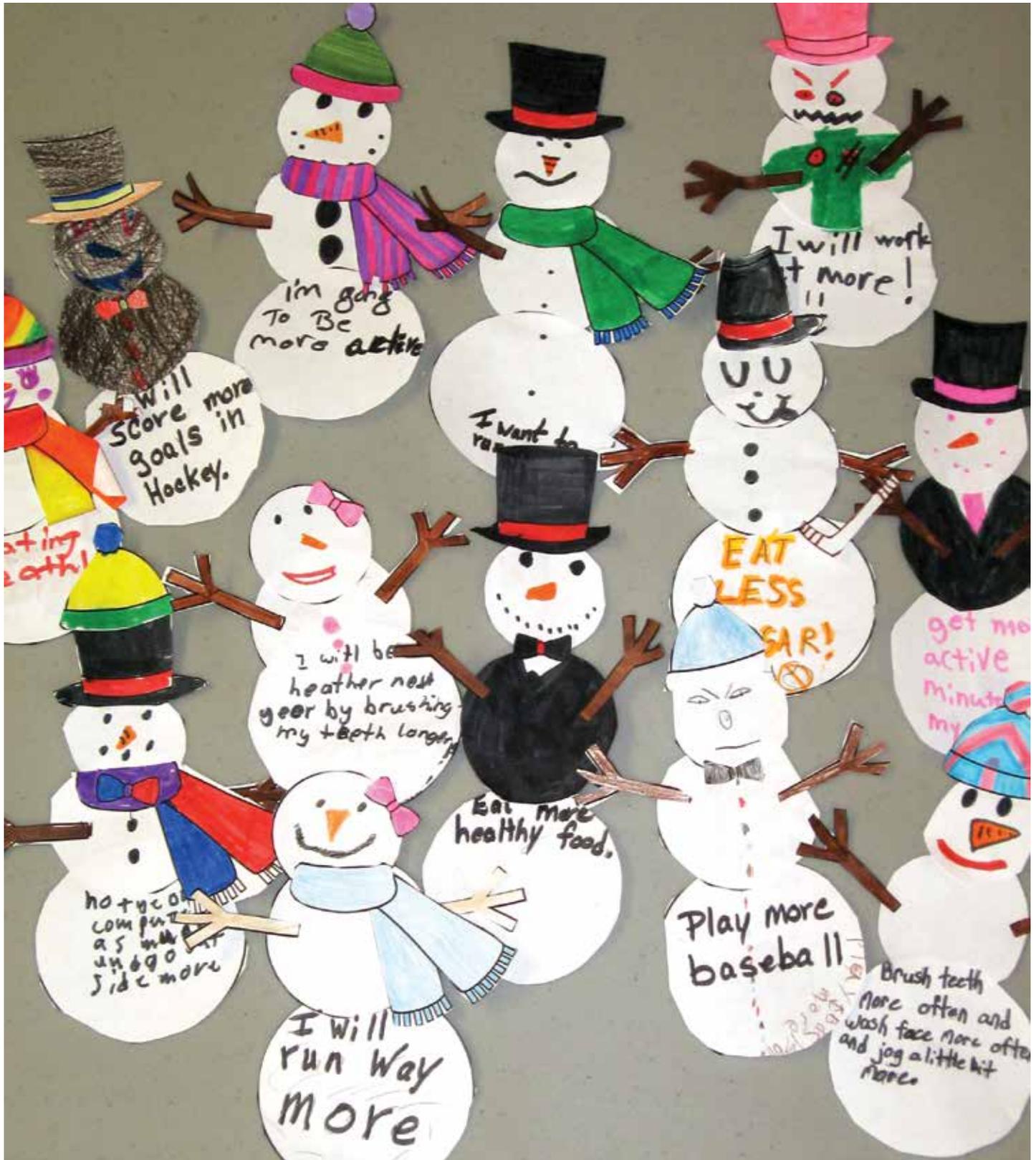


# Manitoba Physical Education Teachers' Association Inc.

## Association Manitobaine des Enseignants en Education Physique Inc.



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# President's Message

Journal deadline: February 23, 2015.  
Send articles to [karpan.stephanie@bsd.ca](mailto:karpan.stephanie@bsd.ca)

By Ray Agostino



Hopefully everyone is in a nice groove and ready for the winter break as it is well deserved. Physical Educators work extremely hard, especially in the first few months getting everything set up for the year. Winter is now upon us and things are in place so enjoy the time off and catch up on some needed rest.

MPETA would like to thank River East/ Transcona School Division for the wonderful job they did putting on SAGE 2014 in October. A special thanks to Brian Hatherly and Bev Ilchena for chairing this amazing event that saw nearly 700 participants attend. Now the planning starts for Pembina Trails School Division who will host SAGE 2015. Registration

is now open for the 2015 PHE National Conference in Banff, Alberta. MPETA offers funding opportunities for this event which can be found on our website.

Congratulations to the MPETA and PHE Award winners of 2014 and thanks to the MPETA board members, especially Krystle Seymour (SPAC) that helped out to make this evening so special to the deserved recipients. Please take some time to drop a line to someone you know showing your appreciation for a job well done.

## Regional Award Winners

**Eastman:** Steve Rebazant

**Westman:** Meagan Smith

**South Central:** Morden Collegiate

**Interlake:** Christy Steeves

**PHE Canada:** Andy Anderson

**Young Professional Award:**

Brendan Neufeld

**Innovator Award:** Joannie Halas

**Stu Siem Award:** John W. Gunn School

**Builder Award:** Nick Dyck

**MPETA Award:** Jordan Tratch

Lastly, the Physical Literacy Conference, The Gateway to Active Participation is being held on Friday, March 13th, 2015. This will take the place of MPETA's Far-side workshop in April, so we encourage as many people as possible to consider this great professional development opportunity. "Plan now to attend this engaging all-day event that will leave you with a solid understanding of physical literacy and the knowledge to move from promotion to provision for all sectors. This conference is rooted in Canadian Sport for Life, a national movement to improve the quality of sport and physical activity. It will present a vision for your role, and that of your organization, in providing all Manitobans the opportunity to benefit from life-long physical activity". (Healthy School Initiative, MB Health)

## Manitoba Fencing Association Outreach/Demos/ School Programs

Our programs focus on 6 key areas of development:

- **Fun** (the joy of play)
- **Physical Fitness** (sport as part of a healthy lifestyle)
- **Co-Ordination** (body awareness and control)
- **Mobility** (movement and spatial awareness)
- **Problem Solving** (co-operation)
- **Order Of Game** (respect for rules)

### In The Schools

Fencing in the school is an excellent Physical Education curriculum enrichment program. Fencing is a sport where the students are afforded the opportunity to practice a variety of skills in a fast paced, think-on-your-feet environment.

The MFA provides certified coach-

es to come out to your school and offer the basic understanding of fencing in a very safe and fun environment.

Class sizes work best with less than 20 students, however, more students can be accommodated.

Costs include the coach fee per hour, equipment rental and mileage, if your school is located outside the city of Winnipeg.

Please contact the MFA office for more details or to check on coach availability!

### Community

The school program can be adapted to any sort of group that is interested in learning the basics of fencing!

The MFA also has athletes who will do demonstrations at Special Events.

Please contact the MFA office to see if a fencing demonstration/clinic is right for your event or group!

### Safety First

By applying the rules of fencing and wearing special protective clothing, students are completely safe while they learn the educative values of this fun and exciting lifetime sport.

Contact the MFA office for fee schedule and available dates.

David Cohen, Executive Director  
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## January 2015

By Ralph Clark, Manitoba Representative to PHE Canada Board of Directors

### Dr. Andy Anderson Young Professional Award

- Congratulations to Brendan Neufeld as Manitoba's recipient of the Dr. Andy Anderson Young Professional Award. This award is presented once a year by Physical and Health Education Canada to one professional per province that best epitomizes exemplary work on behalf of the physical and health education profession. Brendan is a master physical education teacher at Garden Valley Collegiate who has worked tirelessly to connect with all his students. He has coached numerous school and community teams and is also a member of the Manitoba Physical Education Teachers' Association Board of Directors. Brendan received his award at the MPETA's Award Ceremony on October 23.

### Annual Meeting of the General Assembly

- The Annual Meeting of the General Assembly took place in Ottawa, Ontario on Saturday, November 15, 2014. Fran Harris (New Brunswick) began her two year term as President of PHE Canada. Jacki Nysten (Manitoba) has moved into the role of Past-President. Jacki has accomplished a great deal in a short period of time and was acknowledged for her tireless work, commitment, and professionalism during her term as President of PHE Canada.

### PHE Canada, HPEC 2015 National Conference

- PHE Canada: HPEC 2015 National Conference "A Physical Literacy Uprising" will be held at the Banff Centre in Banff, Alberta from April 30–May 2, 2015. An Early Bird Registration fee of \$450.00 is in effect until February 15th. Additional information of this conference can be found by going to [www.phecanada.ca/events/conference2015](http://www.phecanada.ca/events/conference2015).

### PHE Canada Awards

- Every year Physical and Health Education Canada recognizes teachers, professionals, and students who are making significant and lasting contributions toward ensuring a healthy and physically active generation. If you know someone who deserves to be recognized for their achievements, consider nominating them for one of the following awards:
  - R. Tait McKenzie Honour Award
  - North American Society Award
  - National Award for Teaching Excellence in Physical Education
  - National Award for Teaching Excellence in Health Education
  - Health Promoting School Champion Award
  - PHE Canada Student Award

For more information about these awards, including deadlines, visit [www.phecanada.ca/awards](http://www.phecanada.ca/awards)

### Move Think Learn

- Physical and Health Education Canada is proud to announce the launch of their latest resource, Move Think Learn. This easy to implement resource series introduces students and teachers to nine games and sports through a unique approach that facilitates purposeful game play experiences. Move Think Learn explores movements and tactical/critical thinking associated with each sport and brings these skills together through a culminating activity where students apply learning. Additional information of this resource can be found by going to [www.phecanada.ca/resources/move-think-learn](http://www.phecanada.ca/resources/move-think-learn)

### Physical and Health Education Canada Memberships

- Physical and Health Education Canada has a new membership fee structure that is broken down in three categories: Professional Membership and PHE Journal, Professional Membership, and PHE Canada Supporter. Visit [www.phecanada.ca/join](http://www.phecanada.ca/join) to find more information about the benefits and costs to each membership and how you can support PHE Canada.

