

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

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Table of Contents

President’s Message by Carol Peters	2
Journal Editor Note by Krystle Seymour	2
MPETA Updates	2
Schools Physical Activity Coordinator Program Updates	3
Professional Development Fund Report by Tracy Payne-Barrett	4
How ‘50 Things’ Resources meet Manitoba Education’s Physical Education/ Health Education Student Learning Outcomes (SLOs) by WRHA	5
CS4L National Summit by Nicole Clement	6
PHE Canada by Ralph Clark	6
PHE Canada’s Student Leadership Conference by Jon Gurniak	7
Healthy Schools in Motion Workshop	8
Isaac Brock School: MPETA Intramural Grant	10
Westgrove School: MPETA Intramural Grant	10
École West Park School: MPETA Intramural Grant	10
Richer School: MPETA Intramural Grant	11
Landmark Elementary School: MPETA Intramural Grant	11
Memory	12
Team Tag	12
Bocce Ball	13
What Does the Fox Say?	14
Fitness Bingo	15
Ropes	16

President's Message

By Carol Peters



Is it Spring yet? I have been looking forward to some sunshine, no hurricane winds and no snow and rain so I can get my students active outdoors. It has

been a long, long winter here in Manitoba for students and teachers. It's also been a very busy year for MPETA with the change of our SPAC position and the hosting of the PHE Canada National Conference. I'd like to again thank everyone who helped make the National Conference a success! This could not have happened without the many dedicated Physical Education teachers that we have in Manitoba.

I'd like to thank all the MPETA board members for all their work in helping put on the Pre-Conference, National Conference and Healthy Schools In Motion workshop this year. Especially a BIG THANK YOU to the University of Manitoba for hosting the 2013 PHE Canada National Conference. A thank you to Katja Smutny and Krystle Seynour, our SPACs for all their work in organizing the MPETA activities for the year. Everyone in Physical Education has a part to play in keeping our students and staff leading Active Healthy Lifestyles! Great Job!

Next year will see some changes for MPETA as Ray Agostino will take over the position of President. Ray is a physical education teacher and coach at Dakota Collegiate in Winnipeg. I wish Ray all the best!

Have an active and healthy Summer!

Journal Editor Note

Another year has come and gone. Thank you to individuals who submitted articles, ideas, and success stories to the journal. We are always looking for ideas that have worked for you so please keep sharing with us. Check out the new MPETA t-shirts (only \$10) - "PE. is Powerful Education."

Have a great summer.

- Krystle Seymour

MPETA Updates

May 2014

Mark your calendars for these upcoming events

1. TUCK: Thursday October 23, location to be announced
2. MPETA Awards: Thursday October 23 at Murdoch MacKay Collegiate
3. SAGE: Friday October 24 at Murdoch MacKay Collegiate

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

Follow us on Twitter and Facebook

MPETA is on Twitter and Facebook! Follow us on Twitter at: @MPETA_news. Check us out on Facebook at: [mpetacanada](https://www.facebook.com/mpetacanada).

Thompson Publishing: Functional Fitness Charts

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

Girls Forum

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

For more information or to request funding contact us by phone at (204) 926-8357 or by email at mpeta@sportmanitoba.ca.

Geocaching Loaner Program

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

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

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

For more information go to www.mpeta.ca/resources.

Schools Physical Activity Coordinator

Program Updates May 2014

Upcoming Workshops: Mark your calendars!

- TUCK 2014: October 23 – TBA
- SAGE 2014: October 24 at Murdoch Mackay High School in Winnipeg

Check the MPETA website regularly for updates about these workshops! www.mpeta.ca/workshops.htm

Healthy Schools in Motion 2014

Thank you to those who attended the Healthy Schools in Motion workshop on March 14, 2014. Dr. Dean Kreillaars had a wonderful presentation on Physical Literacy. It was a successful day for everyone who attended!

MPETA Professional Development Funding

The MPETA professional development fund is established through constitutional guidelines in November. Once this yearly amount has been expended, no further monies will be available for professional development assistance until the following December. Members may apply for a maximum of \$300.00 in Canadian funds per year to attend a workshop or conference applicable to physical education*. A maximum of \$100.00 will be funded, if the candidate was funded over \$200.00 in the previous year. Following one year of reduced funding (\$100.00) the applicant will again be eligible for \$300.00.

Funding requests are not decided on a first come basis. Rather the committee considers the total number of applications and funds available for an event and ensures that there is equal representation from all regions.

In order to apply, the applicant must have been a FULL MPETA member in good standing for TWO consecutive years prior to the application. First year teachers will

be exempt from this clause. The application must be made prior to the event as requests made after the event will not be considered.

In order to receive the funds, the applicant must provide receipts of expenses incurred from the conference and must provide an article describing the conference or session for publication in the MPETA Journal.

The following activities qualify as long as they are applicable to Physical Education/Health Education:

- Conferences
- Workshops
- Non-Credit courses
- Teacher Initiated Projects

The following activities will not be funded:

- Courses for credit
- PHE Canada when hosted in Manitoba
- SAGE/LIFT

For more information go to www.mpeta.ca/pd.htm.

Girls Forum

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

For more information or to request funding contact Krystle by phone at (204) 926-8357 or by email at mpeta@sportmanitoba.ca.

Merchandise

New MPETA merchandise is available! Our new t-shirts are \$10 each and read "P.E. is Powerful Education". Please look out for these new shirts at upcoming conferences and workshops. They are available to order from the MPETA office, please contact Krystle at (204) 926-8357.

Upcoming Seminars

Krystle will be attending the Physical Activity Coalition of Manitoba general meeting on June 25 at the Wellness Institute.

Exciting New Program for 2014

MPETA is in the first stages of a new idea to promote physical education. We are trying to include phys-ed teachers on a bi-weekly basis to showcase their ideas and activities they do in their class. These activities would be recorded and put on the MPETA website for other teachers to view. Stay tuned to the MPETA website for further information as it becomes available.



Dreams Take Flight

Krystle, our SPAC, is a regular volunteer with children's charity Dreams Take Flight. On April 30th, she went with 110 children to Disneyworld as a group leader. To read more about Dreams Take Flight, go to www.ywg.dreamtakeflight.ca.

