

Stepping Stones to a Healthy Community



Student Leadership Conference

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Table of Contents

President’s Message <i>By Ray Agostino</i>	2
PHE Canada <i>By Ralph Clark</i>	3
PHE Canada Student Leadership Conference <i>By Kalena Green</i>	4
Physical and Health Education Canada Student Leadership Conference <i>By Purvis Cromarty</i>	5
Hawaii International Conference on Education 2015 <i>By Jérémie Labossière</i>	6
BU Student Leadership Gathering.....	7
Natural Water Bottle Filters <i>By Mathew Fiola</i>	8
Creating Natural Tea’s on Trail <i>By Mathew Fiola</i>	9
Grade nine students share their stories—and hope to inspire others <i>By Blue Jay Bridge</i>	11
Paralympic Schools Week athlete appearance and resource.....	12
First Nations Teaching Resource by Ophea.....	12
2014-15 MPETA School Intramural Equipment Grant: RETSD <i>By Bev Ilchena</i>	13
2014-15 MPETA School Intramural Equipment Grant: École Macneill <i>By Kayla Warkentin</i>	14
2014-15 MPETA School Intramural Equipment Grant: École Robert Browning <i>By Bryan Vermeylen</i> ..	14
2014-15 MPETA School Intramural Equipment Grant: DRCSS.....	15
2014-15 MPETA School Intramural Equipment Grant: Austin Elementary School <i>By Pam May</i>	15
2014-15 MPETA School Intramural Equipment Grant: HGI Middle School: <i>By Blue Jay Bridge</i>	16
2014-15 MPETA School Intramural Equipment Grant: Riverton Collegiate.....	17
Ball Catch Scarf Grab <i>By Bart Jones</i>	18
Kangaroo Ball.....	18
Roll With It <i>By Bart Jones</i>	19
Badminton Bingo.....	20
Ways to Use the Bunny Yoga Routines.....	22

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President's Message

Journal deadline: May 15, 2015
Send articles to mpeta@sportmanitoba.ca

By Ray Agostino



For the most part it has been a fairly pleasant winter allowing vast opportunities for participating in activities outdoors. Our province allows for a wide range of activities to be shared with our students during these times when they want to be inside. From cross country skiing, to skating on a river, broomball, snowshoeing, or a game of snow pitch, all students should have the opportunity to try some of these activities. If educators get them

hooked at a young age, it will be second nature when they are older.

Moving into spring, educators will have some great opportunities to further their knowledge in various areas. On March 13, Physical Literacy: The Gateway to Active Participation will be held at the Victoria Inn in Winnipeg. This engaging all-day event will leave you with a solid understanding of physical literacy and the knowledge to move from promotion to provision in your classroom. The second part will take place next October and will teach ways of implementing physical literacy within your lesson plans. More information will be released on Part 2 in the next journal.

The National Conference is fast approaching and will take place April 29–May 2 in Banff, Alberta. MPETA still has some funding available for this event so please check our website for details to apply. If you have never been to a National Conference, it is an unbelievable experience and one that will benefit you tremendously. You will meet hundreds of Physical Educators all sharing the same passion and wanting to find ways of improving their programs. If you cannot make arrangements for this year, set the date aside for the National Conference in the spring of 2017, being held in Newfoundland.

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FIFA Women's World Cup Canada 2015™ kicks off in Winnipeg on June 8!

As one of the six Official Host Cities for Canada 2015, Winnipeg will have the privilege to host the world's greatest athletes during the most important international women's soccer competition. Seven matches will be played at Winnipeg Stadium featuring the following nations: USA, Australia, Sweden, Nigeria, Germany, Japan, China PR, New Zealand, Thailand and Ecuador.

FIFA and PHE Canada have announced that over 860,000 Canadian students have been enrolled in a special edition of the Move Think Learn – Soccer In Focus school resource. The programme will help inspire Canadian youth to stay involved in soccer and leave a legacy for sport, for women, and for Canada that reaches far beyond the competition.

Link: www.phecanada.ca/resources/move-think-learn.

Tickets for Canada 2015 are on sale now at FIFA.com/Canada2015.

April 2015

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

National Conference: “A Physical Literacy Uprising”

- Join PHE Canada and Alberta Health and Physical Education Council (HPEC) in Banff, Alberta April 30-May 2. The conference will feature presentations and workshops on: Active Living, After-School/Intramurals, Dance, Health Education, Healthy School Communities, Outdoor Education/Alternative Environments, Physical Education/Physical Literacy, Sport Specific Activities.
- Dr. Yoni Freedhoff will deliver the keynote address. His advocacy efforts in both obesity and nutrition policy have landed him speaking at the Canadian House of Commons regarding his concerns surrounding Canada's Food Guide and as a member of multiple stakeholder groups run by the Public Health Agency of Canada.
- Learn more by going to: www.phecanada.ca/conference2015

Evidence To Action on Physical Inactivity

- On Thursday, February 5, senior leaders from a diverse cross-section of stakeholders including education, government, the private sector, healthcare, sport, and non-governmental organizations, met in Ottawa to address the sedentary behavior crisis in the country and to see whether there might be grounds for new forms of collaboration, partnership and cooperation.
- Find out more: <http://www.phecanada.ca/resources/news/roundtable-event-underscores-need-take-action-physical-inactivity>

- Other coverage of the event can be found at: www.johnweston.ca/?p=8058

2015 Student Leadership Conference

- Registration is now open for the 2015 Student Leadership Conference taking place September 23–27, 2015.
- The conference is open to students enrolled in university or college in 2nd year or higher (as of September 2015).
- For more information, visit www.phecanada.ca/slc

Resource: Ready, Check, Go! Now Available

- Ready, Check Go! is a physical activity tracker resource to engage children and youth as the key decision-makers in their personal healthy living choices.
- The Ready, Check, Go! resource series includes teacher manuals, student workbooks, goal setting worksheets, and educational activities for children of all abilities.
Buy your workbook today at the PHE Canada Store: Ready, Check, Go!

canoe school



Canoe School

Canoe School is a collaboration between Paddle Manitoba and Manitoba Pioneer Camp to provide Paddle Canada certified instructor-level training and advanced skills courses. Each year, the school offers Intermediate Lake Tandem Instructor training and a varying selection of advanced skills and upper level instructor certification. The advanced courses provide a challenge for those wishing to move beyond simply paddling a canoe.

Canoe School is held over the May long-weekend, starting on the Thursday evening and ending on the Monday afternoon. The cost of the course, food and lodging is \$350.

Course offerings for 2015:

- Lake Instructor, Intermediate Tandem
- Lake Skill, Introductory Tandem & Solo
- Lake Skill, Advanced Tandem & Solo
- Canadian Style Skills Intermediate/Advanced

Email CanoeSchool at canoeschool@paddle.mb.ca for more details or visit their webpage at www.paddle.mb.ca/canoeschool.

PHE Canada Student Leadership Conference

By Kalena Green

While at the PHE Canada conference, there were many different challenges, emotions, and experiences that I will never forget. There were many people surrounding me with the same passion as I have for Physical Education, who are leaders, and friends that I will stay connected with throughout my lifetime. It was an amazing experience to be able to spend 4 days with these people. The people surrounding me were positive, outgoing, and leaders with real experiences to share.

One of the experiences that affected me the most was on the high ropes course, 30 feet above the ground. I am afraid of heights, so I was nervous to do this challenge from the start. With the support of all of my peers around me I decided that I would try this challenge. Once I began this challenge I had doubts in my mind that I was going to be able to face this challenge. With the support and encouragement from my peers I moved forward throughout the course and was very successful, even forgetting about my fears.

Something motivating happened to me that day. One of my peers was even more afraid of the high ropes course than I was. He started on the course, facing his biggest fear. We were all proud of him. Everyone around, peers, mentors, and workers at the camp were cheering him on as he went through the course. It was at the moment that he was going to stop the course, that

I found myself stopped in the middle of the high ropes course, 30 feet in the air, on a small line, encouraging him to continue. This was an eye opener for me because I was forgetting all of my fears, and connecting to him. I was scared as well, so I was considerably aware of how he was feeling. This encouraged me to think about helping others and forgetting my own troubles because there are people out there who need an extra hand, or voice of encouragement to succeed in their lives. At first I didn't think about what I had done to help him through the course, but it was at a later time in the day, when a member in my group talked about how I helped this boy through the high ropes, forgetting about my own fears.