# 2014 Ontario Physical Literacy Summit

## Hamilton, Ontario

### September 26–27, 2014

By Jason Dunham

On September 26–27, 2014, I had the opportunity to take part in the Ontario Physical Literacy Summit held in Hamilton, Ontario. The summit was a series of keynote speakers and breakout sessions with the focus of developing and implementing physical literacy into our sport and physical education programs. The breakout sessions I took part in were circuit training designs, soccer and physical literacy, dance literacy, physical literacy resources for teachers, talent identification, train to train and the teenage brain, movement with a purpose, ABC fitness testing and an NCCP Resistance Training course. The keynote speakers were John Herdman and Dr. James Mandigo.

John Herdman kicked off the summit with a very engaging keynote address about the role of leaders. He stressed that as coaches and leaders we need to try to get out of our comfort zone and have some moments of being uncomfortable. This is the chance for you to feel alive and learn about who you are. He also mentioned that we should strive to be good all the time rather than great for only that one time. He also shared his experience coaching the Canadian Women's Olympic soccer team at the 2012 London Olympics.

After the keynote we went into our breakout sessions. My first session was Stage and Circuit Designs. The presenter was Ted Temertzoglou. This was a very active session and participants were able to try out the various circuit designs. He demonstrated efficient and dynamic ways to use circuit training in a school setting. I really liked how it is possible to offer the same circuit but still challenge all ability levels.

The next session was Soccer and Physical Literacy. The presenter was John Herdman. This was another active session for participants. In this session I was able

to see progress and development with my own soccer skills in just a 45 minute session. His major focus was about making skill development meaningful, allow time for lots of ball contact, create game situations (not games) and make sure your practices are fun.

The Dance Literacy is Physical Literacy was presented by Dr. Nancy Francis from Brock University. This session dealt with ways to include and identify physical literacy movements in dance. This session provided step by step strategies and participation to teach dance in a school setting. This provided me with some techniques to teach my middle years physical education classes dance and have them not realize it.

After lunch the keynote speaker was Dr. James Mandigo. He presented the importance of physical literacy and the importance of creating a collaborative approach when implementing programs.

From that we went into various panel discussions. I took part in LTAD Implementation. There were three speakers discussing their segment of the LTAD and how they implement it. The LTAD segments presented were Fundamentals, Learn to Train, Train to Train, Train to Compete and Train to Win. The common theme was the importance of developing and establishing a strong physical literacy foundation with our sport programming.

I attended an information session from PHE Canada. This presented ways to access physical literacy resources from them. This provided many helpful tools for assessment and activities for physical education.

The next two sessions I attended were presented by Dr. Colin Higgs. Those sessions were Talent Identification and Early Specialization and Train to Train and the

Teenage Brain. Both of these sessions were engaging and thought provoking. Dr. Higgs commented about talent identification, that based on the science it is extremely difficult to identify talent at an early age. With the Train to Train and the Teenage Brain he mentioned that coaches and parents need to be aware of all the factors that influence adolescents at this explosively developmental stage of growth.

Another active session was Movement with a Purpose. The presenter was Steve Lidstone, who is the strength and conditioning coordinator for McMaster University. He went into great detail about the importance of proper instruction of various locomotions and how they apply to sports. He also stressed that coach or teacher must be able to model the skills properly before they teach them.

The ABCs of Fitness Testing was presented by Glenn young PE and Athletic Coordinator for Surrey School District. He provided excellent tools for assessing fitness and making it fun and meaningful.

My final session of the summit was an NCCP Resistance Training course. This course provided latest training methods and discussion about resistance training. Also, it went into detail on how to apply resistance training to the LTAD.

Overall, the Ontario Physical Literacy Summit was an excellent experience. The common link throughout all the sessions was the importance of creating a solid physical literacy foundation and maintaining fun and active programs to keep youth involved in various physical activities.

## ABC Fit

### Why Schools Fitness Test

- To improve overall performance
  - Diagnose weakness or a deficiency
  - Improve over a baseline
- To determine effectiveness of their program
  - Gather data
- To communicate achievement
  - Only standardized test for PE

### Issues/Challenges

What are we really measuring?

- Genetics/heredity (potential)
- Maturation (as children grow older, they naturally get bigger, stronger, faster)
- Intervention (our PE programs)
- Motivation
- Lifestyle
- Test skills

How do we accurately measure true improvement?

### What is ABC Fit?

District has defined fitness for our students	Aerobic Fitness (4 station circuit):
	Balance (Lateral Bound)
	Core (Plank)

### Why Aerobic?

• One of the best indicators of overall fitness	• Tests are easy to administer to large groups
• Obvious positive health-related outcomes	• Many standards developed

### Why Balance?

• Used on a daily basis (static & dynamic)	• Directly rewires the brain
• Foundation for all movement	• Injury prevention
• Changing and controlling your center of gravity	

### Why Core?

• Bridges lower body to upper body	• Engine of the body
• Enhances throwing, jumping, rotary skills	• Wrong focus on extremities first
Effective force transfer and skillful movement depend on the core to sustain proper spinal position	

### Why a paradigm shift?

• Fitness testing antithetical to the goal of promoting physical activity	• Children are not small adults
• Tests need to be appropriate	• Testing need to be efficient
• Functional fitness (used daily) before performance	• Safe—not maximal exertion or to exhaustion
• Promote learning and positive attitudes	• Criterion-referenced standards

## ABC FIT RUBRICS

### AEROBIC FITNESS

	EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<b>Aerobic Fitness</b> <b>Grade 4</b>	Uses <b>more than 3 rest</b> intervals, to engage in <b>moderate to vigorous</b> physical activity for <b>less than 7 minutes</b>	Uses <b>2-3 rest</b> intervals, to engage in <b>moderate to vigorous</b> physical activity for <b>7 minutes</b>	Engages in <b>vigorous</b> physical activity <b>continuously for 7 minutes</b>	Engages in <b>vigorous</b> physical activity <b>continuously for 9 minutes</b>
<b>Aerobic Fitness</b> <b>Grade 5</b>	Uses <b>more than 3 rest</b> intervals, to engage in <b>moderate to vigorous</b> physical activity for <b>less than 8 minutes</b>	Uses <b>2-3 rest</b> intervals, to engage in <b>moderate to vigorous</b> physical activity for <b>8 minutes</b>	Engages in <b>vigorous</b> physical activity <b>continuously for 8 minutes</b>	Engages in <b>vigorous</b> physical activity <b>continuously for 10 minutes</b>
<b>Aerobic Fitness</b> <b>Grade 6</b>	Uses <b>more than 3 rest</b> intervals, to engage in <b>moderate to vigorous</b> physical activity for <b>less than 9 minutes</b>	Uses <b>2-3 rest</b> intervals, to engage in <b>moderate to vigorous</b> physical activity for <b>9 minutes</b>	Engages in <b>vigorous</b> physical activity <b>continuously for 9 minutes</b>	Engages in <b>vigorous</b> physical activity <b>continuously for 11 minutes</b>
<b>Aerobic Fitness</b> <b>Grade 7</b>	Uses <b>more than 3 rest</b> intervals, to engage in <b>moderate to vigorous</b> physical activity for <b>less than 10 minutes</b>	Uses <b>2-3 rest</b> intervals, to engage in <b>moderate to vigorous</b> physical activity for <b>10 minutes</b>	Engages in <b>vigorous</b> physical activity <b>continuously for 10 minutes</b>	Engages in <b>vigorous</b> physical activity <b>continuously for 12 minutes</b>
<b>Aerobic Fitness</b> <b>Grade 8</b>	Uses <b>more than 3 rest</b> intervals, to engage in <b>moderate to vigorous</b> physical activity for <b>less than 10 minutes</b>	Uses <b>2-3 rest</b> intervals, to engage in <b>moderate to vigorous</b> physical activity for <b>10 minutes</b>	Engages in <b>vigorous</b> physical activity <b>continuously for 10 minutes</b>	Engages in <b>vigorous</b> physical activity <b>continuously for 12 minutes</b>
<b>Aerobic Fitness</b> <b>Grade 9</b>	Uses <b>more than 3 rest</b> intervals, to engage in <b>moderate to vigorous</b> physical activity for <b>less than 11 minutes</b>	Uses <b>2-3 rest</b> intervals, to engage in <b>moderate to vigorous</b> physical activity for <b>11 minutes</b>	Engages in <b>vigorous</b> physical activity <b>continuously for 11 minutes</b>	Engages in <b>vigorous</b> physical activity <b>continuously for 13 minutes</b>
<b>Aerobic Fitness</b> <b>Grade 10</b>	Uses <b>more than 3 rest</b> intervals, to engage in <b>moderate to vigorous</b> physical activity for <b>less than 12 minutes</b>	Uses <b>2-3 rest</b> intervals, to engage in <b>moderate to vigorous</b> physical activity for <b>12 minutes</b>	Engages in <b>vigorous</b> physical activity <b>continuously for 12 minutes</b>	Engages in <b>vigorous</b> physical activity <b>continuously for 14 minutes</b>

### Stork Balance

	EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<b>Balance (Lateral Bound)</b>	Unable to bound across the required distance; falls down anytime; adjusts body position <b>more than once</b> (full hop, major lower & upper body movement, both feet touches ground, other foot touches ground) or continuous movement to achieve a balanced landing	Adjusts body position <b>once</b> ; landing foot may swivel once; minor lower (non-support leg) and upper body (arms) sway to stabilize	Achieves a soft, balanced landing with minor adjustments of upper body to stabilize	Achieves a soft, balanced landing with using triple flexion technique (landing leg is flexed at ankle, knees, hips; elbows close to body; head is up)

### CORE MUSCLE

	EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
<b>Core Strength</b>	Uses <b>more than 1 rest interval</b> or <b>adjustment</b> to maintain the proper position for the allotted time	Uses <b>1 rest interval</b> or <b>adjustment</b> to maintain the proper position for the allotted time	Maintains the proper position for <b>60 seconds</b>	Maintains the proper position for <b>2 consecutive trials</b>

# PHE Canada 2014 Student Leadership Conference

By Kaitlin Lewandoski and Trisha Kauk

In September 2014, we had the privilege of attending the Physical and Health Education Canada Student Leadership Conference in Bancroft, Ontario. Prior to attending, our peers had told us about their positive experiences at the conference, however, we were unsure of what to expect—what’s going to happen, what do they have planned for us, what will our days be filled with, who would we be meeting? Unbeknownst to us, this journey was the start of something new. It was evident at the very start that all 50+ students across Canada were there for the same purpose; to be inspired, inspire others, and to learn and grow together as leaders.

## What Happened?

From the beginning, there was an instant connection between fellow attendees. Upon our arrival at the airport we immediately started talking with one another and asking about where everyone was from. Introductions were made, conversations were started and you could sense that the next four days would be an unforgettable experience.