Professional Development Fund Report

By Tracy Payne-Barrett, Physical Education Teacher at Chancellor School

Conference

International Teachers conference in Hawaii

Session

English: *Yoga For Children with Namaste the Monkey (32 Postures, Games and Visualization).*

French: *Yoga pour les enfants avec Namaste*
By France Hutchison (Beliveau Editeur)
Collection Peda Yoga.ca

Cost of book

\$29.95 (with CD)

Cue cards are also available. You can easily find it on the internet.

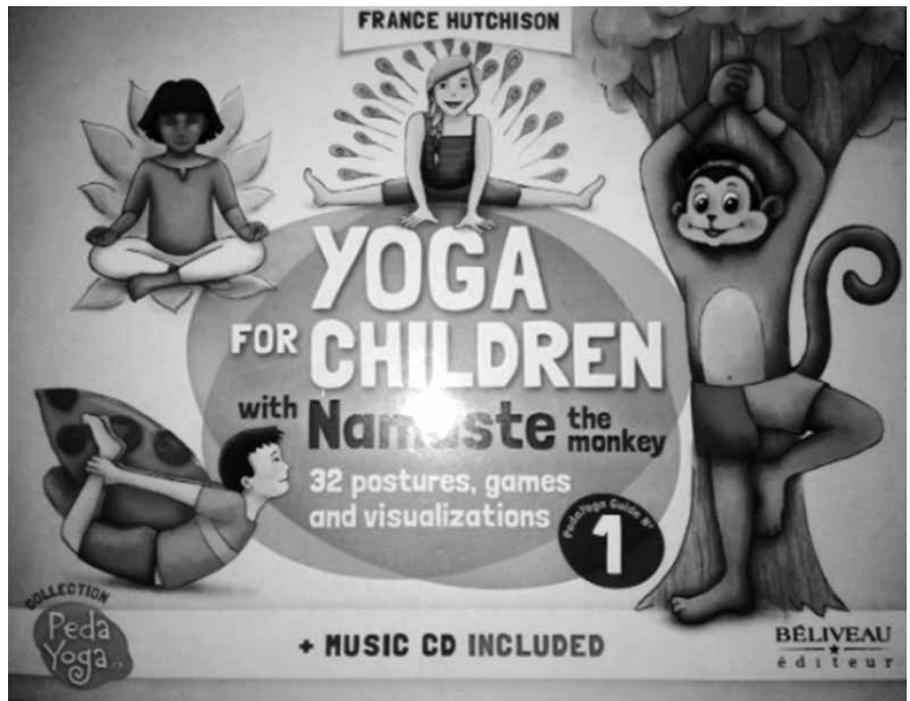
If you are looking to include yoga as part of your practice, this book and cue cards is by far the best resource I have found for Kindergarten to grade 6!

About the author

France Hutchison began her classes when she was a preschool and elementary school teacher. A mother of two children, one of whom suffers from dysphasia, she had the opportunity of working in collaboration with several specialists in order to provide her daughter with education that would be better adapted to the specific characteristics of her development. Now, France specializes in the education of children with learning disabilities and today, she is an educational coach dedicated to supporting and training parents and teachers who have special needs children.

In this book, France brings together yoga techniques she has adapted for children in order to facilitate relaxation and learning. The book comes with a CD and you can also purchase cue cards to go with it.

The book is written in such a simplified manner that children can pick it up and do the poses. In fact, my two daughters wanted to do them right away as soon as I brought the book home. I just sat back



to observe them to see if they could do them by themselves. They are 8–10 and did them easily.

Here is a list of things she covers in her book

Benefits of Yoga, Postures, Advice for children who are agitated and have learning disabilities, Examples of a 30 minute session, Breathing techniques and games and Visualization techniques.

In my opinion, mental wellness is something that gets forgotten and we often do not treat strategies to help cope. Yoga is a wonderful technique to help teach children how to calm themselves by either using poses or various breathing techniques.





Information

How "50 Things" Resources meet Manitoba Education's Physical Education/Health Education Student Learning Outcomes (SLOs):

For Gr. 7, this includes:

K.5.7.D.2

Explain different consequences, related to different variables (i.e., fair play, legalities, performance, medical, safety, and financial implications), of taking harmful and beneficial drugs or other substances (e.g., antibiotics, anti-inflammatories, stimulants, narcotics, anabolic steroids, marijuana, diuretics, herbs). The portfolio identifies many health consequences of tobacco use.

The following two SLOs could be addressed, using the portfolio as the beginning point for the discussion:

K.4.7.A.3

Explain the benefits of using the decision-making/problem-solving process for making responsible and health-enhancing personal decisions (e.g., prevents impulsive and/or negative decisions, contributes to long-term health).

S.5.7.A.4

Apply decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse (e.g., over-the-counter drugs, supplements, performance-enhancing drugs, tobacco, alcohol, street drugs, restricted drugs).

For Gr. 8, the posters directly connect to:

K.5.8.A.1

Examine positive and negative health habits of daily living for self and/or others (e.g., daily physical activity, skin care, hygiene, dental hygiene, rest, caring for others, handling/sharing of food/beverages, tobacco use).

K.5.8.A.2

Examine lifestyle practices (e.g., physical activity habits, nutritional habits, use of tobacco and alcohol, rest habits, personal hygiene, stress management...) and their effects on body systems (e.g., contribute to or prevent coronary heart disease, diabetes, hypertension, cancer, osteoporosis, obesity, depression).

Both of these SLOs deal with health effects of tobacco use and other choices related to healthy living.

In addition, the three SLOs listed below could be addressed in follow-up to the first two above to discuss the social factors involved in deciding whether to initiate tobacco use (i.e. peer pressure, low self-esteem, trying to fit in), learning refusal skills, and how to deal with anxiety/stress in healthy ways:

K.4.8.A.3

Describe the social factors (e.g., self-esteem, interests, opinions, abilities, interpersonal skill) that affect the decision-making/ problem-solving process in group situations.

K.4.8.B.2a

Describe examples of assertive behaviours (e.g., saying no to something that makes you feel uncomfortable, including others who are left out...) for resisting negative peer pressure.

K.4.8.C.4a

List healthy strategies (e.g., seeking support from others and community resources, positive self-talk, physical exercise...) and unhealthy strategies (e.g., smoking, alcohol misuse, isolation, fighting...) for dealing with stress and/or anxiety.