Another important point at the camp that affected me positively was our Polar Bear Challenge. Every morning starting at day one, after our morning stretch/exercise, we would head to the dock and have a polar bear challenge. The polar bear challenge was a swim that we would do, keeping in mind that it was very cold every morning. The one morning was below 0 degrees and we went for the polar bear challenge. This morning we were making mini snowballs with the frost that was on the dock. This was an important part for me because it was the people around that made me want to do this challenge. When we were standing on the edge of the dock, I thought, Are we crazy for doing this, it



is going to be so cold, do I really want to do this? Every morning I was encouraged to do this and motivated to do it because the people around me were dedicated to jumping into the water off the dock.

The last day of the camp was a very memorable day. We went for a canoeing trip for about three hours, in the pouring rain. Although this doesn't sound appealing, it was one of the most memorable days in my life. We started off with everyone at the camp and challenged ourselves to canoe and portage the rest of the day singing songs, soaking wet and freezing in the pouring rain. In the end, we all made the best of the situation and were laughing and having the time of our lives.

This conference was definitely an unforgettable, life changing experience. I am sending my sincere thanks to Daryle McCannell, Brandon University Travel Club, PEDAL (Physical Education and Activity Leadership Development) and MPETA for all their support in giving me the opportunity to attend the 2014 PHE Student Leadership Conference.

From this experience I learned that you have to take risks, challenge yourself, keep a positive attitude, give and receive encouragement, and support others around you. I am so happy that I did everything I did at the camp, because I have no regrets from this camp. I want to continue with this mindset, to live life with no regrets and I did just that at this camp. I would encourage anyone to go to this camp to challenge yourself, learn about yourself and meet people who you will be friends with forever.



Physical and Health Education Canada Student Leadership Conference

September 17–21, 2014

By Purvis Cromarty

When I first heard of this conference in the fall of 2013 from students that attended, I knew I had to take the opportunity to go. Just from watching the YouTube video and hearing the experiences of these students that attended the conference got me so excited and made me want to be a part of it.

The student leadership conference took place at Cedar Ridge Camp near Bancroft, Ontario and that is where I thought we would start the conference, but it started once we arrived at the Ottawa airport where we met a few students who were attending the conference as well. The numbers grew as time went on and by 3PM we were all ready to jump on the bus for a 2 hour ride to Cedar Ridge Camp. The bus ride was full of laughter as students started to get more acquainted with each other by playing different games. There was never a dull or quiet moment on that ride which made it really fun.

Once we arrived at the camp we were given our living arrangements for the next five days so we got to meet our new roommates. The evening was full of fun and active ice breaker activities where we got to get more acquainted with the rest of the students. One activity that I really liked was the 1, 2, 3 game where we randomly picked an opponent and faced off in a friendly battle. At the same time we had to count to three and whoever could hold their “threeee...” The longest they would win and the loser would join the winner who continued on until there were only two people left. I made it to the top four in that game. After the ice breakers we were put into our color groups and got to meet our mentors. My mentors were Rodger and Anna. Our color groups would stick together for the remainder of

the conference.

The conference had different aspects to it. There were presentations on different topics and there were outdoor challenges each of us got to partake in. The topics of each of the presentations were different and thought provoking. Jason Dunkerely is legally blind and is a Paralympic athlete. He did a presentation on inclusion for all. Heather McRae did a cultural presentation and each of us was given the opportunity to participate in a smudge which she offered to do every day. LeAnne Petherick did a presentation on different leadership styles which was very interesting. Brent Gibson and Brian Storrey talked about the ‘leaders den’ which was an assignment for each group to come up with a pitch or an idea to present to the ‘dragons’ (mentors) on the final night.

I really enjoyed attending this conference because it solidified my decision on becoming a physical education teacher. From meeting all of the mentors and presenters and the 55 other aspiring physical educators, it was an unbelievable experience that I will never forget.

Of all the leaders at the camp one person truly helped me realize that I am a leader. Her name is Joannie Halas. As my wife and I were walking from the high ropes course to go for supper, we met Joannie along the way and stopped to talk to her for about 30 minutes. She asked me what my thought was about a ‘front runner’. I used the example of canoe racing, which I explained that the paddlers in the lead were the front runners because they pave the way for the other paddlers close behind them. I learned from experienced from world championship paddlers that the guys in front use about 90% of their strength, while the followers only use about 75% of their strength because they

are riding the wave of the front runners. So my idea of a front runner was someone who leads the way to achieving a certain goal and goes through a lot of pain and challenges to achieve that goal. On the final night of the conference all participants were signing each other’s bandanas and Joannie wrote on mine “you are a front runner”. This made me feel extremely proud because I am an aboriginal person and a future leader. Joannie also asked my wife and me to share our experiences to the group about living on the reserve and the different challenges we have faced in our lives. My wife broke down sharing and everyone came up to give us a group hug which made us feel included and helped close off Joannies keynote address which was about building bridges with aboriginal people through physical education.

The student leadership conference was one of the best opportunities that I have been given because it made me realize that I am a leader and am going to be a good leader in the future. I am currently the President of the Brandon University Physical Education Club and from attending the conference we have planned a provincial leadership conference for Manitoba students. This is going to be a great opportunity for our fellow classmates because it gives them a feeling of how the real conference is and may make them want to attend.

Hawaii International Conference on Education 2015

By Jérémie Labossière

Imagery, Observational Learning or Self-modeling: Which is best to elicit Deliberate Practice?

Three Masters Candidates from the University of California-East Bay (Brett Hall, Nastassia Hamor, and Nathan Frost) shared their research-based findings on which type of practice achieved the best results. The constraints presented by deliberate practice (resources, motivation, effort) make it important that our athletes are involved in effective practices. They spoke mainly of three types of practice—Imagery (an internal experience that uses memories imagination), Observational Learning (watch and learn), and Self-Modeling (viewing footage of yourself performing a skill). Of these, they came to the conclusion that Self-Modeling was the most effective. With the use of available apps and tools, Dartfish and Coach

My Video among them, athletes are able to receive instant visual feedback. They can view in slow-motion, and have the ability to use stromotion (shows motion path) and side-by-side (beginning vs. end of unit/year) comparisons. With this commitment to deliberate practice, enhanced with the use of video, they contend that the results will follow for your athletes.

A+ Activity: Physical Literacy for Children with Autism Spectrum Disorder

Mary Dyck from the University of Lethbridge, and Erin Bennett from Adapted PA Consultants in Lethbridge were the facilitators. They spoke of providing the fundamental movement skills, sports skills, and lifetime activity skills to students who are diagnosed with ASD, which according to the CDC is a developmental disability that can cause significant social, communication and behavioural challenges. Re-

cent data suggests that the frequency is 1 in 88 students, affecting more boys than girls. Among the characteristics are having trouble adapting to new routines or changes, having difficulty in relating to others, avoiding eye contact, not being able to play “pretend” games, and an aversion to being touched or cuddled. The benefits of PA affect the physical, social, behavioural, emotional and cognitive development of these students. There are challenges—physical limitations, language barriers, comprehension, motivation, avoidance, and behaviours. Here are some of their suggestions—using simple language, short sentences, hand signals, pictures, routines and smooth transitions (timers, count-downs, social stories), equipment set up in a row for a visual schedule, and sensory breaks (chewing). They also recommend using PA or equipment that is motivating for a break, and to keep in mind that special equipment is not always necessary.

SAVE THE DATE

Basketball Manitoba Super Coaches Clinic Set for October 23–24, 2015

Basketball Manitoba, MPETA, the University of Winnipeg and the University of Manitoba are excited to announce the details the seventh annual 'Super Coaches Clinic' weekend scheduled for October 23–24, 2015 at the University of Manitoba Investors Group Athletic Centre. The clinic comes as a partnership with MPETA, the University of Manitoba Bisons and University of Winnipeg Wesmen as a joint offering to the basketball community. The clinic will run at the same time as the province wide 'SAGE' in-service day on Friday October 23 and is registered as a professional development event by the Manitoba Physical Education Teachers Association (MPETA).

