lesson, Ted and Christian referred us to their wiki where they have the next 6 lessons of their Invasion Territory Unit. (see wiki space address above)

## 2. Striking and Fielding Games

### Step 1: Activity- Batting Practice

- Batters practice making good contacts from a tee. Focus on body position (ball is in between feet, bats length away from ball), sweet spot on the bat, stepping in the direction that you want to hit the ball (transfer of weight from back foot to front foot), bat grip and proper ready position.

### Step 2

- Place a base on the floor 7 meters from the tee. Also put a student in the fielding position. After the student hits the ball, he/she drops the bat and runs to the base. Each time he/she touches

the base and returns to the tee is a run. The batter continues to run until the fielder retrieves the ball and runs to touch the tee with the ball.

### Step 3

- This time add a back-catcher who stands safely behind the batter. After hitting the ball the batter runs to the base. This time, the fielder must throw the ball to the back-catcher, who must catch the ball and touch the tee with the ball.

### Step 4

- Add a pitcher. This time get rid of the tee. The fielder will nicely throw the ball to the batter. The pitcher must than field the ball and throw it to the back-catcher to get the batter out.
- First talked about what is a fielding/ striking game? Examples?
- Tactical questions: How do you decide where to hit the ball and why? As a fielder, how did you cover space? Why is it better to throw the ball rather than run the ball? What can you do to stop the runner? How are you finding open space to hit to?

### Activity – Cloverleaf

- Gym is set up separating the gym into 4 quadrants with each quadrant made into a diamond shape where the batter from each quadrant hitting diagonally outward from the middle of the gym. One student will be the batter. When hitting the ball, the batter should try to keep the ball in their quadrant of the gym. If the ball is hit outside of their quadrant it is a foul ball and results in a re-hit.

- After hitting the ball from the tee, the batter runs to the base and returns to the tee to collect 1 run. The batter should try to collect as many runs as possible as the fielding team fields the ball and has to make 3 passes. Once 3 passes are completed the fielding team puts the ball back onto the tee and the batter must stop running.
- Variation: Use a pitcher instead of a tee. Batter must run to the base and return to “home plate” to collect runs.
- Tactical questions: What is the most efficient way to move the ball towards the tee to get the batter out. How can you best cover the area?

It was a great session with some great resources to download and use in teaching TGFU. (See wiki space mentioned above).

Thank you MPETA in helping pat for my sub costs for this great conference.

# 2015 Physical Literacy Moving It Forward Summit

Megan Strachan

After having attended the Physical literacy Conference in March 2015, I drank the Physical Literacy juice! I would like to thank MPETA for the opportunity to attend the Physical Literacy: Moving It forward conference on Oct. 21 & 22.

One of the sessions I attend was Movement with More Meaning which was hosted by Jen Erikson. If you have not already done so look at purchasing the fantastic new resource “movement with more meaning” which can be purchased from the movement skills Manitoba website.

One of the games that they introduced to us was:

## Mario Kart

### Equipment Needed:

- 4 gym mats
- 4 pylons

The four gym mats are placed in each of the four corners of the gym. Students are then divided into one of the four groups and sent to their mats. The mats each represent a different Mario Character (Mario, Luigi, Yoshi, Princess Peach etc.)

The cones are then set up in 8ft x 8 ft square in the middle of the gym, which represents bowser castle.

The teacher then assigns a different transportation method (skipping, crawling etc.) at the beginning of each round. To start the game the teacher calls out the name of one of the four groups. That group then races around bowser castle and back to their mat. The last student then heads to bowser castle and the game continues. If the teacher calls out bowser castle, everyone in the castle races around the cones back into the castle. The winner then heads back to their team.

You can add many variations to the game, you can have the students find a tunnel in bowser castle and they all get to return. You can randomly group students for their mats, or can separate based on skills for equal opportunity. Can have the last two, head to the castle or a free round where no one ends up going.

This was a game I took back to my students, and they really enjoyed playing.

Gina Florendo, Sargent Park School

The Moving It Forward Summit on Physical Literacy was on October 21 & 22, 2015. I was fortunate to attend this valuable professional development event with the financial support from the Manitoba Physical Education Teacher's Association.