Winnipeg Regional
Health Authority
Caring for Health

Office régional de la
santé de Winnipeg

À l'écoute de notre santé

CS4L National Summit

By Nicole Clement

I was fortunate to attend the CS4L National Summit in Gatineau QB. Of the 520 delegates there were only 3 teachers (all from Manitoba). My goal was to learn as much as I could about Physical Literacy. On the first day, after a great keynote - Ian Mendes (Sportsnet), Mathieu Schneider & Rob Zamuner (NHLPA) and two wonderful sessions - Physical Literacy Best Practices & Physical Literacy in the Educational Setting, it was clear to me that we are doing things right in Manitoba. Delegates were shocked and wanted to speak to us because we have 'Daily P.E' taught by 'Specialists'. We were rock stars!

The second day I had the pleasure to hear Monika Schloder address, Developing Physical Literacy through a Progressive Development Model for Young Participants. She blew me away. Did you now that 73% of children ages 12-13 drop out of sports,

mostly because it is no longer fun! We have moved from skill training for all to sports that are competitive oriented. Her motto is FUN-FINTESS-FUNDAMENTALS! Monika did an 8 year study to 'prove' physical literacy. She took a group of 24 children between the ages of 4-5 and trained them in multiple sport skills for 8 years. A perfect example was her son who was a provincial gymnast, then track hurdler and high jumper, then received a NCAA scholarship for tennis then moved onto professional beach volleyball. Some may say that he is a 'born athlete', I think it is because he was raised developing his physical literacy instead of spending 12 months playing only one sport.

The best part of her session was the videos of the children doing different Physical Literacy exercises. We are all doing them in our gyms but probably don't 'purposely' intend for them to be physi-

cal literacy. I think warm ups are the best time to focus on physical literacy;

- modified ballet stretches
- creative stretching (have partners sit in a straddle and pass a ball back and forth)
- bench activities (use a bench as a beam walking forward, grapevine, pull on your stomach, hands on bench jumping over bench, inch worm - do all forward and backward)
- have students do laps around the gym but every 30 seconds change the direction and movement (crab walk, grapevine, skip backward, run, dance).

Although the conference was not specially geared for teachers I felt it helped me understand physical literacy a little bit better. Here is how I explain it, "Physical Literacy is a tool kit of movement skills. If you want to play sports and enjoy them for a lifetime, you need to learn the fundamentals".

PHE Canada
Physical & Health Education Canada



EPS Canada
Éducation physique et santé Canada

- Physical and Health Education Canada (PHE Canada) released two reports that highlight a wide gap between Canadians' expectations of teachers and the preparation and education that new teachers receive when it comes to student mental health and resiliency. The first report, "Mental Health Education in Canada: An Analysis of Teacher Education and Provincial/Territorial Curricula" is an analysis of teacher pre-service mental health courses in Canada, a review of provincial and territorial curricula on mental health, and findings of focus groups with teachers, principals, parents, and youth on mental health education. This report is accompanied by findings of a national survey of Canadians entitled, "The Responsibility to Promote

Resiliency: Public Perspectives on Mental Health Education and the Canadian School System." For more information on these reports go to www.phecanada.ca/resources/news/new-report-reveals-teachers-ill-equipped-address-mental-health-issues-classroom

- PHE Canada's Special Meeting of the General Assembly will take place May 30, 2014 in Ottawa. Voting Members of PHE Canada are invited to attend and take part.
- This year's At My Best Play Day will officially take place on Friday, June 13, 2014. PHE Canada invites your school to sign up and join in the fun! Celebrate Play Day with your school on June 13th, or any other day that is convenient for you.
- Call for Participants at the 2014 Student Leadership Conference is now open.

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

This is an excellent opportunity for like-minded post-secondary students from across Canada who are involved in the physical education, health, sports, and related fields. This year's conference takes place September 17-21, 2014 at Cedar Ridge Camp, in Bancroft, Ontario. Early bird deadline is June 15. Additional information can be found by going to www.phecanada.ca/events/student-leadership-conference

- Start planning today for the next PHE Canada National Conference "A Physical Literacy Uprising!" which will take place in Banff, Alberta April 30 to May 2, 2015. Additional details of this professional development opportunity will be available in the near future. www.phecanada.ca/events/conference2015

PHE Canada's Student Leadership Conference

By Jon Gurniak

It's hard to fully describe how four days spent at PHE Canada's 10th annual Student Leadership Conference managed to change my perspective on leadership. Myself and 67 other aspiring physical education teachers from all over Canada spent four days in Bancroft Ontario learning what it meant to be a leader in the world of physical education.

The biggest lesson I learned is that as a leader sometimes you need to step up and sometimes you need to step back. As future teachers and leaders we were all eager to display our leadership skills and our ability to take charge. However, the truth is everyone brings their own unique individual skills and strengths. I learned that a great leader is someone who recognizes the strengths of others and can empower them to reach their full potential.

A valuable lesson we all learned is that as a leader you need to ensure that the people around you know that you believe in them. To be successful you need to believe in yourself through good times and bad. In the face of adversity people are more likely to believe in themselves if they are supported and empowered by the people around them. As physical educators this ability to inspire confidence is crucial to empowering students to be physically active. For the past 3 years I have volunteered with Big Brothers Big Sisters of Winnipeg. Through this experience I've learned what it means to be a mentor and ever since this conference I have come to further appreciate the value of instilling confidence in youth.

This conference was filled with meaningful and insightful quotes and one that resonated with me was:

"Experience is not what happens to a person: it's what a person does with what happens to them" (Aldous Huxley)

Our four days in Bancroft were filled with opportunities for us to put leadership ideas into practice. From guiding a blindfolded group member up a rock climbing wall to tying canoes together and paddling out onto the lake, this conference had that and everything in between. I know that the lessons learned while attending this conference will influence myself and everyone else as we set out into the world of physical education. With the knowledge and our experiences in hand we will take what we learned and apply it in our careers day in and day out.