Our days were structured with activities, presentations, and group challenges. Inclusion and diversity were two common themes at the conference. The activities and presentations were thought provoking and challenged our current perspectives. It reminded us that each student

comes from a different background that will impact their experiences in the classroom environment. Inclusion too, is an important concept that we as future physical educators need to consider in our teachings. We learned that inclusion is more than just participation; it requires students to actively engage and feel as if they are connected within the activities.

The group challenges we participated in required us to step outside of our comfort zones and face our fears. This was not an easy task; however there was a lot of support between group members that made it easier to take risks. We both agree that the encouragement and motivation from our group members and mentors allowed us to feel more comfortable in these settings. Within these group challenges trust and communication were essential to the tasks. There was a large sense of accomplishment and confidence that followed suit. We realized that it is when we push our boundaries that we begin to learn and grow as individuals and as educators. As in life, we will be presented with different opportunities and experiences and if we only let ourselves stay within what we know is comfortable we may be preventing ourselves from reaching our full potential.

## Discovering Different Leaders

Trisha and I are alike in that we are not always the first ones to speak up in class,



or share our skills and knowledge with our classmates in university. However, we have recognized that our leadership skills are just as powerful as those individuals who voice their suggestions. Our participation in this leadership conference confirmed that you do not always have to be the vocal one to be a leader. Leadership happens in many different ways and making social change requires all kinds of leaders. A good indication of the different types of leadership amongst the students was demonstrated through the “Active Leading” sessions. These morning sessions allowed group members to work together to discuss and come up with activities and/or games that they wanted to teach the rest of the group. From this activity, it was evident that there were a variety of different leaders at the conference, all of whom had the same intent, to lead. However, some chose to take a more subtle approach by giving suggestions of games and activities while other group members chose to take a more active role in ex-



plaining the instructions to the rest of the group. This demonstrated that leadership is about learning to accept yourself while also being open to change and growth as you develop your leadership skills.

## Friendships

During our down time, everyone took advantage of the time to further get to know one another. We stayed up late playing games, having fun, and laughing. The absence of technology reminded us to appreciate the value of social interaction and face-to-face connections. Every opportunity was taken to get the most out of our experience. The connections and unexplainable bonds that were formed in such a short period of time are friendships that will last a lifetime.

## A Different Context

It was a privilege having three representatives from the University of Manitoba at the conference, mentors LeAnne Petherick, Heather McRae and guest speaker Joannie Halas. It was a unique and positive experience seeing our professors outside of the university setting. It was also inspiring to see all of the mentors so passionate about their field and their support for the development of us as future educators. Having mentors with different backgrounds and experiences, each sharing their knowledge and expertise through various teachings and activities, enabled us to think, see and act in new ways. Their insightfulness and openness provided us with new perspectives to contribute to the future of physical education and health.

## The Future

This experience has left us motivated, inspired, and re-energized. Attending this conference re-affirmed our passion for physical education, physical activity, health and the pursuit of our degree. We are proud to lead the future of physical education and health in Manitoba. Having met likeminded people across Canada we are inspired and committed to making positive changes in physical education and health and to continue to develop as leaders. Thank you to PHE Canada, MPETA, and SAHPER (Students Association for Health, Physical Education and Recreation Studies) for making this opportunity possible, truly a life-changing experience!

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## By Kirsten Bartlett and Robyn Laramee

On Wednesday, September 17, 2014, seven students from the University of Manitoba boarded a flight to Ottawa to spend five days at Cedar Ridge Camp in Bancroft, ON. Little did we know that this was the start of a life-changing experience that none of us will ever forget. When we boarded the bus from the airport to the camp, we met up with around fifty other students from across Canada who quickly became our friends. Completely secluded from the outside world, we spent five days learning how to be effective leaders, how to be inclusive, and I think for a lot of us, we learned about ourselves. Our limits and comfort levels were pushed, we found the best parts of ourselves, and we created life-long friendships that survive through an unexplainable bond. The activities we participated in taught us things we may never have thought of before, and our mentors opened our eyes to many unseen aspects of both physical education and life in general. Two of us share our memories and experiences with you here, sharing games we played, life-changing events of the week and other thoughts and feelings we had.

First thing every morning, one or two of the mentor groups would run an "Active Leading" sessions to warm up our bodies and get ready for the day. On the final morning these sessions took place, one group taught the rest of us traditional Aboriginal games. It was extremely interesting to experience a different culture, and to see new ways to stay active and have fun. The games we played were Windigo kan tag, Dog Soldier and Screaming Eagle.

Windigo kan tag involves groups forming a chain of bodies, with the mother at the front, and the baby at the back. The object of the game is for the line to protect the baby from the Windigo kan, without making any physical contact with the Windigo kan. This game was important because it taught us how to work together with a group of people towards a common goal. Dog soldier was played to discover who the strongest warrior may be among a tribe. This game involved a defender standing in a circle with an object to protect, and a weapon (in this case a pool noodle) to use as defense. The surrounding soldiers approached the circle and tried to steal the object from the defender.

Dog soldier taught me how to work with others to create a strategy to accomplish a task. This game not only taught offensive strategies (when attacking) but also defensive strategies (while defending the object).

Finally, we played Screaming Eagle, which was a game where one must run in a loop, screaming as long and as loud as they can in one breath. We learned how it is important to make yourself heard and have a voice. As future physical educators, these games taught us to create culturally relevant lessons and to ensure that all peoples are valued and appreciated.

One of the group challenges we faced was a high ropes course, 40 feet up in the air. Strapped in with a hip harness and two carabiners, we made it through different obstacles with shaking hands and unsteady legs. As someone who prefers to have control over her body and all of its movements, it was difficult for me to surrender my body. However this obstacle course was an absolute life-changing experience, the most amazing I have ever had. Without the support of my group members, I would not have been able to complete the high ropes course;

their motivation was everything to me. I learned that with enough encouragement people really begin to believe they can do anything and accomplish a task that may otherwise be impossible. Part of this was also the internal motivation of wanting to prove to myself that I could get through the course. In the end, I loved it so much I went back and did it again the next day! One absolutely amazing experience linked in with this was watching my mentor, Jason, complete the course. Under normal circumstances, this may not have been such an enlightening experience, however Jason was completely blind. Born with a defect that left him with zero vision, Jason has never shied away from a challenge, choosing instead to tackle it head-on with adapted strategies. Jason was fearless, he has no limits and he is definitely the most inspiring person I have ever had the pleasure of meeting. The high ropes course taught me that to be an effective leader and physical educator, it is important to be respectful and supportive.

The Student Leadership Camp was so much fun and an incredible experience. We had the opportunity to play many games and participate in many activities. Even though we were having the time of our lives playing games with an amazing group of people, each activity had a purpose and we learned many important lessons. There was one adaptation that was made to a few games which turned everything upside and made things much more difficult; this was the deaf, blind, non-verbal adaptation. This adaptation was used first in an activity called "Building Bridges." In this activity, ten people were split into two teams and each team had to build a tower out of uncooked spaghetti and marshmallows. This tower had to reach the height of a table turned on its side and connect to the tower of the team on the other side of the table. In other words, the two teams had to build a bridge over the table. The catch was that each person in the group was either blind folded, wore ear plugs or was not able to talk. There was an ability that was taken away from each of us. At first, this made things difficult, however after an uneasy start we learned how to adapt and it taught us many valuable lessons. This simple ad-



aptation taught us what being inclusive really means. It taught us that inclusion is not only about making sure everyone is participating, it means that everyone is actively engaged. Through this activity, we realised that a person can participate without really learning and that simply including someone is not enough. As future physical educators we need to ensure that all children are not only part of the activity, but that they are essential to it.

This adaptation was also used during a canoeing challenge, where each team of three had to canoe out to a certain point, pick up a package and paddle back to shore. For a very short amount of time, I was blind and was faced with this challenge. How was I supposed to get into the canoe? I hoped my body would remember how to paddle, but how would I know where I was going? These questions immediately rushed to my mind as the blindfold was tied around my head, and for a second, I felt what it was like to have a disability. I realised just how difficult the simplest things could be. However, before I even had time to voice my concerns, my non-verbal teammate took my elbow and began guiding me to the canoe, while my deaf teammate explained what was happening. In this moment I realised that nothing is impossible for a person with special needs. I truly understood that with the support of positive people, a person with a disability can do anything and everything an able-

bodied person can do. I experienced the ability in disability. This canoe trip did not only give some insight into what having a disability felt like, it also gave me a new appreciation for each person who overcomes a disability every day. Possibly the most important lesson I learned while at the student leadership camp, was that nothing is impossible. As a future educator, my aspiration is to embody this idea and show my students what it really means.

Being a part of PHE Canada's Student Leadership Camp was a life changing experience. Never before had we ever been surrounded by such positive, intelligent, motivated people with such incredible aspirations. We feel so fortunate to have been able to attend this conference. There is no doubt in our minds that every person who attended conference will go on to do great things. The conference taught us how to learn from a new perspectives. It taught us how to be great leaders and taught us the real meaning of inclusion. This conference changed us and we are all better people for it. Thank you MPETA for sending us on the trip of a lifetime. These lessons will stay with us forever.

# High Ropes, Rainy Canoe Trips, and an Unforgettable Experience

By Michelle Worms, Brandon University

I will admit it...I was scared. I was 30 feet up in the air and was clinging to a tree for dear life. It was not the height that frightened me, but the idea of falling that made my mind tell me I couldn't do this. Although I was fearful, I decided to finish the course. When my feet had firmly touched the ground, two things dawned on me: 1. I had not fallen and 2. I had an amazing time. As I was unhooking my safety harness and taking off my helmet, I saw a fellow PHE student conference goer, prepare for his high ropes challenge.

I looked at him in amazement and asked, "You are doing this?"

He replied, "Yah, why not?"

The only reason I asked him this was because he had one arm in a sling from a recent sports' injury. I guess I had figured that he wouldn't be doing this challenge. If my arm was in a sling, my first thought wouldn't be to go walk on a tight rope in the tall trees. He made me realize that fear is a subjective thing and that just because we may have an additional obstacle to overcome that this does not mean we are incapable of completing the task at hand.

My experience at the high ropes course made me wonder how many times I have allowed fear to rule my life. It made me question how many adventures I have missed out on because I was afraid to "fall" and afraid to take a risk. How many times is this true for others? So often, it is easy to get trapped into feeling inadequate.

It is easy to look around and see the potential in others, but sometimes it is difficult to see the champion inside ourselves.

One thing that I saw continually at this conference is how encouragement shapes a person's beliefs about themselves. Everyone at the conference was able to complete the mental and physical challenges placed before them by first deciding to attempt the challenge, and then by utilizing the support of those around them. When I was struggling to keep my balance on the swinging ropes, my mentor yelled up to me, "Michelle, reach a little higher". It seems like such a simple message, but actually turned into a profound statement for me. Sometimes all it takes to achieve a goal is to reach a little higher and to take baby steps. It is through encouragement and perseverance that the beauty of a dream is seen.