The summit began with the keynote on Wednesday night with Dr. Doug Gleddie from the University of Alberta. Doug spoke about his personal physical literacy journey through childhood, as a teacher, and as a parent. He encouraged us to take on the role of travel agents to help provide educational experiences for our students that foster physical literacy and enrich their lives with unforgettable and exciting stories.

All attendees then took part in a panel discussion with representatives from various sectors involved in physical literacy; education, health, recreation, sport, and parents. The diversity of the panel and professionals in attendance, brought forth eye-opening perspectives, thought provoking questions, and rich discussions. While each role has aspects that are unique from each other, they all have one common goal, to promote and foster physical literacy.

## Physical Literacy and Movement Preparation with Ted Temertzoglou

On Thursday, I attended a session with Ted Temertzoglou. He spoke about how far Canada has come in making physical literacy a priority in physical education and sport. Then he lead us through a couple of circuits using the functional fitness charts by Thompson Education, which are found in many schools in Manitoba and available for purchase from MPETA. Ted provided modifications for each exercise, demonstrating that differentiation is crucial in meeting the needs of all students. Whether it was in the number of repetitions or level of difficulty (i.e. varying plank positions), the modifications helped everyone participate to their best ability and comfort level.

Ted also had us actively engaged in exercises from the following easy-to-use and FREE resources:

- Canadian Sport for Life – Physical Literacy Movement Preparation Guide - [http://www.physicalliteracy.ca/sites/default/files/imce/Physical%20Literacy%20Movement%20Preparation%20Guide\\_Web.pdf](http://www.physicalliteracy.ca/sites/default/files/imce/Physical%20Literacy%20Movement%20Preparation%20Guide_Web.pdf)
- FIFA – The “11+” A complete warm-up programme to prevent injuries manual - [http://www.f-marc.com/downloads/workbook/11plus\\_workbook\\_e.pdf](http://www.f-marc.com/downloads/workbook/11plus_workbook_e.pdf)

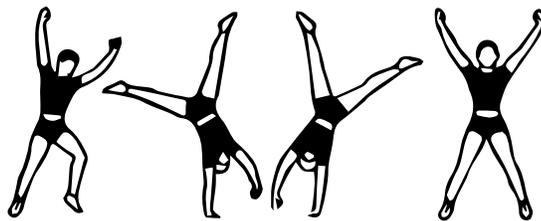
I especially enjoyed the agility ladder exercises that were both challenging and fun to do. The “In, In, Out, Out”, “Icky Shuffle”, “Scissors, and “Twisties” exercises are all explained step by step with visuals in pages 10 to 14 in the Canadian Sport for Life – Physical Literacy Movement Preparation Guide.

## Making Gymnastics Fun! with Peggy Glassco from Gymkyds

In this session, Peggy Glassco of Gymkyds explained and demonstrated various spotting techniques for somersaults, cartwheels, balance beam, and vault jumping. It was a very hands-on and active session.

One idea that was shared on the balance beam is to have children pick up an item at the beginning of the beam to match at the end of the beam. For example, you might have them pick up a number at the beginning of the beam and at the end place it in the correct spot in the number line. You can also have them match letter cards with pictures of animals to match the letter that the animal begins with.

A tip they shared is to mark the areas of the mat or apparatus that you would like the student to place their hands and feet. You do this by using duct tape or pieces of felt in different shapes and colours.



## Movement with More Meaning with Natalie McConnell

The Movement Skills Committee has come out with a new resource! Their resources are filled with engaging activities that are directly linked to provincial outcomes.