The opportunity to attend the 10th annual PHE Canada Student Leadership conference has given me new direction and perspective in my future career as a physical education teacher. This upcoming fall I will be starting my first semester in the Faculty of Education at the University of Manitoba. The experience I gained at this conference will continue to guide and influence me as I continue my drive toward becoming a physical education teacher. I would like to thank MPETA and the University of Manitoba's Faculty of Kinesiology and Recreation Management for affording me the opportunity to have this experience. I implore all aspiring physical education teachers to consider attending the Student Leadership Conference as it will inspire you and challenge you both as a leader and as a student.

Exercise Ball Transport

Equipment

One Large inflatable exercise ball and two pylons.

Objective

A group of students must find a way to transport the exercise ball from one pylon to another without letting the ball touch the ground. By gradually modifying the rules you can encourage students to work as a group and think outside of the box.

Rules

The initial transportation can be done with no additional modifications. After the first successful transportation you can modify the rules to make it more of a challenge for the group.

Example modifications

Not allowing participants to touch the ball with their hands, only allowing non-verbal communication or limiting the amount of participants who can be touching the ball at any given time.

Chuck the Chicken

Equipment

One rubber chicken.

Objective

Score as many points as possible before the other team can stop your turn.

Rules

Participants are divided into two teams and a member from one team chucks the chicken as far as possible. Once the throwing team has thrown the chicken their team bunches together while a teammate tries to run as many circles around their group as possible. Each lap ran around the group scores one point and the runner keeps going until the other team stops him or her. To stop the runner the other team must grab the chicken and assemble a single file line. Once lined up they move the chicken from the front to the back of the line. To move the chicken the team must alternate between passing it through their legs and over their head. Once the chicken reaches the back of the line the runner stops and the teams switch roles.

Healthy Schools in Motion Workshop

The Healthy Schools in Motion workshop was held on March 14th at the Sinclair Park Community Centre. We had 60 delegates who came to hear Dr. Dean Kreillaars speak about Physical Literacy. Carol Peters, Darla Armstrong, and Krystle Seymour were all in attendance from the MPETA executive. Check out the pictures taken throughout the day!

Below: Honorable Sharon Blady (Minister of Healthy Living and Seniors) came to the workshop to give greetings to all delegates.





Above: Dr. Dean Kreillaars making everyone work during the afternoon session.



Left: MPETA members, Darla Armstrong, Paul Paquin, Walter Fehr and Carol Peters eating lunch catered by Naleway Catering.

Isaac Brock School

2013-2014 MPETA School Intramural Equipment Grant

By Leslie Parsons

The physical education department at Isaac Brock School has used the School Intramural Equipment Grant to purchase Pickleball equipment. The equipment purchased included sixteen racquets, twelve wiffle balls and a teaching DVD. The purchase was made from Pickleball Depot in Vernon, B.C. The total cost was \$460.00 and the addition funds used were from the physical education budget.

Pickleball is becoming one of the fastest growing racquet sports. The game is traditionally played on a badminton sized court with special Pickleball paddles, made of wood or graphite materials. The ball used is similar to a wiffle ball, but slightly smaller. The lower net and wiffle ball allow the game to be accessible to people of all ages and abilities.

Grade 3 to 6 students have been playing during the lunch hours, but more impor-

tantly Pickleball has been a wonderful addition to our racquet sport unit in physical education. All grade levels have had the opportunity to use the raquets and experience this new sport.

The students and staff of Isaac Brock School are looking forward to many years of enjoyment and skill development from our Pickleball racquets. Thank you to MPETA for the Intramural Equipment Grant that made this purchase possible.

Westgrove School

2013-2014 MPETA School Intramural Equipment Grant

This year at Westgrove School we used the MPETA grant to purchase Rainbow Rubber Chickens. We purchased 4 sets from GOPHER (\$59/set= 304.44 with shipping). We used the Rubber Chickens for Rubber Chicken Hockey/Soccer during lunch time games. We play with multiple soccer balls and every student (including goalies) have a Rubber Chicken. Students may only hit the ball with their Rubber Chicken. It's been a great activity to get kids engaged with physical activity.

They love the chickens. The students also use the chickens to cheer for teammates (since they have a squeaker in them).

Our kids LOVE the equipment and are begging to use them all the time. We have used them for our striking unit in class and are going to use them for our baseball lunch time activity in June.

Please contact me if you have any questions about ordering nclement@pembinatrails.ca.



École West Park School

Submitted by Carol Peters

Ecole West Park School is very thankful for the Manitoba Physical Education Teachers Association's School Intramural Equipment Grant! We have been looking for ways to improve the Fundamental Movement Skills and Physical Literacy of our students in Grade 4 through 6 in our school outside of their Physical Education classes. This has given us an opportunity to setup stations throughout our gym during intramural time for our students to work with a partner and move through

each station. We play music during this time and stop the music after 2-3 minutes so our students can rotate to the next station. Students enjoy the Active Start: Fundamental Movements Functional Fitness Charts developed by Thompson Educational Publishing. There is no competition or no scores to be kept so the students just have fun performing the movement skills stations. The cost of the Functional Fitness Charts is \$270.00 per set.

There are also three more sets of charts that can be purchased for Grades K-9 which , are: Yoga I: Begin and Explore, Perfect Practice: Learn to Play and Game On: Ready to Play. For those of you who teach Grades 9-12 there are 4 sets of charts for you as well. They are: Yoga II: Mind, Body, Soul, Body Weight: Everyday Equipment, Tubing, Dumbbells, Kettlebell, and Medicine Ball, Stability Ball, and Reaction Ball.

Richer School

2013-2014 MPETA School Intramural Equipment Grant

Our students kept asking what they could do to “get in better shape” or how they could improve their fitness testing results. After many repetitions of both running and basic exercises (jumping jacks, wall jumps, etc.), we started looking for some new, challenging, and enjoyable fitness options. Our newly created intramural fitness club was very excited to receive some new equipment with the help of the MPETA School Intramural Grant. I had been to several workshops that used agility ladders and hurdles for fitness stations and found that they could be used in many different ways with varying levels of intensity for students at different fitness levels. We were able to purchase three Flat Agility Ladders which can be used as six regular sized ladders or attach to make three longer ladders. We also received two sets of Adjustable Height Hurdles for a total of twelve possible hurdles of varying difficulty. Finally, we received a COREFX Launch Trainer, which is a set of belts and a resistance band for

partners to help each other performance movement and resistance training drills.