The clinic features 12 different presentations over the two days and features a wide range of topics for all levels of basketball. Register today for Manitoba's premier basketball coaching event! Attend one day for only \$90 or come to both for \$115! Deadline to register is Wednesday October 21, 2015 at 5:00 pm.

Information on presenters and registration will open later this summer at <http://scc.basketballmanitoba.ca>.



BU Student Leadership Gathering

On January 23, 2015 Brandon University hosted the first annual one day Physical Education Conference entitled: Stepping Stones to a Healthy Community. Physical Education students from the University of Regina, University of Manitoba and the University of Winnipeg were invited to attend the event. The idea of having such an event was hatched by a number of students from the respective Universities who, over recent years, have attended the PHE Canada Student Leadership Conference at Cedar Ridge Camp in Bancroft, Ontario. The students wanted to extend their camp experience and leadership opportunities by continuing to share ideas with one another, look for collaborative ventures, and build relationships as they advocate for active healthy communities.



Representatives from the four Universities totaled over 60 participants including at least six staff members. Sessions for the day included: A welcome and Ice Breakers lead by Daryle McCannell, Chair of the Department of Physical Education at Brandon University, followed by Guest Speaker extraordinaire, Jackie Nylen, Physical Educator and Past President of PHE Canada. Jackie's presentation clearly defined what a healthy school and community would look like and the role of the Physical Educator in promoting and creating a healthy community.

Next it was off to the gym where the University of Winnipeg involved everyone in a very enlightening, active and thought provoking session on Culturally Relevant Physical Education. After lunch University of Regina hosted a wintery outdoor activity session with H.O.P.E. the Health, Outdoor and Physical Education group providing the leadership. Nothing like a winter-time



outdoor experience to refresh the mind and body. Speaking of mind and body, after a short nutrition break, participants were in the gym once again for a session on Physical Literacy presented by Jacki Nylen and Ralph Clark (Physical Education Specialist, Brandon School Division).



Brandon University concluded the sessions with a game that challenged each group in a variety of manipulative skill activities, but at the same time incorporated brainstorming and recording of collective team thoughts and ideas concerning questions related to the strategic priorities for Physical Activity in Canada namely: Public Education, Supportive Social Environments, Community Physical Environments, Healthy Public policy, Research, and Partnership building.

The day ended in the classroom where Joannie Halas from the University of Manitoba facilitated a group reading of the "I am poem", which fittingly recognizes what can be accomplished if we would only realize the strength of our diversity.

In his reflection of the conference Nick Forsberg, professor from the University of Regina, summed up the day nicely by stating the following: "It is a testament to the efforts of "Leadership" and demonstrates the often over-looked skills, and abilities of undergraduate students...the future is in good hands".



Natural Water Bottle Filters

An Outdoor Education Lesson

By Mathew Fiola, Outdoor Education Class, Dakota Collegiate

Although it's a sad truth, it isn't too uncommon to be in the wild and to find a plastic bottle sitting out in the middle of nowhere. These bottles are known to decompose at extremely slow rates and are long-lasting pollutants to natural environments. The bottles are disregarded by the casual hikers, tossed from a car or even have found their way via the animals or wind. Most conscious hikers will have a reusable water bottle with them however carrying a simple plastic one along might come in handy in emergency survival situations. The following is an outdoor education activity in which we show students how to turn water bottles into natural filters to help purify and clean contaminants from potential water sources in the wild. This lesson could equally be used in a geography, gr.11 chemistry or gr.8 science course in their units on water.

This project ultimately uses the knowledge of rivers natural filtration system and incorporates it into a practical emergency survival tool. Water is purified in many ways, removing bacteria, sewage and pesticides naturally by the earth. One of such ways is the composition of the bottom of our rivers; Rocks ranging in size from large to small and fine sand which assist in the filtration process of the water. Water passes through these natural filters slowly taking more and more contaminants from the water. Now it is important to note that water is not truly purified and safe to drink unless it has been boiled or treated but this process helps to initially clean the water and in a dire situation can be used without being boiled if absolutely necessary.

What you will need:

- Plastic bottle: Larger the better, Clear untinted plastic allows you to see each level of the process.
- Small pebbles: Equal amounts to 1/6th of the size of of your bottle. Usually

available at hardware and dollarstores.

- Fine gravel: Equal amounts to 1/6th of the size of of your bottle
- Sand: Equal amounts to 2/6th of the size of of your bottle. Usually available at hardware and dollarstores.
- Cheesecloth: Available at dollarstores.
 - Option 1:* One small piece to tie around the mouth piece of the bottle
 - Option 2:* One small piece to tie around the mouth piece of the bottle and two small squares which can cover the circumference of the bottle.
- String: A small piece long enough to tie the cheesecloth to the exterior of the bottle mouthpiece.
- "Swamp Water": Equal amounts to 2/6th of the size of of your bottle
- Other: Scissors or a knife, A cup to transfer from a swamp water pail to the filter.

How to:



Step 1: Students will cut the bottle in half leaving enough room for 3 levels of minerals and water in the bottle. A good location to cut the bottle is below the label.

Step 2: *Option one:* Students will cut one square of cheesecloth and tie it tightly around the mouthpiece of the bottle with the string.

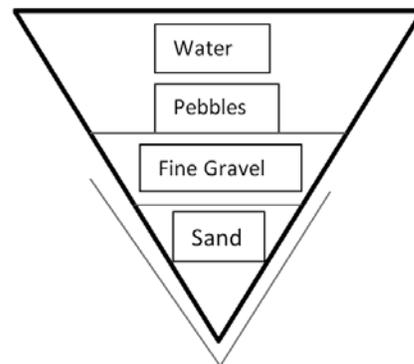
Option two: Students will cut the top of the cap off the bottle leaving the grooved edge untouched. The cheesecloth will be placed over the bottle mouthpiece. The

cap will then be twisted on securing the cheesecloth to the bottle.

Option three: Replace cheesecloth with a cut piece of t-shirt or cloth. Attach as noted in option one or two. Note: the more cheesecloth is used (multiple layers) or folded over the mouthpiece will significantly improve water clarity.

Step 3: Add minerals into the bottle from finest to largest. If you are using the materials suggested above this would look as follows; First sand then fine gravel, rocks and/small pebbles. It is better to have more sand and gravel then it is to have pebbles as your filter will contain more fine filtration minerals.

Optional: Add a layer of square cheesecloth or cloth between the sand and the gravel and the pebbles and the rocks



Step 4: Place the top half of the bottle (the filter) on top of the bottom half. This is to catch the cleaned water in which then could be boiled or purified with tablets.

Step 5: Add one or two cups of "Swamp Water" to the top of the filter and watch the purification process happen. It should eventually drip slowly through the minerals significantly cleaning the water.

How to Create Swamp Water:

If you do not have a swamp or other dirty water, here is how you can prepare your own swamp mixture.

- 1 bag of top soil: you can buy this at Wal-Mart and or hardware stores (there are some better mixes with leaves etc.) or gather it with a shovel.
- 1 bag of crumpled leaves, branches, weeds
- Tap water.

Mix all ingredients into a pail and make the water as dirty as possible. Some fun additions are fake moss (Dollar store) and gummy worms. The water used for the project seen in the filters had both additions and was significantly dirtier than the worst of the filter outcomes.

Results: The results of the filters will vary depending on how closely the

process was followed. The dirtiest bottles (see photo below) were made without properly attached cheesecloth which was handled without care and had a hole in it. It and other darker outcomes had mixed layers or less sand than gravel and pebbles.



The cleanest bottles (see photo below) used the method of layering cheesecloth

between the minerals, layering the cheesecloth over the mouthpiece and had proper amounts of sand; being 2 parts instead of one. The portion of sand however is less apparent once the water has been added and the filtration system has begun. If the water is given more time to sit the 3 levels will become clearer again.