### Spot Catch

#### Equipment:

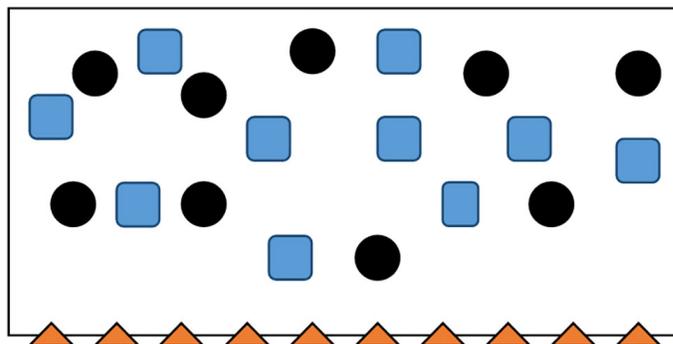
- 24+ polyspots
- pylons to mark each pair's spot on the start line
- 1 ball per pair

#### Set-up:

- Pairs line up along an end line with a pylon to mark their spot
- Scatter polyspots all around the gym

#### Procedure/Rules:

- One person runs to a polyspot while their partner is at the start line
- The person at the start line passes the ball to their partner on the polyspot. If the ball is caught, they get to pick up the polyspot and bring it to their partner at the start line.
- If the ball isn't caught and/or they step off of the polyspot, they don't get to take the polyspot. In turn, another group is free to go on the missed polyspot.
- The catcher gets only one chance to catch the ball and then they have to be a passer.
- The passer and catcher switch when the catcher returns to the start line with the ball.



- The goal is to successfully catch the ball and collect as many polyspots as you can until they are all gone.

Movement with More Meaning can be purchased from the Manitoba Movement Skills Committee [movementskillsmanitoba.ca/movement\\_with\\_more\\_meaning.html](http://movementskillsmanitoba.ca/movement_with_more_meaning.html)

### Run, Jump, Throw, and Wheel with Alanna Boudreau

The Run, Jump, Throw, and Wheel program emphasizes the development of fundamental movement skills that are essential in developing the movement skills and physical literacy. Although the activities are track and field based, the

program helps children develop a strong foundation for all sports. Participants in this session went through the step by step sequence of how running, shot put, and discus would be taught. What I found helpful was seeing equipment that was used to teach each skill.

- Bean bags to teach shot put
- Agility rings to teach discus and triple jump
- Tube on a rope to teach javelin. One can be made with a skipping rope put through an empty paper towel roll.

To find out more about the program visit [www.runjumthrowwheel.ca](http://www.runjumthrowwheel.ca)

# 2015 Physical Literacy Moving It Forward Summit

Tracy Chilton-Durand

I had the opportunity to participate in a breakout session called “Physical Literacy on a Dime” presented by Michelle Johnson from Fit Kids, Healthy Kids. She presented a variety of fun stations that are easy to set up and utilized low cost equipment. The stations had creative items like fly swatters or noodles (instead of racquets) to play different types of

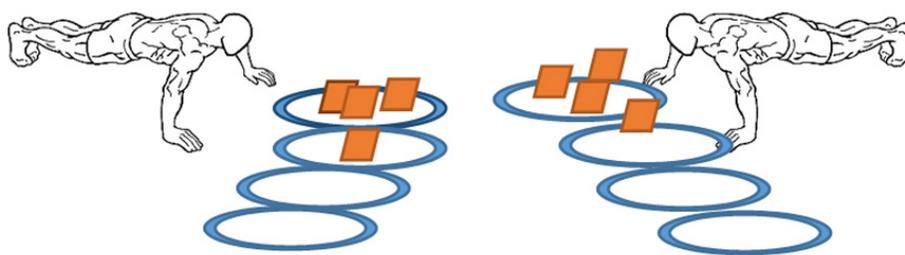
keep up or rally type games (also a tarp with colored duct tape was used to set up the court for facilities or spaces without lines). Another station involved balance, where sit fit cushions were used to stand on and then using a rope, you would walk your hands along the rope towards the other person until you or the other person loses their balance. The second op-

tion was to use foam noodles and again try to get your partner to lose their balance. You would use two noodles, one in each hand holding the ends of the noodle while the other person had the other ends of the noodles.