The total cost of the equipment was \$362.32 and it was purchased from Wintergreen. Our physical education budget was able to cover the additional funds that were not provided by the MPETA Grant. The new equipment has given us several options for what our students can do during their intramural fitness time. The Flat Agility Ladders alone allow us to set up six different stations with a different foot pattern to be performed at each ladder, which requires students to focus on the mental aspect of their fitness as they improve coordination and look to increase their agility and foot speed. The Adjustable Height Hurdles are great as they can be adjusted to several heights, which allows students to set up progressions that increase in difficulty or stations with different heights for students to attempt the levels they are comfortable with. The COREFX Launch Trainer works

well as students can work in partners on resistance running and movements to increase explosiveness. Because the belt allows the band to swivel, partners can switch turns and directions without adjusting the equipment. Students have also enjoyed the opportunity to create an obstacle course using all of the fitness equipment. This allows them not only to get a great cardiovascular workout, but gives them the chance to be creative as they determine what the course will look like, how difficult it will be, and what adjustments can be made to make it both easier and harder depending on needs. Students have also enjoyed the challenge of timing their course completion and working towards improving their time even by less than a second. The next challenge will be to have our staff join the students for their own fitness training. Perhaps the most exciting part is that all participants can choose what they do and what pace to go at. Thank you again to MPETA for making this possible at our school.

Landmark Elementary School

2013-2014 MPETA School Intramural Equipment Grant

By Kailey Penner

Our School used the Intramural Grant this year to order a fun and interesting new game called Pursuit Ball. This game is great as it captures the constant movement elements of soccer and hockey with the throwing elements of baseball with the basketball-like mobile baskets. There are variations of the game you can play like; 2-team Pursuit Ball and competition mode. In 2-Team Pursuit Ball, students can play a cooperation game where their teammates attempt to work together to gather their own colored balls the quickest. In competition mode, teams try to put their team colored balls into the other goal while their goalie maneuvers to avoid them. We ordered the 6 team set with 6 goals which comes with 72 balls in total, color coded to match the goals. This six color set allows you to have three games of two teams running simultaneously or one giant six-team game. There are also a variety of relays you can organize with this equipment. The baskets are easy to store as they are made of spring-steel with a pop-up construction. The 6 team set costs a total of \$295.00 and was purchased from the School Specialty, Physical Education and Recreation catalogue. The grant covered the entire cost of the equipment, including taxes and shipping. I would highly recommend this activity if you are looking for a new game that involves movement, fitness and a whole lot of fun!



Memory

Grade Level

Elementary/Middle School

Equipment

- 2 sets of numbered sports, 1–30
- A stopwatch

Game/Activity Description

Each participant faces a partner on the opposing side of the centerline. The partners will be working together during this cardiovascular exercise to find spots that have the same numbers. When equivalent spots are found on their respective sides, they are to be placed together on the centerline. The goal is to have all the numbers matched up as quickly as possible! Individuals must remain on their side of the line for the duration of the game. A participant may have more than one number turned over at a time. For example: if Angel and Renee are partners, Angel could turn over the number "4" and Renee turn over "10". They yell to each other what their numbers are, and upon hearing that the numbers do not match, they place the spots down, numbers hidden, and move on to the next spots. Participants may not change the placement of any spots, unless a match has been found. Participants may assist other players verbally in locating spots, but may not give them to each other.

Fitness Focus

For students to get a moderate cardiovascular workout while communicating with partners. The skill area is agility, reaction time, and speed. The fitness component includes intensity and time.

Literacy Concept

Students must verbally communicate and work together as a team to find matching numbers, using strategies and memorization with their partners.

Team Tag

Grade Level

Elementary/Middle School

Equipment

One Ball (Tennis, fleece, etc.) per team of 3–4 people. Balls must have some kind of distinctive marking so that they are identifiable by team.

Game/Activity Description

1. Divide the class into groups of three or four.
2. Have students take their pulses to determine their starting heart rates (or assess where they are on the scale of exertion). Review as necessary.
3. Explain that the goals of Team Tag are threefold: Tag Members of other teams. Avoid being tagged yourself. Keep your own team alive and active as long as possible.
4. Explain that this final goal is the priority.
5. When tagged, one must go down on one knee.
6. Review, if necessary, what a safe tag looks like (gently, on the back only, etc.)
7. Each team has its own unique fleece ball, tennis ball or soft toss. If a team member is tagged out and doesn't have possession of the team ball, it can be thrown to them from another

team member in order to return to the game.

8. If a team member is tagged while in possession of their ball, they must hand it off to another teammate in order to reenter the game.
9. Catching and throwing skills are not critical. Fumbling is fine (possession is 10 tenths of this law). Balls may be rolled, bounced or tossed, but no one may interfere with the ball of another team.
10. After one minute of play, call a pause and have each student take his/her pulse and note how it has changed since the game started (or assess their rate of exertions). Allow time to strategize.
11. Continue play. Have the group pause once or twice more to take their pulses.

Fitness Focus

To elevate the heart rates and to understand how our bodies respond when our heart rates are elevated. Agility, coordination, reaction time, and speed are all exercised in this activity.

Literacy Concept

Students must write on the wall different strategic plans when they get out to help their teammates.



Bocce Ball

I was thrilled when I first heard about this grant through a colleague who had been browsing the MPETA website. I was having a hard time trying to decide what non-traditional equipment I would like to have for the students. I knew I wanted something I could use both indoors and outdoors but what. Then it dawned on me... bocce ball. I loved playing it as a kid and still have a blast playing with friends and family. What a great way to get groups of students playing cooperatively while practicing a variety of skills.