Creating Natural Tea's on Trail

An Outdoor Education Lesson

By Mathew Fiola

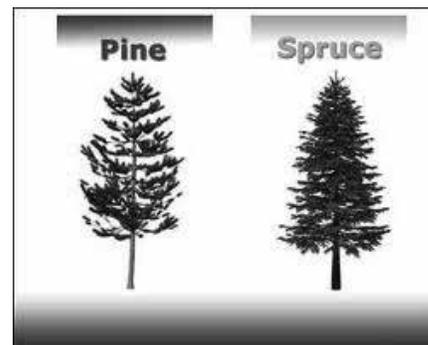
In History, there have been many deaths recorded due to the lack of Vitamin C; this was largely due to the vast number of people travelling to settle in North America by boat. The long journey made it nearly impossible for the crew and people aboard to keep perishable food on board leaving them with few nutritional choices to access their daily requirements of vitamin C which often lead to scurvy. On trail or in the wild in survival situations, it is just as important to maintain a nutritious and complete diet however hikers often encounter the same problems as long ago keeping perishable foods fresh for the duration of their hike.



The solution is simple; tree tea. Specifically tea made from trees that are found

all around us which are infused with so much natural vitamin C and other vitamins that they rival things we eat in our everyday diets. Spruce, Pine and Birch trees all contain significant amount of vitamin value in its bark and needles, not only limited to vitamin C. Here are some lesser known facts about the nutritious content of these trees:

- Spruce contains lots of vitamin C and beta carotene. Young spruce needles will have a more lemony light taste whereas older winter needles will be bitterer.
- Pine contains lots of vitamin C (5 times the amount of a lemon or 8 times as much as found in orange juice) as well as vitamin A, antioxidants and a variety of B vitamins. It also acts as a good lung and sinus decongestant. It has a much stronger taste than spruce and can be sweetened or diluted with more water, honey or syrup if needed.
- Birch contains Vitamin B1, B2, Calcium, Magnesium and zinc. It has more of a winterygreen flavor perfect for the colder seasons.



The following lesson provides a few ways to show students how to make natural teas on trail with minimal equipment and keeping your travel packs light. It is a great outdoor education lesson for the winter or colder seasons and works great as part of edible plants unit.

What you will need:

- Tea Bags: Empty ones can be found at such places as Davids Tea or teavana.
 - Option 1:* Buy full tea bags and get the kids to empty the bags by opening the folds of the bag.
 - Option 2:* Tea balls can be bought at such place such as Davids Tea

or teavana and provide a quick and easy way to store and make tea on trail. This would make a great addition to any hikers pack.

Option 3: Use cheesecloth as a tea bag by tying a string around the four corners using it to create a sack carrying the ingredients.

Option 4: Let the ingredients steep in the bottom of the pot and strain the water when pouring into mugs.

- Other: Pot, Mug or cup and water: If your doing this in class styrofoam cups will work well when other cups are unavailable. Electric kettles can also be used if you are not getting the kids to boil the water by making fires.

How to:

Step 1: Gather the material. Either you prefer to gather the natural ingredients or let your students do it this is what you'll need:



- Green needles from pine or spruce trees; these are better if they are the light green new shoots from the trees however are still good at any stage of the tree when the needles are green.



- Birch twigs and bark: twig tips or the inner pink part of the bark, be careful only to take what you need as peeling the paper-bark can harm the tree. The white bark has no nutritional content.

Step 2: Crush ingredients as finely as you can, this can be done with scissors or even with a rock. You are trying to open up the needles so that the flavor can flow more freely. Crush the contents so that you have enough to fill a tea bag or a tea ball. As for the birch twigs only the tips are important, they too should be crushed. If you rather not use tea bags or ball, tea can sit at the bottom of the pot and you can strain the water as you pour into the cups.



Step 3: Boil water and pour into a cup or mug. Insert tea bag/ball, let it steep for a couple minutes and drink. All these teas go great with honey or syrup if the students want a sweeter taste but you should challenge them to make and try all three teas without sweeteners.



Lesson Completed at Dakota Collegiate, November 2014 within the Outdoor Education Class.

MOVEMENT SKILLS MANITOBA

Movement Skills Manitoba: NEW document Coming Soon!

Movement With More Meaning: For K-4
Projected to come out @ SAGE 2015!

Want to learn/ explore the games and activities from the NEW document "Movement With More Meaning"? Come out to one of our sessions at either the Physical Literacy Summit (pre-SAGE), or at SAGE 2015!

Looking for yoga cards? or simple Exercise Circuit Cards to print off? or just a few sample activities/games from our documents? Go to our website @ movementskillsmanitoba.ca and click on one of our documents to find circuit/yoga cards and samples games!

NEED the French version? Click on the "Francais" button in the menu bar of our website to get the French website!

Grade nine students share their stories—and hope to inspire others

By Blue Jay Bridge

Retrieved from www.participation.com (Wall of Inspiration).

Several months ago, I saw a tweet from @ParticipACTION inviting Canadians to share their active lifestyle stories on the organization's Wall of Inspiration. Looking further, I discovered thousands of incredible stories, each one with the ability to inspire and influence others.

Understanding that sharing personal stories with an audience creates deeper, more meaningful learning, I took this invitation as a learning opportunity for my Grade 9 Physical Education and Health students. What better audience with whom to share our stories and reasons for living healthy active lives, than a global audience?!

In my Grade 9 Health Education class, where we are consistently discussing and learning about healthy living, I showed students the ParticipACTION Wall of Inspiration and shared some of the inspiring stories already uploaded to the site. I then challenged my students to think of the ways they live active lives and the reasons they choose to be active. I explained that their stories could in fact inspire others and once they knew their stories would appear on the ParticipACTION Wall of Inspiration, they were "in!"

To assist my students I gave them the following guiding questions:

- What does healthy living mean to you?
- Why are you physically active?
- How are you physically active?
- How do you take care of yourself emotionally?
- Do you have a favourite quote that keeps you focused on living a healthy life?
- What sport do you have the most fun being involved in?
- Is there a sport that you see yourself playing when you are 25, 35, 50, 75 years old? Why?

We then spoke about the importance of personal safety and privacy when you are posting on-line. The students were only allowed to use their first name and last initial and were not allowed to post photos, videos, information about their school, neighbourhood, teammate's names etc. As an added precaution, I asked that all posts be filed under our province (Manitoba) and city (Winnipeg) but we would use the City of Winnipeg's City Hall postal code (R3B 189) for all of our posts.

Then I allowed them to post their personal inspiring stories. In front of me was a class of engaged students using computers, phones, and tablets reflecting on their ways and reasons for living active lives—and I couldn't be happier with what they shared with the world.

Here are a few examples:

Sports With Friends

This year is my third year curling and I enjoy it very much. I go to a curling club every Saturday for two hours. It keeps me physically active and it is a very enjoyable sport. Not only does it take skill and concentration but it is also a time for me to have fun and talk with my friends. Although most people find curling boring or not a real sport I disagree. I used to be one of the people that thought curling was boring, and I still find it kind of boring to watch, but watching it is a whole different story than playing it. I enjoy playing it because it takes skill to do. Even though we don't always win it's still my current favourite sport. I think the thing that keeps me motivated is that when I am curling I have many friends doing it with me. Everyone at the curling club is very friendly even if you don't know them.

To Be or Not To Be?

What healthy living means to me is that we should eat healthy and exercise. The reason why I have to be physically active is that to be fit, strong, and having a normal heart rate. How I keep myself physically active is that I play indoor soccer 3 times per week for 3 hours. The way to keep myself calm emotionally is by meditating and sometimes going outside for a walk. "The sky is the limit".

A Way of Life

Healthy living to me means that an individual person is motivated to keep their body in shape by working out and/or eating healthy. I am physically active because if you don't have your body you don't have anything. You live your life through your body so if your body is not fit and healthy, how are you supposed to have a happy, healthy life. I am personally physically active by playing hockey, swimming, and I do organized arm workouts. If you have a healthy body your mind will generally be very aware and active, there for an all-around happy person. Being physically active and healthy just overall benefits your whole life. My two favorite fitness quotes are, "Take care of your body, it's the only place you have to live in." The last one is, "The body achieves what the mind believes." Out of all of the sports that I play and used to play, hockey is by far my favorite. If I could see myself doing any sport when I am much older, it would most likely be hockey. Fit is not a destination, it is a way of life.