Another lesson that stuck with me from this conference was the difference a positive attitude can make in your own life and in the lives around you. Approximately 70 people embarked on a three hour canoe and portage trip on Saturday afternoon. We were dealing with fairly strong wind conditions when we left and half way through the trip it began to rain steadily. Sitting in the middle of a canoe, somewhere on an unfamiliar lake, soaking wet and cold, wasn't my idea of a good time. All I wanted was to get back to shore, take a shower, and find some dry clothes.

I realized though that we still had about an hour and a half left of our journey and that being grumpy would probably not benefit anyone in the canoe. I told myself that I needed an attitude adjustment. Instead of worrying about the weather and thinking about how unpleasant I was feeling, I decided to start singing a version of 'Row Row Row Your Boat'. The new songs became, 'Row Row Row Your Canoe' and 'Old MacDonald had a Canoe'. We also played a getting to know you game using the ABCs. The first person in the canoe would say something about themselves starting with the letter A; the next person would say something about themselves starting with the letter B, and so on until the end of the alphabet. These activities took our minds off the weather and the physical challenges of canoeing in these conditions. Before we knew it, we were back on the shore and all was well.

This conference was definitely an unforgettable life changing experience. I would like to send my sincere thanks to Daryle McCannell, Brandon University travel club, and MPETA for all their support. I am very grateful that I was given the opportunity to attend the 2014 PHE Student Leadership Conference. Take risks, don't be afraid to fall, give and receive encouragement; and keep a positive attitude. These things will make all the difference in the world.





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## Canadian Paralympic 'FUN'damentals Physical Literacy Resource

PHE Canada and the Canadian Paralympic Committee have partnered to create (2) curriculum specific physical literacy resources to be implemented in grades 2-6 across Canada. These resources will be designed to get ALL students active and engaged in developing fundamental movement skills through the medium of parasport. Furthermore, this resource will be the first of its kind internationally designed at promoting a fully inclusive, integrated physical education experience through parasport.

### Resource Description

The CPC educational resources is an initiative designed to assist elementary physical education teachers (specialists and non-specialists) to plan and deliver quality learning experiences. The resources will support the further enhancement and refinement of fundamental movement skills, as well as increase student knowledge and appreciation for the parasports of Athletics, Boccia, Goalball and Sitting Volleyball. This elementary school resource will be developed to help teachers:

- Increase their knowledge of fundamental movement skills through the parasports of Athletics, Boccia, Goalball and Sitting Volleyball.
- Provide their students with appropriate learning experiences.
- Assess student proficiency in a variety of fundamental movement and sport specific skills.
- Enable the learning of Paralympic sport/games/activities in order for students to continue to learn and expand on their skill development.
- Link directly to additional resources and/ or information provided by the identified National Sports Organization / Provincial Sports Organizations and other relevant stakeholder organizations, and to identify opportunities for participation outside of the classroom.

Importantly, the CPC educational resources will help students to further their physical literacy skills that are necessary to acquire the knowledge, skills, and attitudes to lead healthy, active lives and enjoy success in all levels of sport participation.

### Key Points / Areas of Focus

Key points / areas of focus for the CPC educational resources have been developed and are provided below. This resource can also be utilized within health, recreation and sport organizations, and is an excellent tool in ensuring quality first contact experiences and alignment between these sectors.

- Focus on the grade 2 to 6 level.
- 3 lesson plans for each sport (12 lessons for grades 2-4 and 12 lessons for grades 4-6; total 24 lessons).
- Lesson plans will contain differentiation to (simplify) and/ or increase (extend) the level of skill complexity.
- Identify the provincial/territorial physical education curriculum links for each grade.
- Increase teacher/student knowledge of Paralympic sport, and enable the learning of other related sport/games activities to continue.
- Learn and expand on student basic movement skill development and increase sport specific movement skills.
- Provide students with appropriate learning experiences. Activities will include movements with and without apparatus.
- Include culturally diverse activities and activity differentiation for varying abilities within a class
- Be accessible to and user friendly for all teachers (i.e. Text to speech and Braille).
- Be gender inclusive.
- Be aware of socio-economic factors.
- Incorporate the appreciation and joy of movement and effort. Having fun is important!
- Promote active healthy living as being important to a well-balanced life
- Provide teacher-centered assessment activities and evaluation tools, as well as age-appropriate assessment tools that students can use to determine their own/peers progress and success.
- Provide a list of additional resources for teachers to locate additional information on Paralympic sport, physical literacy, fundamental movement and sport skills (hard copy, web-based), as well as linking into local parasport participation opportunities

**To register for the Paralympic FUNdamentals Physical Literacy Resource please visit: [education.paralympic.ca](http://education.paralympic.ca)**

For more information contact Stuart McReynolds - Manager, System Development & Education Canadian Paralympic Committee

Tel: 613 569 4333 x.244

Email: [smcreynolds@paralympic.ca](mailto:smcreynolds@paralympic.ca)

# MPETA Award Winners

On October 23 2014, MPETA presented the following awards to recognize outstanding contributions in physical education for the 2013–2014 school year. Congratulations to all 2014 MPETA Award Winners!



## Builder Award: Nick Dyck

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



## Coalition Award: Gopher Sport

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



## Innovator Award: Dr. Joannie Halas

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



## Golden Apple Award: New Era School

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



## Andy Power Award: Tess Van Alstyne

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



## PHE Canada Andy Anderson Young Professional Award: Brendan Neufeld

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



## Stu Sieme Award: John W. Gunn Outdoor Education Program

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



## MPETA Award: Jordan Tratch

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

## Regional Recognition Awards

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

- Interlake Regional Recognition Award: Christy Steeves
- South Central Regional Recognition Award: Morden Collegiate Physical Education Staff
- Eastman Regional Recognition Award: Steve Rebizant
- Westman Regional Recognition Award: Meagan Smith

## Dick LaPage Scholarship Awards

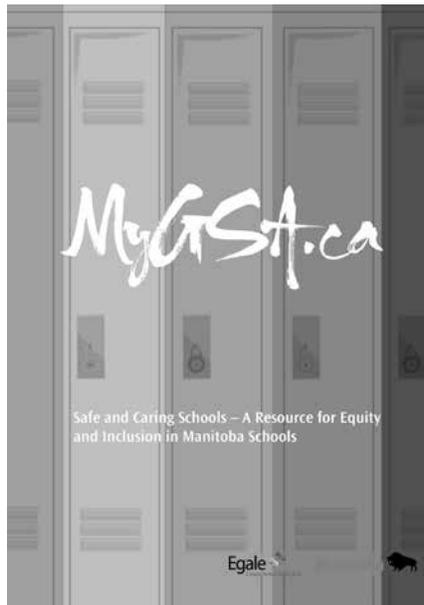
- Brandon University: Michelle Worms & Jordan Dyck
- University of Manitoba: Morgan Schrader & Sean Ayre
- University of Winnipeg: Arista Ryback & Joel Schollenberg

# Sport 4 All?

Years ago, this consultant had the pleasure of playing a respectable level of volleyball at the Fort Garry campus and benefiting greatly from the many gifts that sport has to offer. I was greatly supported by my coach, teammates, family, friends, the university and the community as a whole. It even allowed me to meet my loving partner of 29 years who also played at the university.

In the months that followed graduation, I learned that a former teammate was gay and that he had kept this a secret during our time together on the team. It saddened me to know how hard he would have had to work to prevent us from finding out. As teammates, we trained, travelled and shared many successes together, including a couple of national titles. But would I have treated him differently had I known he was attracted to men? While it was fairly easy for me to feel acceptance for him after the fact (he had also moved away), I was not sure how things might have played out if he had come out to us at the time. Just recently, another athlete from my old alma mater came out, but again, only after he had graduated. (Interestingly, his dad is also a former teammate of mine.)

The sport environment does seem to present obstacles to those who identify as LGBT (Lesbian, Gay, Bisexual, Transgender, Two-Spirit). Can we assume this is the case for school sport programs? Does sport in your school offer an inclusive environment of openness and respect for everyone? Does it provide strong, positive leadership that models fair and respectful behaviour? Do you have the necessary organizational frameworks to assist you in working with LGBT athletes and coaches? These questions are part of a strategic framework tool found in the document: *Leading the Way: Working with LGBT Athletes and Coaches: A Practical Resource for Coaches*. Developed by the Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS), this comprehensive re-



source offers information and best practices to assist coaches (and teachers) in making sport more welcoming for those who identify as LGBT. It was shared at the 2014 MPETA SAGE in a session presented on this topic by Dr. Reece Malone from Rainbow Resource Centre and can be accessed online at: [http://www.caaws.ca/e/wp-content/uploads/2014/09/CAAWS\\_LeadingtheWay.pdf](http://www.caaws.ca/e/wp-content/uploads/2014/09/CAAWS_LeadingtheWay.pdf) (en français: [http://www.caaws-homophobiainsport.ca/e/resources\\_caaws/documents/ACAFS\\_Montrer\\_le\\_chemin.pdf](http://www.caaws-homophobiainsport.ca/e/resources_caaws/documents/ACAFS_Montrer_le_chemin.pdf)). CAAWS/ACAFS also has webpages addressing homophobia in sport : <http://www.caaws-homophobiainsport.ca/e/index.cfm> (et en français: <http://www.caaws-homophobiainsport.ca/f/>).

Recent amendments to The Public Schools Act (i.e. Bill 18) have also initiated considerable discussion and readiness for change in schools across the province in regards to LGBT issues. According to the provincial Manitoba Youth Health Survey Report // 2012-2013, 11 % of Grade 7-12 students overall were on the receiving end of negative comments about sexual orientation or gender identity. What does your school level data tell you? What about your school results from the Tell Them From Me survey? Do students feel excluded or treated unfairly because of their sexual orientation? Do they feel safe in change rooms or in the gym?



Consult with your school administrator.

You can also assess your school environment using the tools and information provided in the following document, a valuable resource for educators, students and parents to create more equitable and inclusive schools:

Safe and Caring Schools: A Resource for Equity and Inclusion in Manitoba Schools (MB MYGSA) [www.edu.gov.mb.ca/k12/safe\\_schools/](http://www.edu.gov.mb.ca/k12/safe_schools/) (en français: [www.edu.gov.mb.ca/m12/ecole\\_sure/monagh/index.html](http://www.edu.gov.mb.ca/m12/ecole_sure/monagh/index.html)).