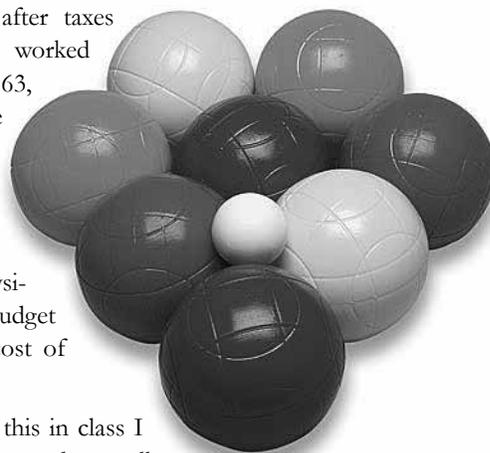
I began looking through magazines and found a great inexpensive way to introduce indoor lead-up target games for bocce ball. I ordered 4 carpet bocce sets from Spectrum Educational Supplies for \$20.65 each. When I first used them in the gym I just had the students see who could get their bocce puck closest to the target. I had all the students line up at one end of the gym with their carpet bocce puck in hand. On go, students slide their disc along the floor trying to get as close to the pallino (white target puck) as possible. I repeated this moving the target to a new location each time. I have since placed felt on one side of each puck, (this allows them to slide easier on the hard gym floor). Once the whole class has done this a few times I split them into 4 groups and had them do the same thing but this time they were to count a point each time their puck was the closest to the pallino.

After 2 classes I took my students outside with a traditional bocce ball set. I purchased 5 sets from Costco at \$39.95 each. I then taught them how to play bocce as follows:

- First play one time rock, paper, and scissors to determine who starts the game. The winning team can choose to either place the pallino (white target ball) or throw the ball first.
- To start the game a team must first place the pallino by throwing it to a spot in the playing area (playing area should be on a flat grassy area about the size of a badminton court). Pallino should be at a distance of at least 20 feet away.
- The team that did not place the pallino stands behind a throwing marker (use a stick or rock) and makes the first throw. Players alternate their throws between teams and teammates. I had to have 4 students on a team due to large class sizes. One team throws one ball then the other team throws a ball until there are no more balls to be thrown.
- Players can either place their ball close to the pallino or try to knock the pallino closer to their balls that are already in play. Students can also hit the balls that have already been played. They can theirs closer to the pallino or they can try to knock away their opponents' balls.
- Like in curling players get one point for every ball that is closer to the pallino than their opponents.
- Players should roll the ball along the ground.

My total bill after taxes and shipping worked out to be \$330.63, and since the grant is only for \$300.00 I used some money from our school physical education budget to cover the cost of the rest.

Since teaching this in class I have had a few students tell me that they asked their parents to buy the same set from Costco and are playing it together as a family. I think this is great and helps not only promote manipulation skills but gets kids off the couch and outside socializing with friends and family.



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What Does the Fox Say?

Choreographed by Lori Bifarella and Anthony Ianni

Grade Level

Elementary

Equipment

Music and animal pictures

Music

What does the Fox Say? by Ylois

Description

Students will learn the names of the animals on a farm and the sounds the animals make. Show the students the pictures of the animals and practice the sounds each one makes. Follow the directions/steps listed below for the dance. Teach the movements in small pieces.



Game/Activity Description

Lyric	Movement
Dog goes woof	Ears with hands on head (One bent)
Cat Goes Meow	Claw
Bird goes tweet:	Back of hands together and wiggle fingers
Mouse goes squeak:	Squat low to floor
Cow goes Moo:	Extend neck out/ push arms down and back
Frog goes Croak:	Frog Jump 2X's
Elephant goes Toot:	One arm up other arm over eyes and sway up and down
Duck says Quack:	Flap elbows
Fish goes Blub:	Fingers spread out next to cheeks
Seal goes OW OW OW	Cross arms /palm clap
But there's one sound That no one knows:	Point one finger and 1/2 turn
What does the fox say?	Jump half turn with arms out (Huh)
Ring-ding-ding-ding-dingeringeding!	Two steps to the right, two steps to the left and two steps to the right
What the fox say?	Jump facing front with open arms
Wa-pa-pa-pa—pa-pa-pow!	Cross punch R-L uppercut to the right. Repeat to the left- repeat to the right
What the fox say?	Jump facing front with open arms
Hatee-hatee-hatee-ho!	Reverse lawn mower down to the right up to the left- down to the right
What does the fox say?	Jump facing front with open arms
Joff-tchoff-tchoffo-tchoffo-tchoff!	Karate chops to the right- left- right
What the fox say?	Arms out (huh)
Big blue eyes	Side step touch to right
Pointy nose	Side step touch to the left
Chasing mice	Side step touch to right
and digging holes	Side step touch to the left

Tiny paws	Side step touch to right
Up the hill	Side step touch to the left
Suddenly you 're standing still	Stand Still
Your fur is red	Swim- backstroke arm up freeze
So beautiful	Swim back stroke other arm up freeze
Like an angel in disguise	Both arms full circle back to top
But if you meet	Swim-backstroke arm down to hips freeze
a friendly horse	Swim back stroke other arm down to hips freeze
Will you communicate by	(Freeze)
mo-o-o-o-orse?	ROBOT move like a robot
How will you speak to that	FREEZE
ho-o-o-o-orse?	Gallop in place face right for 3 - left for 3- right for 3
What does the fox say?	Jump facing front with open arms
Jacha-chacha-chacha-chow!	Twist—with palm down waving arms low
What the fox say?	Jump facing front with open arms
Fraka-kaka-kaka-kaka-kow!	Running chicken 3- right- 3 left- 3 right
What the fox say?	Jump facing front with open arms
A-hee-ahee ha-hee!	Arms high in the sky and low to your toes
What the fox say?	Jump facing front with open arms
A-oo-oo-oo-ooo!	One hand on hip-Slowly point up to the moon and howl
Woo-oo-oo-ooo!	Slowly raise second hand and point to the moon
What does the fox say?	Hands on hips and look up

Fitness Focus

Students will demonstrate the ability to use basic walking steps in several body directions while demonstrating rhythmic accuracy with their steps. Students will state that dancing makes their heart go faster and is good exercise.

Literacy Concept:

- The ability to read and respond to the environment and to others in interaction
- The ability to use the body as an instrument of expression/communication

- The ability to articulate / demonstrate knowledge, skills and understanding of health

The road to literacy truly runs through every classroom, whether it has desks and chairs, or merely lines on the floor.

Fitness Bingo

Grade Level

Elementary/Middle School

Equipment

1 Fitness Bingo sheet per student, 1 pen/pencil per student

Game/Activity Description

Students learn more about each other through conversation. They can see that by being physically active they can be social and work cooperatively in a group.