She also demonstrated some group/team type stations which included:

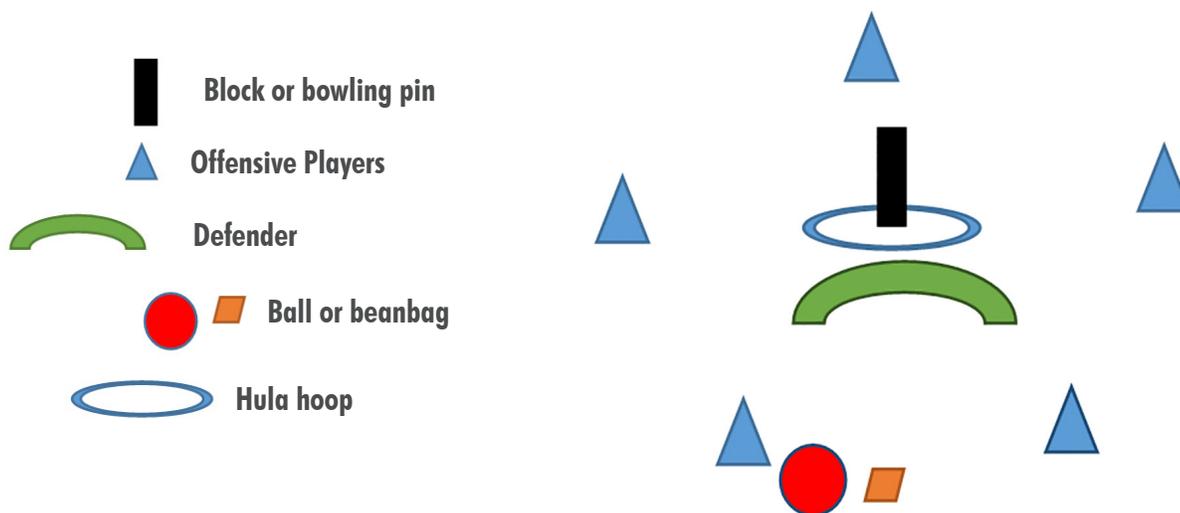
## 1. Pushup relay

Start in a pushup position one on each side of the hula hoops, while in the pushup position transfer the bean bags one at a time to the next hula hoop until you have completed all four hoops. First person to finish wins. This can be done in partners or in groups.



## 2. Guard the block or bowling pin

Offensive players work as a team passing a ball or bean bag to each other to try to knock down the block or bowling pin while the defender moves in front of the hula hoop to guard the block or bowling pin.





ADVOCACY  
CELEBRATE STEP UP PAUSE  
THOUGHTFUL REINVENT CONSISTENT  
GROWTH INSPIRE

## #ONEWORD

What one word will guide and motivate you personally and professionally in 2016?

PURPOSE MORE SIMPLIFY RESILIENCE CONNECT  
BELIEVE PRESENT FOCUS

## **Best Practices in Teaching Sexuality Education**

Exploring safer spaces best practices, sex positivity education and hands on teaching tips for teachers and education support staff.



**Training**

An after school workshop for teachers and education program staff who are looking for new and creative ways of enhancing the Sexuality Education Curriculum in their classroom or youth program.

Building upon the momentum of the first session in this series, "*How do you like it? By Making Safer Sex Fun!*", This interactive workshop will engage participants in sexuality education curriculum activities that can be used with students and youth groups (grades 7-12).

This workshop will include discussion, interactive approaches to teaching human sexuality education, and the instructions and activities to implement into your own programs!

Join us for *Best Practices in Teaching Sexuality Education!*



**Registration**

To register, or for more information, email: [info@serc.mb.ca](mailto:info@serc.mb.ca)



### **Workshop Information.**

**@ SERC: 200-226 Osborne St. N**

**Winnipeg, MB.**

**May 19th, 2015**

**4:30 - 6:30pm**

- ✓ Free workshop, light snacks will be served
- ✓ RSVPs requested as spaces are limited

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# Mini-Basket

Presented by Canada Basketball

A youth competition model that is player centered and development focused.

**BENEFIT 4:**  
More  
Directed  
Competition

**BENEFIT 1:**  
Increased  
Handling of  
the Ball

**BENEFIT 2:**  
Better  
Spacing

**BENEFIT 3:**  
Focus on  
Basketball  
Skills and  
Actions



More information: <http://www.basketball.ca/en/coaching-resource/mini-basket>