**For more information to LGBT students in PE, please contact:**

**Paul Paquin**

**PE/HE Curriculum Consultant**

**Manitoba Education and Advanced Learning**

**[paul.paquin@gov.mb.ca](mailto:paul.paquin@gov.mb.ca)**

**(204) 945-3529**



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- ✦ Outdoor Recreational and Educational Opportunities available to schools
- ✦ Winter-themed classroom activities and resources
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**Workshop 1:**  
**Friday, January 30, 2015**  
**Spruce Woods Provincial Park**  
10 a.m. – 2:30 p.m.

**Workshop 2:**  
**Monday, February 2, 2015**  
**Birds Hill Provincial Park**  
10 a.m. – 2:30 p.m.

To register and for more information, please contact:

Head of Interpretation  
Parks and Protected Spaces Branch  
Box 52, 200 Saulteaux Crescent  
Winnipeg, MB R3J 3W3  
Phone: 204-945-4375  
Email: [ParkInterpretation@gov.mb.ca](mailto:ParkInterpretation@gov.mb.ca)

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Reg Leidl has been a physical educator and coach for more than 33 years. As a teacher, school principal, and consultant with the Ministry of Education, he has always been interested in the well being of Saskatchewan's next generation. Reg is a SPEA past president and has worked extensively with PHE Canada as a board member and liaison with the QDPE advisory committee for the last 12 years.

Currently, Reg is a PhD candidate with the University of Pheonix where his research has been focused in the area of physical literacy. He embodies what it means to be a physical educator in Saskatchewan.

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# Health Education in Manitoba

## Looking at a Lost Curriculum

By Dr. Nathan D. Hall, Faculty of Education, University of Winnipeg

Health Education (HE) has never been one of the school subjects that receives a great deal of publicity. Sure, sex education and even nutrition get some attention every now and then when something occurs in society that is related to these topics (e.g., a new research report on the increase of childhood obesity or teenage pregnancy), but for the most part HE is a subject that remains in the shadows of math, language arts, science, and even physical education (PE). What makes this really puzzling, is the fact that if you watch any televised news broadcast or read any newspaper in Canada today you will find multiple stories related to health issues and more often than not they are headline stories. However, mainstream publicity for a school subject does not mean that the subject is seen as unimportant among school administrators or that it is not being delivered by school teachers...or does it?

When I moved to Manitoba from Alberta in 2011, to start my position as a professor of Physical Education at the University of Winnipeg, I was ecstatic to be coming to teach in a province that seemed to have such a high regard for PE and HE. With a relatively new curriculum that included mandatory PE and HE all the way through Grade 12, my colleagues envied my opportunity to work here. As I learned the ins and outs of the Manitoba combined PE and HE curriculum I was impressed not only by the overall detail and depth of the materials that had been developed, but also of how the curriculum promoted both PE and HE equally, as complementary subjects within a single curriculum. However, in the past three years I have learned that what appeared to be great on paper was by no means indicative of 100% greatness in the practical school settings, especially when it

came to HE.

Based on research findings, the World Health Organization (2003) advocated for the importance of school health programs/HE programs as part of both primary and secondary school education. Here in Manitoba we have heeded such advice from a curriculum standpoint, as can be seen in the present Manitoba PE/HE curriculum overview (2004) where it is stated that a minimum of 25% of the time allotted for PE/HE in grades K-8 should be for HE, and 50% for grades 9 and 10. However, based on qualitative assessment over the past three years, the actual amount of HE that students are receiving in many Manitoba schools might not be anywhere near these amounts. More than 40 student teachers from the University of Winnipeg along with some new teachers in their first year or two of teaching have provided interesting discussion regarding the HE that they have seen in various middle and/or secondary schools. There are some who have seen and helped to deliver superb HE programs that address all nine of the HE curriculum strands or topics listed in the 2004 Manitoba curriculum (i.e., Safety of Self and Others, Personal Development, Social Development, Mental-Emotional Development, Personal Health Practices, Active Living, Nutrition, Substance Use and Abuse Prevention, and Human Sexuality). Conversely, the large majority (over 80%) indicated that the HE programs that they have witnessed have not met the minimum standards that have been created for the amount of HE students are supposed to receive, and furthermore many of the programs do not address numerous HE strands/topics that are included in the curriculum. Obviously the question becomes “Why is this the case?”

This article is by no means written as

a critique, but more as a conversation starter based on preliminary research into this topic. When it comes to this issue of HE and its delivery in Manitoba schools, two of the reasons most commonly perceived as being major issues are time and space. As mentioned earlier, one of the strengths of the Manitoba PE/HE curriculum is the detail and depth that is included. However, to address all parts of the yearly curriculum can be and is definitely a challenge. Teachers are under immense pressure to teach a huge amount of material in a year while maintaining high levels of engagement and learning. No easy task! However, the question that my pre-service PE/HE teachers always raise in response to this is “Even if overall time to deliver full curriculum is tight, if a 50/50 or 75/25 split between PE and HE is required, than how come this percentage is not being adhered to no matter how many of the SLO’s are actually being addressed?” To date there is no definitive answer to this question. Some suggestions made during discussions with teachers have been that “this might be due to the pressure to get students physically active”...and thus the time spent doing HE lessons is reduced in favor of more vigorous PE activities. Another, suggestion has been “the time to prepare an HE lesson is longer and lots of the material may be harder or more uncomfortable for the teacher to deliver”. One final common suggestion has been “there is limitations on space in schools between gyms and classrooms, and gym time is at a premium so teachers don’t want to do activities/topics that are more classroom oriented/friendly, like much of the HE material”.

All of these are extremely good points, but are they acceptable justifications for not meeting the percentages provided in

our provincially mandated curriculum? Students can get active while learning the HE related concepts. I have heard from my student teachers that there are many teachers in Manitoba doing some fantastic activities and lessons that merge the HE concepts with physical activity. It is possible! I urge these individuals and the entire PE/HE community to step forward and share their ideas for active HE lessons and units at PD days such as TUCK and SAGE. With regards to time of prep and comfort with teaching the HE curriculum I would agree that “yes, time of prep can be longer and the material can be uncomfortable for some”. However, teachers are not alone. We have many wonderful community organizations such as Teen Talk and the Red Cross (but to name a few) who can provide resources and even presentations to students. Furthermore, we have other teachers who are exceptional at dealing with specific HE concepts. Seek them out and learn from them, share resources, or swap some teaching. The more people know about a topic the more comfortable they are teaching it. I have only been in the province for a little

over three years, but I have found many exceptional HE teachers willing to share resources and provide help/guidance for other teachers.

The Manitoba PE/HE curriculum was not developed overnight and for one reason or another these splits between PE and HE were deemed appropriate. Both the PE and HE concepts have extreme importance to the development of our students, but they do not function in isolation and neither should be overlooked or undervalued. The intent of this article is to bring attention to a potential problem and to start a discussion regarding this issue among those who can make a difference. The future health of Manitobans could be greatly influenced by this issue. At SAGE this past Fall there were only 7 sessions out of 56 (12.5%) that were specifically focused on HE related concepts (MPETA, 2014). There is no MHETA community, and maybe that is one of the problems, but maybe instead the MPETA community are the ones who need to take responsibility for ensuring that HE is not a lost curriculum.

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# 2014-15 MPETA School Intramural Equipment Grant École St. Norbert Immersion

By Christian Leclerc

The physical education department at École St. Norbert Immersion has used the School Intramural Equipment Grant to purchase a Juggling Kit & Fitness Equipment. The equipment purchased included scarves for beginners. Beanbags, rings, Devil sticks, Diablo's & even pins for the more advanced jugglers. The fitness equipment purchased was agility hurdles (6in) & resistance bands. The purchase was made from CatSports. The total cost was \$309.00 and the additional funds used were from the physical education budget. Physically literate kids need to have good fine motor skills. Happy students are confident students, and good

fine motor skills are essential. Our juggling kit will be a great tool to offer students the chance to come to the gym and learn/practice those skills during their lunch hour and recesses. Grade 3 to 8 students have been enjoying the kit during the lunch hours, but more importantly juggling has been a wonderful addition to our physical education program. The students and staff of ESNI are looking forward to many years of enjoyment and skill development from our juggling kit & fitness equipment. Thank you to MPETA for the Intramural Equipment Grant that made this purchase possible.



# 2014-15 MPETA School Intramural Equipment Grant

## Centennial School

By Cody Hunter

The “Disc Bonk” equipment can be used to play a variety of lead up games to Ultimate Frisbee. One set of “Disc Bonk” equipment comes with two poles (indoor or outdoor), 2 balls, and two discs. The equipment was ordered from Gopher Sports online catalogue. I have ordered two sets for my school with a total cost of \$301.39. The outstanding \$1.39 not covered from the Intramural Equipment Grant will be covered from Centennial Elementary physical education funds.

Two teams consisting of 2 or more players play the game of “Disc Bonk”. “Disc Bonk” is a game of teamwork as both teams attempt to prevent their ball and the disc from hitting the ground. This game requires the skills of aiming, throwing and catching the disc. Players attempt to knock the other teams pole with the disc, causing the ball to drop. If players fail to catch the disc and the ball when the pole is hit points are scored. If the defending team catches both the disc and the ball when the pole is hit, they are rewarded two points. If they only catch either the ball

or the disc, the teams split the two points and if they catch neither then the throwing team is rewarded both points. Games can be played for a period of time or up to a certain score. Another game that will be played with the “Disc Bonk” equipment is Disc Golf. This game is very inclusive and requires very little set up and few instructions while focussing on the skill of throwing a Disc. The “Disc Bonk” poles are set up around the space you choose similar to holes on a golf course. The distance from the starting point to the “Disc Bonk” pole can be adjusted based on skill level and age of students. The object of the game is to throw your disc towards the “Disc Bonk” poles eventually knocking the ball off of the pole. The player who does this in the fewest throws or “strokes” wins, similar to golf. This game provides the opportunity for students to practice various lengths of throws and making accurate passes with the disc. A third and final game that can be played with the “Disc Bonk” equipment is Ultimate Frisbee. However in this version of the game teams score points by passing



their way towards the opposing teams end and knocking the ball off of the opposing teams pole.

The major benefit to the “Disc Bonk” equipment is the inclusiveness of these games. “Disc Bonk” will allow students to develop their catching and throwing skills in a new, fun, active game. Students of all ages and abilities are capable of playing, experiencing success, all while developing teamwork with their peers.

# 2014-15 MPETA School Intramural Equipment Grant

## Sargent Park School

By Lindsay Midford

This year at Sargent Park School we used the MPETA School Intramural Equipment Grant to purchase a Deluxe Tchoukball Set for our students. The deluxe set includes 9 tchoukballs, 2 official goals, 50 flat coloured cones with support, 1 instruction manual, 2 sets of 15 numbered scrimmage vests, and 1 mesh carrying bag. The set cost \$399.95 and with taxes and shipping came to a total of \$419.95. The additional funds to cover the set will come out of our Physical

Education budget. The equipment was purchased from CatSports.