1. Teacher hands out the bingo sheet and pencils. Students try to get all the squares initialed by someone who has

- a. done what is written in the square.
- b. Student can only ask a person about 1 square. Then they must find another person to ask.
- c. Students can respond to as many people as possible, or whoever asks them. Could give a +1 to students who are able to fill the entire sheet.

Variation: Create a class original Bingo sheet, where each student comes up with 1 square and writes it on the large board. Use this board at the end of the unit as a mini-quiz.

2. Gather the class back together after 10 minutes and review the answers to

questions.

3. Closure: Were you surprised by any student's response to a Bingo square? Are you interested in learning more about some of the topics covered in the activity?

Fitness Focus

Fitness knowledge

Literacy Concept

Social interaction through communication, Writing their answers on the bingo sheet, reading directions and listening.

Rope Types and Sizing

Speed-Style Ropes are lightweight and easy to turn. They are advisable for group class purposes, as these ropes are easily adjustable for use in multiple classes (by tying knots) where participants vary in height.



Fitness & Training Speed Ropes are similar to the standard speed style ropes with larger handles and heavier cord and are often favored in high school classes.



Beaded-Style Ropes are not as easy to adjust for multiple users but the added weight keeps a good turning arc and the sound of them hitting the floor helps develop rhythm. These ropes are best for outdoor programs.

PowerBead™ Ropes have double thick beads with larger 5" handles making them ideal for conditioning workouts and training. A weighted rope is a great for speed and double under training as well as to increase the overall intensity of your workout.

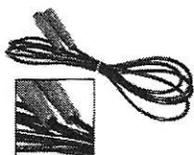


Other rope styles:



elitejumper™ litespeed™ A unique, ergonomic designed aircraft grade aluminum handle (eliminating forearm fatigue) with our custom designed teardrop™ ball-bearing that is replaceable and held in place by a shaft collar and set screw. The elitejumper™ litespeed™ provides an **ultra-smooth and fast turning motion for speed and multiple under training.** This style can use wire or pvc cords.

elitejumper™ XL speed uses heavier aluminum handles with foam cushioning with a ball bearing and swivel system. The elitejumper™ speed provides an **ultra-smooth and fast turning motion for speed and multiple under training** This style can use wire or pvc cords.



elitejumper™ Fitness & Training Speed Ropes are similar to the standard speed style ropes with larger handles and heavier cord but features a stainless steel ball bearing press fit into the tips. The ball bearing allows for smoother and quicker turning of the rope.

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Rope Length

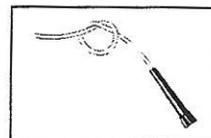
Choose from 7, 8, 9, 10 or 11 ft. lengths depending on the height of the individual (see chart below). Speed-style ropes are best for multi-user purposes since they are easily shortened (tie knots to adjust) for different participants:

Rope Length	Participant's Height
7 ft.	Up to 4 ft. 10 in.
8 ft.	4 ft. 10 in. - 5 ft. 3 in.
9 ft.	5 ft. 4 in. - 5 ft. 10 in.
10 ft.	5 ft. 11 in. - 6 ft. 3 in.
11 ft.	6 ft. 4 in. and taller

To determine the approximate rope length for an individual participant, stand on the centre of the cord. The handle tips should reach to the armpits. As the rope is jumped, it should just brush the floor beneath the feet. If the cord doesn't touch the floor, the rope is too short. If the cord hits the floor in front of the skipper, the rope is too long and should be shortened. **Note that more experienced participants will hold their hands lower which requires a shorter rope.**

To shorten a speed rope, place a knot in it as seen here.

To shorten a beaded rope, untie the knot, remove beads and retie. Be sure to use a figure 8 knot for safety.



Safety First!

General Suggestions

- Wear athletic shoes with athletic socks, preferably aerobic or at least cross-training shoes.
- Wear comfortable, fitness clothing.
- Allow adequate space around each participant. Make sure the floor is smooth, flat, dry, and clear of other equipment or articles.
- Warm up before jumping rope.
- Emphasize the importance of a cool down/appropriate stretching.
- Participants should put their heels down from time to time while jumping.

Justification

- Proper footwear helps to protect the participant from joint injury.
- Enhances comfort, skill development and injury prevention.
- Prevents participants from being hit with a rope, slipping, or tripping.
- Lowers risk of injury.
- Participants will avoid sore, tight muscles.
- Avoids damage to the Achilles tendons.

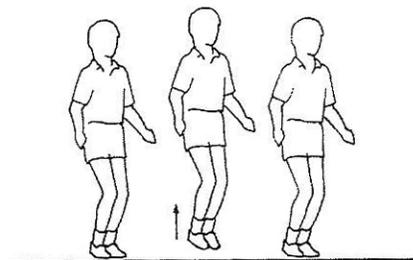
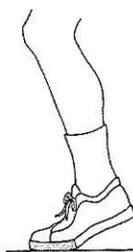
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- Beginners should start slowly, taking time for active rest when necessary and gradually building up to a more vigorous level over a period of days or weeks.
- When teaching skills be sure that the basics are mastered before moving on to more complex skills.
- Watch that the correct rope size is being used
- Jump rope can quickly raise the heart rate above the training zone if done inefficiently or too intensely. **Participants can complete the skills without a rope or with low impact as alternatives (active rest).**
- This will allow the participants to have more success and will ensure they have the strength and co-ordination to complete the skills
- Using a rope that is the incorrect length (too long or too short) can cause tripping hazards



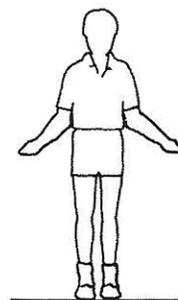
Emphasize that participants can self-modify with low or no impact movements with or without the rope with a goal to increase jumping with rope over time.

Biomechanics of Jump – this is critical for safety and success



To perform a Two-Foot Jump, the participant keeps both feet together and uses low, relaxed bounces (only high enough for a rope to pass under) with soft landings. Participants should occasionally put their heels on the ground as they land, as this will help prevent the shortening of the Achilles tendon and avoid discomfort and injury.

Participants keep their elbows close to their body. Hands are 10 to 12 in. away from the body (palms facing forward) and a little below waist height. Note the posture of the jumper. Head is facing forward, shoulders back, abdominals are activated, posture erect. A common error is for a jumper to roll the shoulders and lean forward.