Paralympic Schools Week athlete appearance and resource

Athlete appearances and school resources available for Paralympic Schools Week 2015

OTTAWA—Feb. 26, 2015: The Canadian Paralympic Committee, in partnership with Petro-Canada, is pleased to announce that registration is now open for the 2015 edition of Paralympic Schools Week, which will be held nation-wide from May 4 to 8, 2015.

All schools across Canada are invited to enter in to a draw to win one of 25 free Paralympic athlete presentations at their school. Meet Paralympic athletes, learn about their journeys in sport and see their medals up close!

This is a fantastic opportunity for teachers, students and communities to show support for Team Canada and get active in sport. The Parapan American Games take place from August 7 to 15, 2015.

Along with the chance for athlete visits, there are many additional ways for

schools and students to get involved in the Paralympic spirit as part of Paralympic Schools Week, by:

- Trying out activities from CPC's Paralympic FUNdamental Physical Literacy Resource. Packed with easy-to-use activity plans, the resource is a great way to include kids of all abilities seamlessly into your programming;
- Participating in an exclusive LIVE CISCO Web Presentation on Tuesday, May 5 featuring Canadian Paralympic athletes who will deliver an inspiring and motivational presentation;
- Designing "Good Luck" post cards, posters and letters to encourage Team Canada athletes on their Road to Rio;
- Holding a "Wear Red and White Day" to show your support for Team Canada;

- Participating in the #CoinsForCanada fundraiser to support grants to local and provincial organizations for introductory parasport equipment such as sit-skis, wheelchairs and hand cycles;
- Creating your own video about parasport;
- Coming up with your own innovative ways to celebrate the Paralympic movement, parasport and our Team Canada athletes.

All schools that register will receive a complimentary Paralympic Schools Resource Pack which includes physical and digital resources, including prizes and links to online tools. Schools registered before March 27, 2015 will be entered into the draw to win one of 25 free athlete appearances to be held between May 4 and 8, 2015. Register at Paralympic.ca/schoolsweek.

First Nations Teaching Resource by Ophea

Available at www.teachingtools.ophea.net/activities/first-nations-inspired-dpa

Ophea's First Nations Inspired Daily Physical Activities (DPA) resource makes it easy and fun to incorporate DPA into school or community programs for primary, junior and intermediate students (ages 5–14).

The free online resource was developed in consultation with First Nations educators and not only helps to get children and youth active but to improve their self-esteem, increase their readiness to learn, and create a healthier school or community environment.



Resource Features Include:

- 30 activity cards and related support materials that incorporate First Nations culture and traditions
- Ophea's 50 Fitness Activities and Stretching Guide

- Easy access to all materials online (downloadable pdfs)
First Nations Inspired Daily Physical Activity is currently available in English and will be available in French soon.

2014-15 MPETA School Intramural Equipment Grant

RETSD Divisional Tumbling Rally

By Bev Ilchena, PE/HE Consultant, RETSD

Our elementary interschool events are about more than participating in physical activity, they seek to foster positive skill development through quality practice prior to participation, competition or demonstration. They seek development of the whole child by promoting and fostering not only physical development, but social development and a cooperative and/or low-competitive spirit as well.

The “Tumbling Rally” is one of seven divisional interscholastic events put on by the Elementary Physical Education Teachers of River East Transcona. The tumbling rally is open to grades 3-6 students in all of our 27 elementary schools. To accommodate the 1200 plus students participating annually, the rally is held over 4 evenings.

Beginning in physical education classes, and eventually through a tumbling

club, students will be taught skills from seven gymnastics families. These families are broken down into three levels each. Students will be challenged to perform at their highest level achieved in each family on the evening of the tumbling rally.

Another component of the tumbling rally is a mass warm-up choreographed by divisional staff. Student from each school will perform this mass warm-up in unison at the rally, in front of their families and community members. This is a sight that brings goose bumps to many, with so many students confidently performing a mass routine together.

Likely the most exciting part of the rally, are the creative routines designed and performed by each individual school. The teachers choose a song, and then with the students, create a routine to the music using skills learned in the tumbling club.

Here the audience is treated to a display of gymnastics skills, dance moves and creative movement sequences.

Here is a list of the skill progressions in each of the seven gymnastics families. These skills are the basis of the program at the tumbling rally. A description of skill progressions and teaching tips is also available by contacting Bev Ilchena at: bilchena@retsd.mb.ca. I would like to acknowledge the following people for their contributions in developing this list of tumbling skills and all supporting documents that go along with them in our division: Corey MacKinnon, Heather Sawchuk, Jena Kjernisted, Laurel Hanna, Murray Wilks and Kendra Tower from Gymnastics Manitoba.

	Forward Rolls	Straddle Rolls	Back Rolls	Headstands	Cartwheels	Handstands	Bridges
Level 1	Forward Roll to Tuck	Forward Roll to Straddle Sit	Back Roll to Squat	Teddy Bear Stand (roll out to tuck)	Beginner Cartwheel	One Leg Kick Up	Bridge from Floor
Level 2	Forward Roll Walkout	Forward Straddle to Squat	Back Straddle to Squat	Tuck Stand (roll out to squat)	Standing Cartwheel	Momentary Handstand	Bridge from Standing
Level 3	Angel Roll (walkout)	Forward Straddle to Straddle Stand	Back Straddle to Straddle Stand	Headstand (roll out to squat)	One Hand Cartwheel	Handstand (roll out to squat)	Bridge from Standing w/ Kick Over

2014-15 MPETA School Intramural Equipment Grant

École Macneill

By Kayla Warkentin, Physical Education Teacher

École Macneill is very excited about receiving a Manitoba Physical Education Teachers Association Intramural Grant. The students enjoy spending time outside and are always asking to take out extra equipment during recesses and at lunch. I wanted to purchase something that can be used both inside and outside, that is easy to set up and that the students could run and referee themselves. I used the grant to purchase two GamePlay DiscBonk Sets from Gopher (2 x \$105 + taxes/shipping = \$277.65). The sets include 2 poles, 2 AirRanger Plastic Discs and 2 Screamin'

Yellow Balls. The game is played outside by inserting the two poles into the ground a distance apart (depending on the age of the players, you can place them closer or further apart). The yellow balls are each placed on one of the poles. Players take turns throwing the discs at the opponent's pole and trying to knock the ball off the top. The defenders must act quickly to prevent the ball and disc from hitting the ground. If the disc or ball hit the ground, the other team get a point(s). The game can be modified in many ways including playing up to different denominations, adding

more players, and by moving the poles farther apart. The poles can be adjusted to three different heights so all students of all ages benefit from this game. The DiscBonk sets can also be used inside by attaching them to a base. Students benefit from the game by improving their reaction time, throwing accuracy, and catching. I recommend this game to any teachers who are looking for a simple game that all students can enjoy. Thank you MPETA for the Intramural Grant to make the purchase of this equipment possible.

2014-15 MPETA School Intramural Equipment Grant

École Robert Browning

By Bryan Vermeylen

Our school used the MPETA Intramural Grant to order Pursuit Ball. Our set includes 6 coloured sets of balls and "goals" for a total of 72 balls. The total cost of our equipment was \$334.47 and it was purchased from School Specialty Canada. We used school based funds from fundraisers to cover the cost beyond the \$300.00 provided by MPETA.

Pursuit Ball is a fast moving game that keeps everyone on their toes. There are a few ways to play. In the cooperative mode teams work together to gather up their balls as quickly as possible and throw them into their team's goal (a backpack-style basket worn by one player). In the competitive mode teams work in groups of six to place their balls into opposing teams' goals, while defending their own goal at the same time. With six different sets of equipment there are many ways divide or combine teams. This is great when teaching a double class!