Tchoukball is a team sport accessible to all, which main focuses are non-aggressiveness, the respect of the other and fair play. It is a sport that has similarities to both handball and volleyball, in different ways. In tchoukball a point is scored when a team launches the ball off the tchouk and it lands on the ground without being caught by the other team. The equipment will be used by students in grades 3 to 6

over the lunch hour for intramurals to play the sport of tchoukball. As well the sport tchoukball will be a great addition to our Phys. Ed. Program and will be played by students as part of our handball unit. The students and staff at Sargent Park School are looking forward to many years of enjoyment and skill development from our tchoukball equipment. Thank you to MPETA for the intramural Equipment Grant that made this purchase possible.

# After the School Bell Rings

A Manitoba After School Recreation Project

## Training Opportunities for Managers and Staff of After School Programs

After the School Bell Rings: A Manitoba After School Recreation Project presents a series of training opportunities during Winter 2015 that are designed to enhance the quality of the service delivery in Manitoba's after school programs. These workshops are open to managers, supervisors and front line staff of after school programs or related programming. Unless noted otherwise, there is a **\$10.50 per/person registration fee** for each workshop to help cover related costs. Please note: Registration deadlines are **10 working days** before the workshop dates. All cancellations must be provided **in writing** no later than 5 working days before the workshop date. Doors open 30 minutes prior to all workshops.

### Behaviour Management

In this workshop we will review the research supporting strengths-based behaviour management and will share a simple behaviour management strategy that will improve overall behaviours, strengthen the agency and teach children and youth to make positive behaviour choices in community. The workshop is delivered by MOMENTA *experience discover grow*.

**Date:** Monday, January 26<sup>th</sup>  
**Time:** 6:30 – 9:00 pm  
**Location:** Winnipeg  
**Address:** Sport for Life Centre  
145 Pacific Ave.  
**Cost:** \$10.50  
[Click to Register](#)

**Date:** Tuesday, March 17<sup>th</sup>  
**Time:** 6:00 – 8:30 pm  
**Location:** Brandon  
**Address:** Riverbank Discovery Centre  
#1-545 Conservation Drive  
**Cost:** \$10.50  
[Click to Register](#)

### Games and Activities for Small Spaces

Participating in games is an effective way for children to have fun, burn off energy and learn new skills. Sometimes there isn't a lot of room available but that doesn't mean there aren't great activities you can do in limited spaces! This interactive workshop led by experienced staff from the West Central Community Resource Centre will provide you with activities and approaches that will get the children in your program moving even when you have minimal equipment or space. Please come dressed to be active!

**Date:** Thursday, February 5<sup>th</sup>  
**Time:** 6:00 – 8:30 pm  
**Location:** Winnipeg  
**Address:** Sport for Life Centre  
145 Pacific Ave.  
**Cost:** \$10.50  
[Click to Register](#)

## Welcoming Newcomers

The Welcoming Newcomers workshop will provide front line leaders and program supervisors with a basic understanding of what newcomers experience in a new community, some steps that can be taken to make them feel comfortable in your facilities and programs, how to reach out to the newcomers in your community and will identify additional resources that can help you make the transition easier for newcomer families. This interactive workshop will give you an opportunity to consider how welcoming your own programs and facilities are and what you can do to ensure that the entire community sees them as being there for everyone. This workshop will be delivered by Melenie Olfert from Manitoba Start's - Diversity and Intercultural Training Program.

**Date:** Wednesday, February 11<sup>th</sup>

**Time:** 6:00 – 9:00 pm

**Location:** Winnipeg

**Address:** Sport for Life Centre  
145 Pacific Ave.

**Cost:** \$10.50

[Click to Register](#)

## \*NEW\* Fundamental Movement Skills

The fundamental movement skills of throwing, catching, jumping, striking, running, kicking, agility, and balance and coordination form the basis for future sport skill development and for the life-long enjoyment of physical activity. Learn how to OBSERVE and IMPROVE the fundamental movement skills in the NCCP module designed for anyone working with youth in any kind of programming. This workshop is delivered by Coaching Manitoba.

**Date:** Thursday, January 15<sup>th</sup>

**Time:** 6:00 – 9:00 pm

**Location:** Winnipeg

**Address:** Sport for Life Centre  
145 Pacific Ave.

**Cost:** \$10.50

[Click to Register](#)

**Date:** Tuesday, March 10<sup>th</sup>

**Time:** 6:00 – 9:00 pm

**Location:** Brandon

**Address:** Riverbank Discovery Centre  
#1-545 Conservation Drive

**Cost:** \$10.50

[Click to Register](#)

## \*NEW\* Fit Kids, Healthy Kids

This workshop is a complement to the Fundamental Movement Skills training, and will provide examples of low-organized games and activities that can be incorporated into after school programs to support the development of fundamental movement skills. With instruction from Michelle Johnson of Fit Kids Healthy Kids Manitoba participants will learn strategies that take a holistic approach to physical activity and ensure the highest level of participation from all program participants. Non-competitive + non-sport specific games = increased participation and fun for all! Please come dressed to be active!

**Date:** Thursday, February 19<sup>th</sup>

**Time:** 6:00 – 9:00 pm

**Location:** Winnipeg

**Address:** Sport for Life Centre  
145 Pacific Ave.

**Cost:** \$10.50

[Click to Register](#)

**Date:** Thursday, March 19<sup>th</sup>

**Time:** 6:00 – 9:00 pm

**Location:** Brandon

**Address:** Riverbank Discovery Centre  
#1-545 Conservation Drive

**Cost:** \$10.50

[Click to Register](#)

# 2014 TUCK Workshop

October 23, Jonathan Toews Community Centre

A FANTASTIC day of PD included the following sessions: Dance for Fun, Fitness and Education, Gopher Games, Power to Be Nutrition Education, Effective Practice Drills for Volleyball, Be PINK: Breast Health for Teens, Which Cancers Can a Phys. Ed. Teacher Help Prevent, & Table Top Floor Hockey (see article for table top hockey description & set up).



**The History of Progress**  
**- The Cancer Fight**

**1960s**

Stem cells in the bone marrow are discovered, leading directly to the development of bone marrow transplantation

**1980s**

50% of Canadians with cancer survive five years after diagnosis

Scientists clone a white blood cells gene, improving our understanding of how the immune system recognizes and fights cancer

50% of Canadians with cancer survive five years after diagnosis

**2010s**

More than 60% of Canadians with cancer survive five years after diagnosis

More than 60% of Canadians with cancer survive five years after diagnosis

More than 60% of Canadians with cancer survive five years after diagnosis

Scientists discover how to turn human skin cells into blood cells, which may revolutionize how stem cells transplants are done

A natural product derived from sea sponges may prevent muscle wasting, which causes approximately 30% of cancer deaths

Scientists discover how to turn human skin cells into

# Table Top Floor Hockey

Submitted by Walter Fehr

When I was young, my parents gave me and my brother a table top hockey game for Christmas. We played for hours. What I like about table top hockey is that every player on the table top hockey game is set up so they are in a specific area of play. Forwards, defense, and goalies can only move so far to play the puck. The players are only as good as the person who was controlling the team. To be successful at this game, you have to be able to control the puck and pass between the players you control.

I have included floor hockey as an activity for my intramurals program for many years. The students enjoy it for the most part, but there are always those students who want to play, but are just not that skilled at this activity. Some of these less skilled players end up standing in one spot on the floor not really contributing to their team because the dominant players take over and control the play. This is especially noticeable when boys and girls play together; boys dominated. Because of this, I have had boys and girls play separately for intramural floor hockey.

I was never happy to see certain students dominate the game. I thought that this table top hockey concept would work for floor hockey in my gym. Using the lines in the gym, I was able to create specific zones of play for forwards, defense, and the goalies just as on a table top hockey game. I have experimented with this method of playing floor hockey with my students during P.E. classes. The students have really enjoyed playing this style of floor hockey. The less skilled students really have enjoyed playing this way because they are involved in the play and no other player can dominate.

In order for the team to be successful, passing is a necessity because players must stay within the lines of their zone of play. One player cannot dominate the play by stick-handling through the other team to score. It also requires teams to think about where players are placed on the playing areas – do you put your stronger players on offense or on defense? I have also been happy to see that co-ed teams work well too. Because passing is such an important part of playing floor hockey in this style, all players get to touch the puck. Defensively, players are allowed to reach

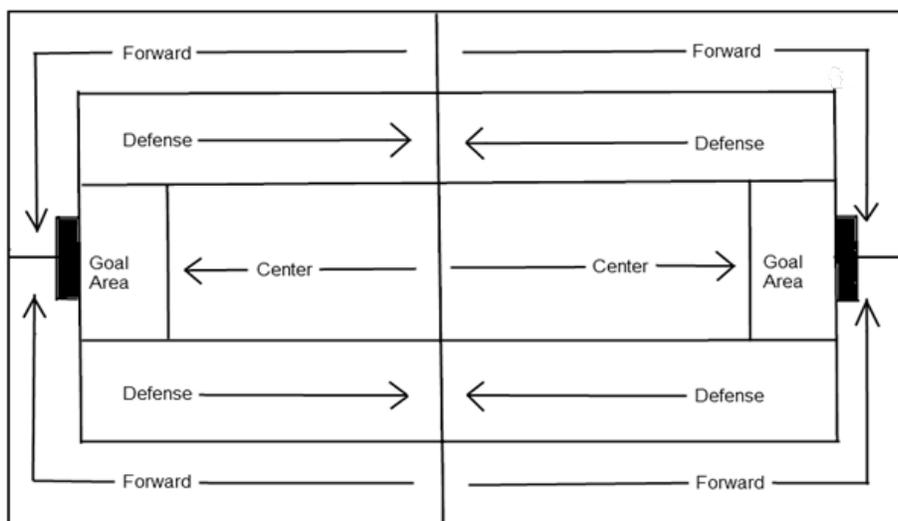
into their opponent's zone of play to try and steal the puck or block a shot, but may not enter that zone of play.

Safety is also important for me when students play floor hockey. All students must wear eye protection. I supply students with safety glasses. Goalies are provided with goalie pads, blocker, trapper, and a goalie mask. Students are allowed to take wrist shots only, no slap shots. Also, sticks are not allowed above shoulder level of the shortest player on the floor.

Since I have a small gym, I am only able to get one game playing on the floor. For those blessed with a larger facility, it would be possible to have two playing areas set up and have more students playing at one time. Lines from the different courts already on your gym floor can be used to create the zones for your players. In areas where existing lines don't work, use of floor tape is an option. This is what I have done in certain areas of my gym.

I presented Table Top Floor Hockey at TUCK this past October. Feedback was positive from those who attended this session. Give it a try, it is a twist on an old familiar game.