Pursuit ball is a great all around activity. It combines throwing, catching, chasing and fleeing. It also forces teams to develop strategies that lend themselves well to territory/invasion style games. Students need to establish how they will be attacking and how they will be defending at the same time. All in all this is a great purchase that provides lots of ways to keep our students active. Thanks MPETA for the grant!



Basketball
MANITOBA
AWARDS

SATURDAY
APRIL 18, 2015

ALL-MANITOBA BANQUET
VICTORIA INN HOTEL 1808 WELLINGTON AVE
ALL-STAR GAMES
ST. PAUL'S HIGH SCHOOL, 220 GRANT AVE

BASKETBALL MANITOBA AWARDS EVENTS

10:00 AM A. AA. AAA GIRLS ALL-STAR GAME
11:30 AM A. AA. AAA BOYS ALL-STAR GAME
2:00 PM ALL-STAR BANQUET
5:45 PM AAAA GIRLS ALL-STAR GAME
7:15 PM AAAA BOYS ALL-STAR GAME

TICKETS \$45.00
WWW.BASKETBALLMANITOBA.CA

Basketball
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MSSA
The Manitoba School Sports Association

Sport
MANITOBA

Coaching
MANITOBA

IMPACT
TEAM

2014-15 MPETA School Intramural Equipment Grant

DRCSS Does Glow in the Dark Dodgeball

At the DRCSS, students love dodgeball; Mission Impossible, Sniper, Triple Ball, etc. But what's happening now is taking their favorite game to a whole new level. Thanks to a grant from MPETA, the DRCSS has introduced Glow in the Dark Dodgeball with the purchase of glow in the dark dodgeballs from Gopher. You can take almost any dodgeball game and turn it into a new game when you turn the lights off. Here's just one of the games that students in Dauphin are enjoying:

Night Hunter:

Objective: Hunter hits deer (or whatever animal you choose) while deer attempts to run from one end of the gym to the other.

Equipment:

- As many folding gym mats as you feel necessary to spread out around the playing area
- Glow in the Dark Dodgeballs (from Gopher)
- Additional dodgeballs (optional, depending on how many glowing ones you have)

Set-Up:

Have students set up the folding gym mats in a standing position around the gym. We usually use the basketball court as our lines, so mats are set up inside there. Select 1-2 "Hunters" to throw dodgeballs at students (deer). Have all remaining students (deer) line up on the baseline.

Turn off the lights and have the deer face away from the playing area and keep their eyes closed while the hunter(s) choose a mat to hide behind. Once the hunters have hidden and taken a few dodgeballs with them, yell "Go". Students run from one end of the gym to the other. Those who get hit become hunters. Once all students have crossed the playing field, a new round starts. Students line up again on the baseline, facing away, while the original hunters, and the newly hit hunters hide behind a mat. When hunters are ready, yell "Go". Game continues until all deer have been hit.

2014-15 MPETA School Intramural Equipment Grant

Austin Elementary School

By Pam May

Austin Elementary School is a rural K-8 school with 130 students. Many students own their own archery equipment but don't have a chance to use it much in the winter. Most have learned to use their bows simply by trial and error.

We decided to purchase archery equipment to start a lunch time archery club. All students in grade 5-8 will be given the chance to try it during phys. ed. class and those who enjoy it will sign up for the club.

We bought equipment through the National Archery in School's Program. It is a program started in the US, but is becoming

more popular in Canada. Currently there are 7 schools in Manitoba using this program.

The equipment used in this program include Genesis compound bows (draw weight is adjustable from 10-20 pounds), full length aluminum arrows and 80 centimeter target. The "11 steps to archery success" is stressed more than arrow score to teach safety and technique. We bought half a "kit" which included 6 bows, 60 arrows, 3 targets, an archery net and repair kit. The kit cost came to \$1998.45. This included equipment, duty, delivery and training. Several groups helped fund

this project; our local Wildlife Group, the North-Norfolk MacGregor Foundation, a grant through NASP, MPETA and our parent advisory council.

To order this equipment contact Mano Navarro, the NASP coordinator and ABAM president. Teachers are required to take the Basic Archery Instructors course in order to receive the equipment. The course was excellent and well worth attending.

During our lunch-time club we plan to do group point days, balloon popping and an archery champion for each grade. The students ask everyday, "Are we starting archery today?"

2014-15 MPETA School Intramural Equipment Grant

HGI Middle School: Spikeball

By Blue Jay Bridge, HGI Middle School

Equipment Description:

We bought the Combo Meal which includes a Spikeball net, Backpack (with a pocket for your phone and wallet inside), and 3 balls.

Cost of Equipment:

Listed on their website (spikeball.com) as \$59 US.

We bought 6 Combo Meal Packs which should have cost \$354US plus shipping and taxes.

However, I contacted Spikeball, via twitter, and told them about my intent to order on behalf of my school and they reduced the cost to \$296.41 US including taxes and shipping!

With the exchange, at the time, the total cost was \$337.52 CDN

MPETA paid for the initial \$300 CDN via the Intramural Equipment Grant.

HGI School paid for the balance via our phys ed budget.

Where Equipment Was Purchased From:

www.Spikeball.com

Description of Activity:

Spikeball is a team sport played by two teams of two players. Opposing teams line up across from each other with the Spikeball net in the center. The ball is put in play with a service—a hit by the server from behind the service boundary into the net to an opposing player. Once the ball is served players can move anywhere they want. The object of the game is to hit the ball into the net so that the opposing team cannot return it. A team is allowed up to three touches to return the ball. The rally continues until the ball is not returned properly.

Winner of rock, paper, scissors gets to pick side or serve.

Opposing players line up across from

each other.

Before the ball is served any players not receiving the serve must be 6 feet from the net. The returner can stand at whatever distance they choose.

Once the ball is served players can move anywhere they want.

Possession changes when the ball contacts the net.

Each team has up to 3 hits per possession, but they do not need to use all 3 hits.

Scoring

Rally scoring (points can be won by the serving or receiving team)

Games are played to 21. You must win by two points. (unless otherwise specified by a tournament director)

Switch sides after one team reaches 11 points.

Points are scored when:

- The ball isn't hit back into the net within 3 hits
- The ball hits the ground
- The ball hits the rim (including clips) (Even during a serve--rim shots don't count as a "let")
- The ball does not bounce off the net in a single bounce. (It must clear the rim in order to be good)
- There is an illegal serve or other infraction

Thank you MPETA for the grant!

Hosted by: Adam Howell,
Jonathan Jones, Naomi Hartl, Matt Pomeroy, Collin Brooks, William Bode, Sarah Gietschier-Hartman

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

Keynote by Dr. Amanda Stanec:

www.youtube.com/watch?v=ZRN6StXBPGk

On February 21, 2015 an amazing (and FREE) online conference took place, hosted and organized by the group of dedicated PE teachers at PHYSED-AGOGY (listed above). Moderators and presenters from around the world shared their knowledge and experiences on a variety of topics. These included: ipads in PE, Google Apps for Education, Standards Based Grading Part 2, Teaching Games for Understanding Part 2, Physical Literacy Part 2 and Adapted PE. In Block 2, round table discussions on the topic of assessment took place for each grade level (elementary, middle years and high school).

To access the FREE seminars on YouTube type in the URL below:

https://docs.google.com/document/d/1J4LX-_wRO20eFCPH-92pWj7OVxNc76B5kTYARixOKjY/edit

A fun brain break video (by SPARK Programs) is also available at: <http://youtu.be/JGbb9dh7jPY>



2014-15 MPETA School Intramural Equipment Grant

Riverton Collegiate: Pickle-ball

Riverton Collegiate has a history of promoting sports and co-curricular activities. Individual and team activities give students opportunities to gain experience in sportsmanship team play. Pickle-ball is a lifetime sport, as people in their teens to senior citizens play the game.

The intramural grant will help cover some of the \$809.00 cost of the pickle ball paddles and the indoor poly balls. The school budget allotment covered the remainder of the costs.

Pickle-ball is played on a badminton court in the gym or on an outdoor court. Badminton and tennis skills are used in the game. Pickle-ball is played as an individual or as a team of two. Many of the rules are similar to tennis.

How to play the game

Both people on the serving team will be side-by-side about 30cm behind the baseline. The ideal serve is hit deep diagonally to the receiving team player. The ball is served diagonally (starting with the right-hand side of the court), and points can only be scored by the serving side.

Unique Pickle-Ball Features

Double Bounce Rule.

Following the serve, each side must allow the ball to bounce once on their side of the court before hitting the ball back to the other side, prior to volleying the ball (hitting it before it has bounced).

Non-Volley Zone.

A player cannot volley a ball while having a foot within the non-volley zone.

The server continues to serve, alternating service courts, until he or she (or their team) faults. The first side that scores eleven points and is leading by at least two points wins the game.

A fault is committed when the ball:

- Is hit out of bounds
- Does not clear the net
- Is volleyed from the non-volley zone
- Is volleyed before a bounce has occurred on each side

Pickle-ball is considered one of the fastest growing sport in North America. Our grade 8-12 students have learned the game quickly and enjoy playing the game of pickle-ball during intramurals.



Ball Catch Scarf Grab (catchy name!)

Source: Bart Jones, Van Meter Elementary, USA (via YouTube)

Skills: throwing and catching

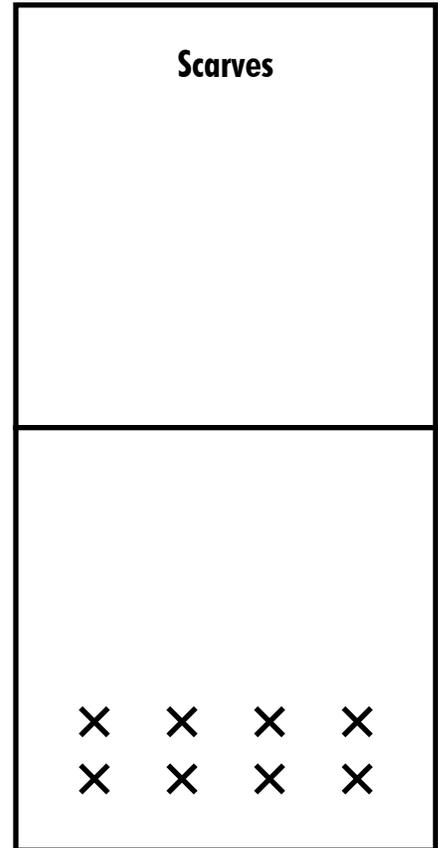
Equipment: pylons, balls, and scarves

Set up: Partners set up pylons a few feet apart from each other, on the end line. (See diagram below).

How to play: Partners stand by a pylon and throw and catch the ball to each other. When they make 2 consecutive catches, one partner runs to collect a scarf from the other end of the gym. Partners continue throwing, catching and collecting scarves until the teacher stops the class. Students get 2 minutes to collect as many scarves as

possible. After 2 minutes, partners that collected 5 or more scarves can move their pylon a couple of feet back (toward centre line), increasing the throwing distance. Groups put scarves back and begin again.

Variations: vary the type of equipment used to throw and catch, the item students collect when they make 2 consecutive catches (popsicle sticks, cards, straws, etc.), increase the catches needed before collecting a scarf, allow more time, less time or don't time at all, use different transport skills when getting the scarf, use other skills (kick), Have a large class? - use both ends of the gym with scarves at center.



X Partners (and pylon) lined up across from each other on end line.

Kangaroo Ball

Equipment:

Soft foam balls and cones.

Rules of Play:

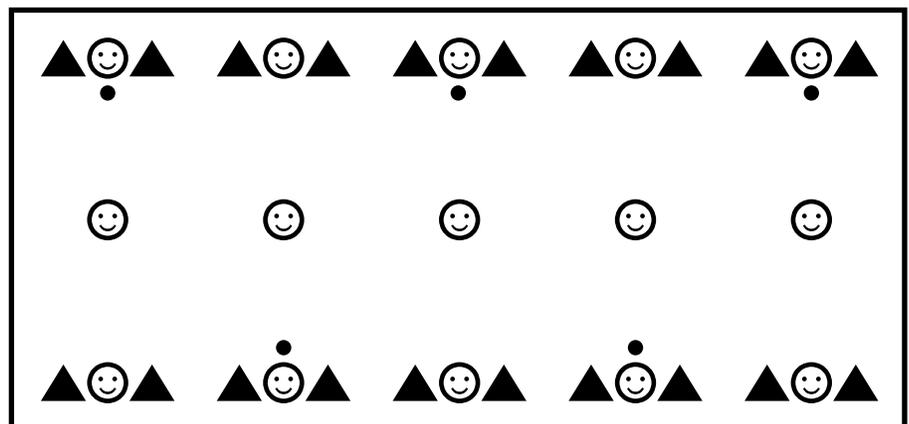
1. The students will be working in groups of threes.
2. One student is the "kangaroo" (player in the middle) while the other two students are the "rollers" (players at the end of defined area).
3. The "rollers" face each other approximately 6 feet apart depending on the skill level of the students.
4. The player in the middle-"kangaroo"-will try to avoid being touched by a foam ball rolled back and forth between the two "rollers" by using dodging skills.
5. The "rollers" attempt to touch the kangaroo on the feet with the rolling ball.

6. Once touched by the rolling ball, the "kangaroo" takes the place of one of the "rollers" - usually the one who rolled the ball that touched the "kangaroo".

7. The game then resumes with a new "kangaroo".

Variations/Progressions:

- Add another ball in play.
- Allow players to bounce the ball.
- Increase or decrease the distance between the "rollers".



Roll With It

Source: Bart Jones, Van Meter Elementary, USA (via YouTube)

Skills: throwing (other skills are possible)

Equipment: hoops, dice for each student (borrowed from a classroom teacher), beanbags, pylons and polyspots

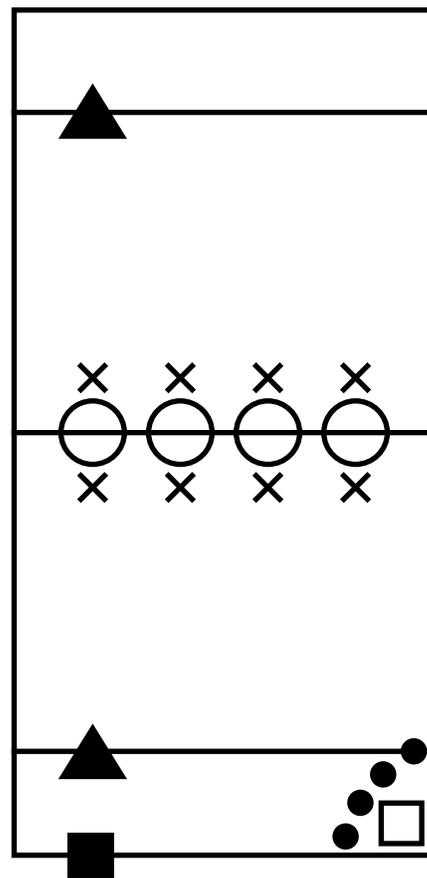
Set up: partners sit on either side of a hula-hoop that is placed at the center line, each student with a die. At one end of the gym you will need to: set up a pylon, a bucket of beanbags, create a throwing zone using polyspots or pylons, and a bucket/bin for a target. Set up 1 pylon at the other end of the gym. See diagram.

How to play: discuss greater than and less than with the students and let them practice rolling the dice, keeping it “in the hoop.” Partners shake dice—partner with the “greater than” number (“less than” in the next round) runs around pylon, picks up bean bag from the bucket, attempts to throw it, (underhand or overhand), from behind the throwing zone, and into the bucket (target) in the corner. Successful or not the student returns to the hoops at the center and challenges a new partner. (NOTE: every time a student returns to the center, he/she should move to an open hoop and a new partner. Leave the dice at the hoop every time as well).

The partner who did NOT get the “greater than” number will run/skip/gallop around the pylon at the opposite end of the gym. NOTE: on the video of this game the teacher had the exact set up on both sides of the gym (pylon to run around, polyspots on floor, beanbags, and target) . It has been adapted here so that a teacher can assess at one end, which meant the partner with the “greater than” number always went to one side to throw and the partner who did not have the “greater than” number always went around the cone at the opposite end. Adapt as you like.