- Lines are marked using existing lines on the gym floor, floor tape, or a combination of both
- Goalies wear protective gear including a full face mask/cage, blocker, trapper, and pads
- Players wear safety glasses to protect their eyes and may wear hockey gloves (bring their own) if desired



- Players can move freely within their own zone
- Players can reach into the zones next to theirs, but may not physically go into that zone
- Play does not stop unless a goal is scored or if a player goes into an opponent's zone
- If a player goes into an opponent's zone, a free shot or pass is given to the player whose zone was entered
- Players must keep their sticks below the waist

# SAVE THE DATE!

## Physical Literacy: The Gateway to Active Participation

### Friday, March 13, 2015

Victoria Inn Hotel & Convention Centre

1808 Wellington Ave, Winnipeg MB

Plan now to attend this engaging all-day event that will leave you with a solid understanding of physical literacy and the knowledge to move from promotion to provision for all sectors.

This conference is rooted in Canadian Sport for Life, a national movement to improve the quality of sport and physical activity. It will present a vision for your role, and that of your organization, in providing all Manitobans the opportunity to benefit from life-long physical activity.



Registration opens in 2015 at [www.manitobainmotion.ca](http://www.manitobainmotion.ca).

Details coming soon!

#### Facilitated by:

Dr. Dean Kriellaars BPE, MSc, PhD, CEP

#### Featuring keynotes by:

- Dr. Michael Ungar – *Resiliency Researcher*
- Dr. Amanda Stanec – *Move Live Learn*

#### Who Should Attend?

- Teachers (current and pre-service)
- PE/HE Teachers
- Education Administrators
- Early Childhood Educators
- Community Recreation Leaders and Programmers
- Coaches
- Sport Administrators
- Exercise Professionals
- Physiotherapists
- Athletic Therapists
- Education, Recreation and Kinesiology Students
- Public Health Professionals



Manitoba 

## USING GOOGLE DRIVE FOR PHYSICAL EDUCATION ASSESSMENT

Joyce Sakai, NBCT  
Long Beach Unified School District  
jsakai@lbschools.net

Kiersten Hodson  
Garden Grove Unified School District  
khodson@ggusd.us

No iPad, no Problem! If you have access to the Internet, you can use your forms and access your data spreadsheets on the go using Google Drive whether you have an Apple or Android device. Google Drive is an alternative way to collect data by utilizing the options available to you on the productivity suite.

### BEFORE THE SESSION

Do you have a Google ID? If not, sign up for one now, it's free!

#### APPS to download:

1. Google Drive
2. Google Sheets

### DURING THE SESSION

Options for using the Google Forms feature during physical education:

1. Teachers Assessing students (in all 3 learning domains)
2. Peers assessing Peers
3. Self Assessment

*Right now, we are only using the Google Forms as a tool to assess the gross motor domain.*

#### How to Create and Edit a Google Form on your iPad

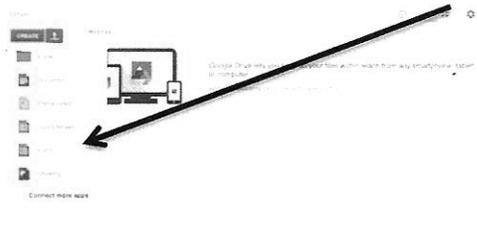
1. Open your Web Browser
2. Go to drive.google.com and login using your Google ID and password
3. On bottom of the page click on the "Desktop Version"



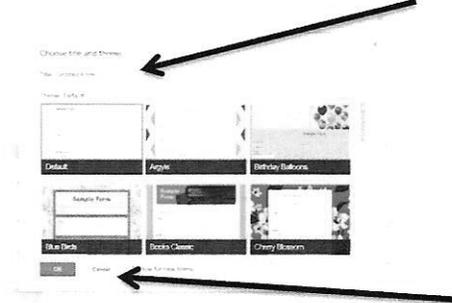
4. Click "Continue to Desktop Version"



5. On top left hand corner click “Create,” and Select “Form” and Click “Get Started”

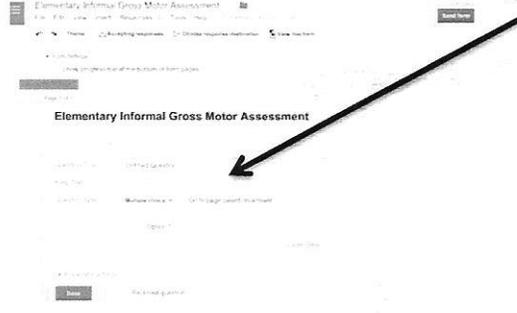


6. Click “Title text box” and enter form title

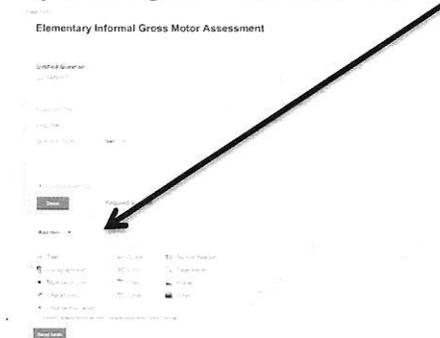


7. Choose background theme, Click “ok”

8. ALWAYS ENTER “Student Names” as the first Question



9. Then start entering your subsequent questions (what skills are you assessing, etc) by clicking the “Add Item” box

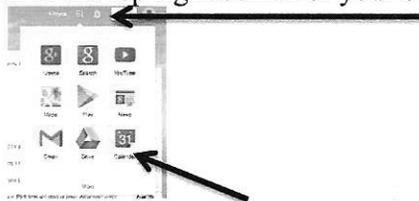


How to Create and Edit a Google Form on your Computer

1. Open your Web Browser
2. Go to docs.google.com and login using your Google ID and password



3. Click on the 9 squares icon at the top right corner of your screen



4. Click on the Google "Drive" icon

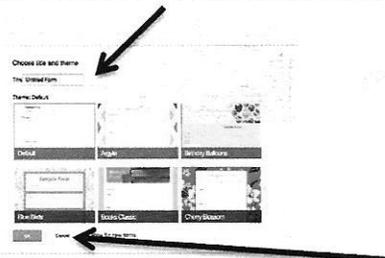
5. Click on "Create"



6. Click "Forms"

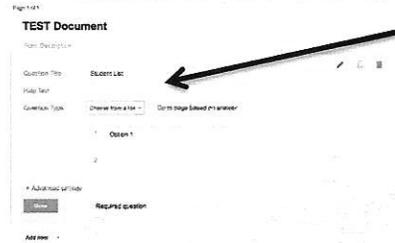


7. Click "Title text box" and enter form title

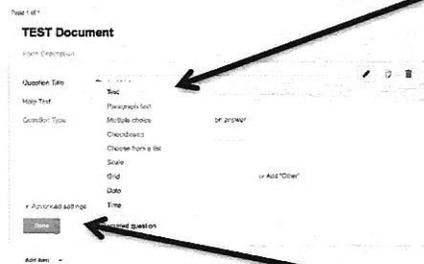


8. Choose background theme, Click "ok"

9. ALWAYS ENTER "Student Names or List" as the first Question



10. Choose the Question Type



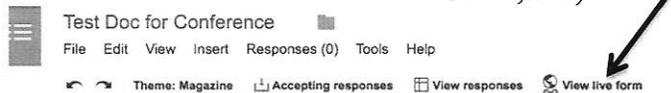
11. Click "Done"

12. Click "Add Item" on bottom left to create additional questions



How to use the Live Form from your mobile device

1. Open Google Drive
2. Click "Live Form" and choose which browser to open the form in (Chrome, Safari, etc.)



3. Bookmark the URL for future reference so you can access it more efficiently



4. Enter your data on your students and submit your responses (they automatically transfer to a spreadsheet and is time-stamped)

Informal Secondary Fundamental Motor Skills Assessment

Informal assessment of fundamental motor skills in secondary aged students

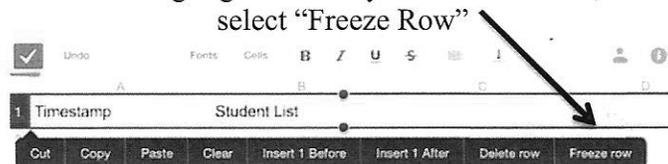
Student List

Overhead Classroom Planning Quality

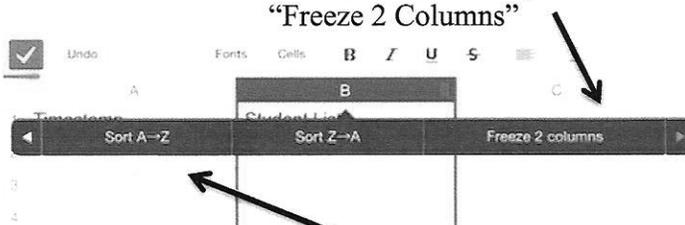
Item ID: Informal Secondary Fundamental Motor Skills Assessment  
Author: [Name]  
Date Created: [Date]  
Date Modified: [Date]  
Version: [Version]  
File Size: [Size]  
File Type: [Type]  
File Location: [Location]  
File Name: [Name]  
File Extension: [Extension]  
File Size: [Size]  
File Type: [Type]  
File Location: [Location]  
File Name: [Name]  
File Extension: [Extension]

### How to View and Edit the Responses on the Spreadsheet using Google Sheets

1. Open Google Sheets
2. Freeze Row-select and highlight the row you want to freeze, Click the ">" and select "Freeze Row"

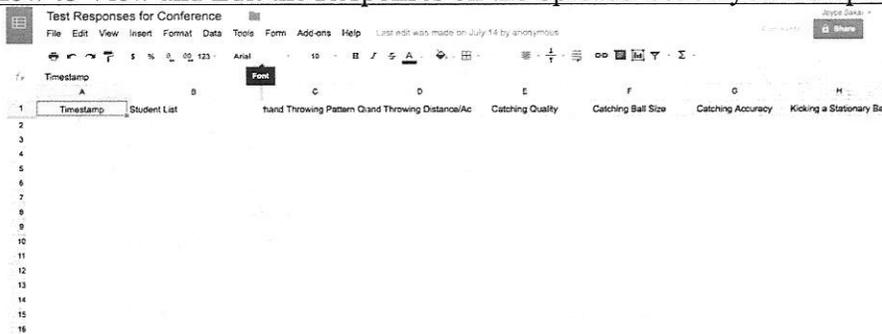


3. Freeze Column B "Student Names"-select column you want to freeze and select "Freeze 2 Columns"

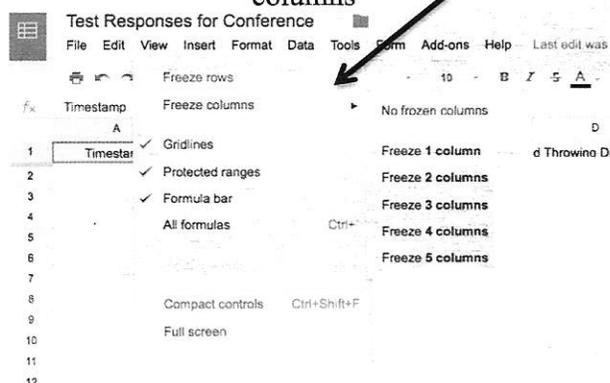


4. To Sort Column B "Student Names" in Alphabetical Order-Select and Highlight Column B, Click the ">" and Select "Sort A-Z"

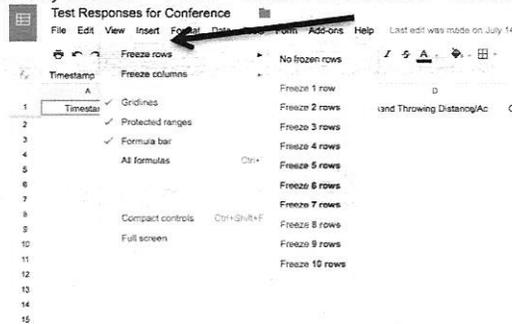
### How to View and Edit the Responses on the Spreadsheet on your computer



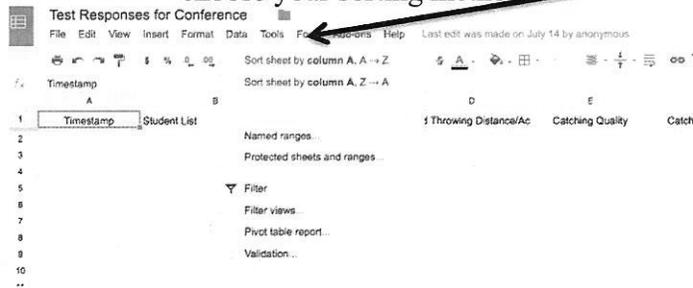
1. Freeze Columns, select "View" then select "Freeze Columns" then "Freeze 2 columns"



2. Freeze Rows, select “View” and then select “Freeze 1 Row”



3. Sort by last name, select the Column “B” with student names, click “Data” and choose your sorting method



**AFTER THE SESSION**

Run with it! Have fun, challenge yourself, and find out better ways to use this productivity suite to benefit you in your unique teaching situation!

Don't feel overwhelmed! There is so much information out there at your fingertips to help you through this process.

**Useful links to reference:**

Creating a form step by step reference

[http://www.ehow.com/how\\_2377343\\_forms-surveys-using-google.html](http://www.ehow.com/how_2377343_forms-surveys-using-google.html)

Helpful Videos on how to create a Form

<https://www.youtube.com/watch?v=xEY10Ub-k-U>

How to make a Google Form for Physical Education Teachers

<https://www.youtube.com/watch?v=BkY1EQ7Ucsk>

# Social Media: Who Do You Follow?

Below is a list of physical education and fitness professionals that tweet and blog on topics related to physical education and health. Check them out! And check out the online PE community at #physed, #pechat, #pegeeks, #321pe. NOTE: These recommendations are not endorsements.

## Adam Howell:

[www.physedagogy.com](http://www.physedagogy.com) AND  
@adamphowell

## Amanda Stanec, PhD:

[www.movevivelearn.com](http://www.movevivelearn.com) AND  
@MoveLiveLearn

## Andy Vasily:

<http://www.pyppewithandy.com> AND  
@andyvasily

## Ash Casey:

<http://www.peprn.com> AND  
@DrAshCasey

## Blue Jay Bridge (one of the Top 100 Most Fascinating Manitobans for 2014):

Twitter @MrBridge204 AND  
@HGL\_PE

## Collin Brooks:

[www.PHYSEDagogy.com](http://www.PHYSEDagogy.com) AND  
@CollinBrooksie

## Dean Kriellaars:

@DeanKriellaars

## Doug Gleddie:

[www.purposefulmovement.net](http://www.purposefulmovement.net) AND  
@doug\_gleddie

## Jo Bailey:

<http://lovephyed.blogspot.com> AND  
@LovePhyEd

## Joey Feith:

<http://www.thephysicaleducator.com>  
AND @JoeyFeith

## Matt Pomeroy:

@Physed\_Pomeroy

## Naomi Hartl:

<http://naomihartl.weebly.com> AND  
@MissHartl



**Presents**

## *Assessments: An Evaluation of Learning*

**Mission Statement:**  
To provide digital professional learning opportunities for physical education professionals by sharing, discussing, and reflecting on best practices.

The **#PhysEdSummit** is a **FREE** online conference put on by PE professionals for PE professionals! Everyone is invited & encouraged to contribute! The conference program will be out mid-January. Stay tuned!

**When:**  
Saturday, February 21, 2015

**Conference Format:**  
Two 1-hour blocks:

- Block 1 - General Topics
  - 4 Sessions (TBD)
- Block 2 - Round Table Discussions/Presentations
  - Elementary
  - Middle School
  - High School

SCAN POSTER  
to access more  
information on the  
#PhysEdSummit 2.0



1. DOWNLOAD DAQRI APP
2. SELECT DAQRI APP
3. SCAN USING DAQRI
4. VIEW



Check out our website [physedagogy.com](http://physedagogy.com)  
Follow us on Twitter @PHYSEDagogy  
Follow the hashtag #PhysEdSummit

## Nathan Horne:

[www.iPhys-Ed.com](http://www.iPhys-Ed.com) AND @PENathan

## Nicholas Stratigopz:

@GraciousWolf\_PE

## Ross Halliday:

[www.makingpefizz.com](http://www.makingpefizz.com) AND  
@FizzicalEd

## Sarah Gietschier-Hartman:

<http://physedagogy.com> AND  
@GHSaysRockChalk

## Sporticus:

@ImSporticus

## Ted Temertzoglou:

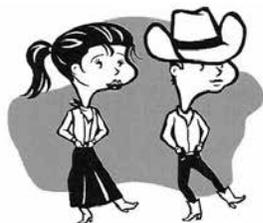
[temertzoglou.blogspot.com](http://temertzoglou.blogspot.com) AND  
@LifeIsAthletic

# SAGE 2014

## Physical Education: The Amazing Journey



# From the 43<sup>rd</sup> National Adapted Physical Education Conference



## Square Dance

### Age Group:

Grades 4–8

### Gross Motor Skill:

Square Dance

### Name of Activity:

Promenade and square your set

### Related PE Standard:

Partner dance/square dance

### Equipment:

CD player and Get Ready to Square Dance CD by Jack Capon

### Optional Warm-Up:

Go over movements before starting the song.

### Description of Activity:

Students form a circle then pace partner in Square formation. Stomp feet 4 times, clap hands 4 times. Partners promenade hold hands in shaking formation right in right, left in left with right hands on top. Walk counterclockwise to the right for one circle. Drop hands and bow to your partner. Repeat whole dance until finished. Once students have grasp of dance you can use an upbeat country song to change things up.

### Modifications:

For students in wheelchairs you can partner them up with classroom aide and they can assist the students with movement. Promenade holding the students' hands the same as others and move the wheelchair in the same direction as the class. Students in wheelchairs can clap instead of stomp.



## Ghost Parachute Activity

### Age Group:

K–12

### Lesson Plan:

GREAT Adapted PE

### Gross Motor Skill:

Group Participation and Upper body

### Name of Activity:

Ghost Parachute activity

### Related PE Standard:

Group participation

### Equipment:

Parachute, Ghosts, Ghostbuster song or upbeat music

### Optional Warm-Up:

Go over the proper use of the parachute. Practice movements for activity. Arm Circles and stretches for arms.

### Description of Activity:

Students form a circle around parachute. When music starts the students walk in a circle to the left and then to the right while holding the parachute with one hand. Ghost are tossed into the middle of the parachute. Students raise the parachute up and down, then shake the parachute. They can make the Ghost go higher by lowering the parachute down the bringing it up with a slight whip motion and this pops the Ghosts into the air. Do activity until the music stops.

### Modifications:

Students in wheelchairs can be pushed in the circle while holding onto the parachute. Bells can be placed on the ghost for the visually impaired. You can toss the ghosts to a partner for alternate activity.



## Noodle/Balloon Volley

### Age Group:

K–12

### Lesson Plan:

GREAT Adapted PE

### Gross Motor Skill:

Eye-hand coordination skills & Social team work

### Name of Activity:

Noodle/balloon volley

### Related PE Standard:

Manipulative Skills: Strike a balloon with tool.

### Equipment:

Pool noodles and large balloons

### Optional Warm-Up:

Instruction on how to use the noodle to volley a balloon. Depending on class size divide students in a group of 6 or more to form a circle or set up volleyball court formation.

### Description of Activity:

Students are to use their noodles to volley a balloon in a circle and or a strike the balloon over to the team on the opposite side of a court. Volley ball formation can be done for older students. The goal is to keep the balloon from touching the ground. A point is scored if the balloon touches the ground. Students must hit the balloon when it comes to them.

### Modifications:

Wheelchair students can be placed close to partner to hit the balloon, use sound device or signal for visually impaired to locate balloon, students unable to hold noodle can use their hand to tap the balloon.

# Aquatics Fun Day with SPLASH BALL

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



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

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

**Contact us today! [mwpa@shaw.ca](mailto:mwpa@shaw.ca)**

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



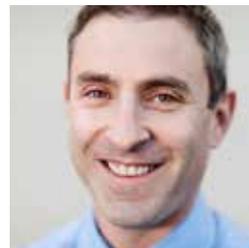
# 2015 National Conference A Physical Literacy Uprising

April 30 to May 2 | Banff, Alberta

Network with colleagues, increase your knowledge and skills, and grow as a professional.

Delegates are people involved with the health, physical activity and education needs of children and youth including educators, public health, administrators, recreation leaders, physical education specialists and generalists who want more information regarding health and physical education.

Register or learn more:  
[www.phecanada.ca/conference2015](http://www.phecanada.ca/conference2015)



**Keynote Speaker**

**Yoni Freedhoff, MD**, is known by many to be Canada's most outspoken obesity expert, sounds off daily on his award-winning blog, *Weighty Matters*, and has been referred to as a "Nutritional watchdog" by the Canadian Medical Association.



**Scholar Address**

**Nancy Melnychuk, PhD**, recently retired from University of Alberta, highly values the relationships, connections and partnerships among inservice and preservice teachers, parents, students, and physical and health teacher educators. She has actively engaged these individuals and groups in research projects, bridging theory and practice.