Variations: vary the skill (kick to a target, bounce a ball on polyspots, etc.). Set up various tasks instead of running around a pylon; student jumps from hoop to hoop set up on the end line, use an agility ladder, dot drills, weave through pylons, jump over pylons/hurdles, etc.

Vary type of dice (see image below)



- ▲ Pylon
- × Student
- Hoop
- Beanbags
- Target
- Polyspot

Badminton Bingo

Directions:

1. Complete 5 warm activities each day. Cross out an activity once completed
2. Identify one component of fitness (skill or health) worked by the activity performed in each square. Write it in the square.

Run from the net to the back line 5x. You must face the net at all times.	Hold a plank for 30 seconds.	Hit the shuttlecock 5x to a partner on 5 different courts.	10 push ups	Run around the fieldhouse 1x
20 Plank Jacks	Hit the shuttlecock to a partner 10x between the net and short service line only	Side shuffle across the width of 4 badminton courts and back.	30x of any abdominal exercise (crunches, bicycles, etc.)	Crab walk from one end of the badminton court to the other.
Run across the basketball court and back while tapping a shuttlecock on your racquet.	20 Jumping Jacks	Start in the center of the court. Run to each corner of the court and back to the middle, facing the net.	Bear crawl from the back of the court to the net and back.	Complete a rally of 20 consecutive shots. If the shuttlecock is not returned, start over.
Hit the shuttlecock 5x to a partner on 8 different courts.	Run around the fieldhouse 2x.	Hit the shuttle up 10x, change which hand holds the racquet after each hit.	Facing the net, run from one side of the court to the other side 5x as quickly as you can.	30 Skaters
10 Squats	Hit the shuttlecock past the short service line 10x	20 Bird Dogs, hold each one for 3 seconds	20x of any abdominal exercise (crunches, bicycles, etc.)	Hit the shuttlecock 7x to a partner on 6 different courts

Health related components of fitness: Body Composition/Cardiovascular Fitness/Flexibility/Muscular Endurance/Muscular Strength
Skill related components of fitness: Agility/Balance/Coordination/Power/Reaction Time/Speed

Rubric

4	All activity squares completed as directed (5 per day) One component of fitness correctly identified for each activity square
3	All activity squares completed as directed (5 per day) One component of fitness identified for each activity square, <5 errors
2	>20 activity squares completed as directed (5 per day) One component of fitness identified for > 20 activity squares, <7 errors
1	<20 activity squares completed as directed (5 per day) One component of fitness identified for > 15 activity squares, <7 errors
0	No evidence

Source: Bailey Jo (2013). Badminton Bingo. Retrieved from www.fitnesschallenges.wikispaces.com (via www.lovephyed.blogspot.com)



THE LEARN TO PLAY SOFTBALL PROGRAM

For Schools and Youth Organizations

Softball Manitoba is proud to promote our Sport by focusing on the development of players, coaches and umpires at all age and skill levels. There is a softball program for everyone. The Learn to Play program is where it all gets started.

LEARN TO PLAY HIGHLIGHTS:

- The Program introduces Softball to all children and fosters Success for all ability levels.
- Players enjoy non-stop Fun and Action while improving their fitness and developing their skills.
- Movement is the General Learning Outcome. Every participant can be Active for every minute of every session.
- Learn to Play is Nationally recognized and approved. In 2014 over 100,000 kids participated in the program across Canada (40,000 took part through school programs).
- The Program is well organized and designed to fit any schedule. The Learn to Play Teaching Manuals (Lesson Plans) provide you with the complete outline – providing information for both new and experienced coaches. All workouts and games can be modified to fit any time slot and equipment allows the program to be played indoor as well as outside.

PROGRAM CONTENT:

Learn to Play is made up of three (3) age appropriate levels. Each level takes into account the characteristics of children (both mentally and physically) to ensure that each child has fun, experiences success and is gradually introduced to a competitive environment.

Level 1 (ages 5-6)

Level 1 Manual has 18 lesson plans, 30-45 minutes per session

Level 2 (ages 7-8)

Level 2 Manual has 18 lesson plans, 30-45 minutes per session

Level 3 (ages 9-10)

Level 3 Manual has 18 lesson plans, 30-45 minutes per session

GREAT RESOURCES AVAILABLE:

- Contact Softball Manitoba and we will send you the Learn to Play Teaching Manual(s) and CD-ROM at no cost.
- Clinicians available upon request.
- Enjoy the Program. Equipment is also available (on loan).

PROGRAM CONTACT:

Don Klym, Executive Director

Softball Manitoba

Email: donklym@mts.net

Phone: (204) 925-5673

Fax: (204) 925-5703

Web: www.softball.mb.ca



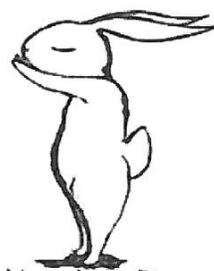
Ways to Use the Bunny Yoga Routines

There are many ways to use the yoga routines. Suggestions include: teach in your PE classes, teach student leaders and have them lead in classrooms at the start or end of a school day or during school-wide brain breaks, use as a spring board to create other yoga routines, post on your PE/school website for families to try at home. Be creative. Have fun.

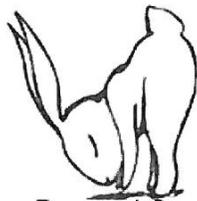
morning yoga routine

Length: 10-15 minutes

Instructions: Hold each pose for 10 seconds and repeat 6 times.



Mountain Pose



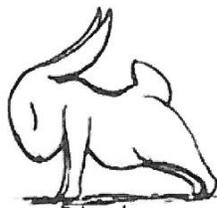
Forward Bend



Left Facing Warrior



Right Facing Warrior



Plank



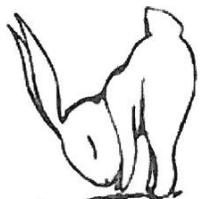
Downward Dog



Upward Dog



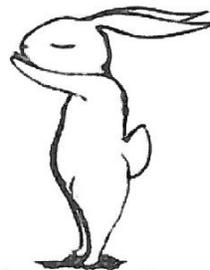
Downward Dog



Forward Bend



Upward Salute



Mountain Pose

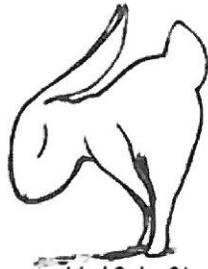


Corpse

afternoon yoga routine

Length: 10 minutes

Instructions: Hold each pose for 30 seconds and repeat 4 times.



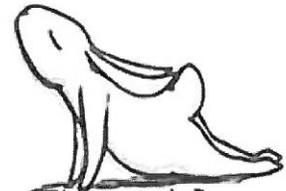
Half Lift



Half Pigeon



Butterfly



Upward Dog



Side Angle



Bound Extended



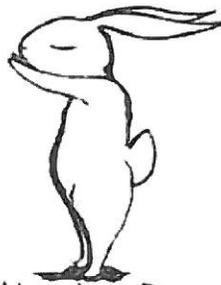
Crescent Lunge



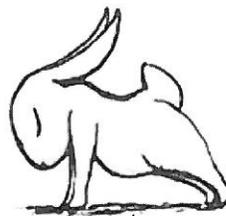
Downward Dog



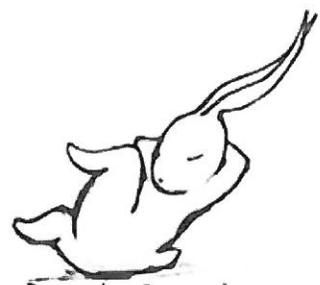
Upward Salute



Mountain Pose



Plank



Bicycle Crunch

Illustrations: Brian Russo (bunnyoga.com)

Page Design: Lily Lago (Pinterest)



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“I overcame my fears”

“My whole world has changed”

For more information contact:

Kelly Giddings

Outdoor Learning, Youth Initiatives
and Member Services Coordinator
kgiddings@manitobacamping.ca

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