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Teaching Progression:

Two Foot Jump:

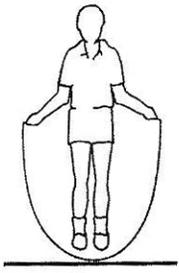
1. Jump with no rope to ensure proper jump
2. Jump with rope swung at side for coordination of jump and turning
3. Toe catch
4. One jump → two jumps → 10 jumps → 20 jumps → 50 jumps → 100 jumps

Further skills:

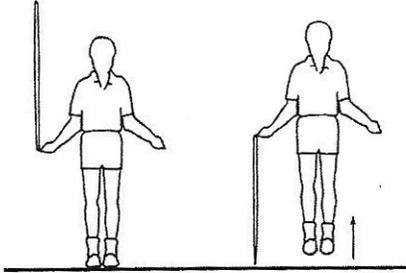
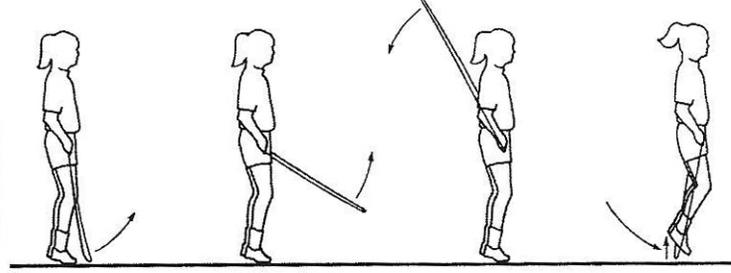
1. One foot skills (take off and land on one foot)
2. Basic arm actions (side swing and front cross)
3. Rotations (body pivots to change direction)
4. Advanced arm actions (intricate arm actions)
5. Advanced strength skills (consecutive and multiple double unders)
6. Combined skills (combinations of the above).

Note: this workshop will only cover skills pertinent to drills discussed

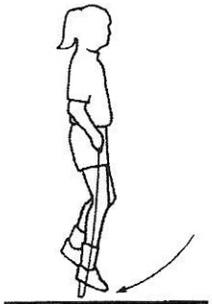
Basic Skills

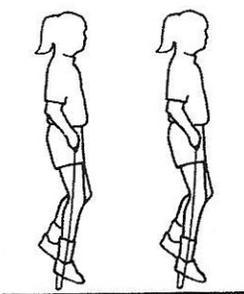
Two-Foot Jump	Technique	Common Errors	Teaching Tips
	<ul style="list-style-type: none"> -posture is erect, looking straight ahead -legs are together -take off and land on both feet -jump over the rope on each turn 	<ul style="list-style-type: none"> -jumping too high -heavy landings -poor posture -poor arm actions 	<ul style="list-style-type: none"> -land softly on the balls of the feet, putting the heels down occasionally -avoid looking at the floor -use small wrist turning action

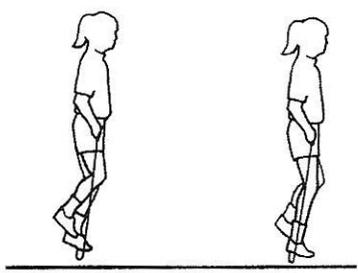
Backwards Skipping

	
<p>Turn the rope backwards BESIDE you and practice jumping to match.</p>	<p>Begin with the rope in front of the feet. Make one large, backward arm circle, then continue turning the rope using the wrists.</p>

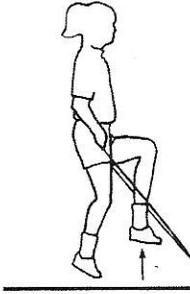
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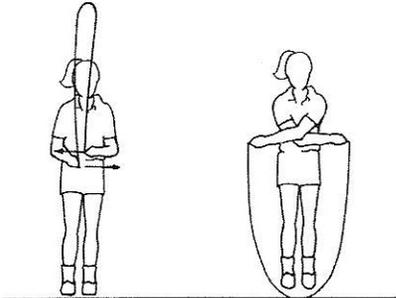
One-Foot Jump	Technique	Common Errors	Teaching Tips
	<ul style="list-style-type: none"> -posture is erect -jump repeatedly on one foot on each turn of the rope -practice jumping on the other foot 	<ul style="list-style-type: none"> -irregular rhythm -kicking heels back -bending over 	<ul style="list-style-type: none"> -leader claps a rhythm to match -look forward at a spot on the wall for concentration and posture

Boxer	Technique	Common Errors	Teaching Tips
	<ul style="list-style-type: none"> -posture is erect -jump twice on each foot (2x on right, 2x on left...) 	<ul style="list-style-type: none"> -irregular rhythm -kicking heels back -difficulty switching from one foot to the other -foot after each pair of jumps 	<ul style="list-style-type: none"> -leader claps a rhythm to match -reduce number of One-Foot Jumps on each foot until the skipper is jumping twice on each foot

Alternating Step	Technique	Common Errors	Teaching Tips
	<ul style="list-style-type: none"> -jump alternating feet from left to right, left, right -posture is erect -begin slowly and gradually increase speed as skill improves 	<ul style="list-style-type: none"> -irregular rhythm -kicking heels back or out 	<ul style="list-style-type: none"> -leader claps a rhythm to match -reduce number of One-Foot Jumps on each foot until the skipper is jumping once on each foot

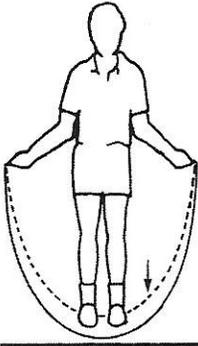
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High Step	Technique	Common Errors	Teaching Tips
	<ul style="list-style-type: none"> -do a Two-Foot Jump, then raise one knee, Two-Foot Jump, raise the other knee... -keep body weight over jumping foot for balance -raise knee to at least waist height, point toe 	<ul style="list-style-type: none"> -irregular rhythm -slow weight transfer -not raising knee high -losing balance 	<ul style="list-style-type: none"> -look forward at a spot on the wall for concentration and posture -leader claps a rhythm to match -begin with a "low" raised knee to help keep balance and gradually increase height

Front Cross	Technique	Common Errors
	<ul style="list-style-type: none"> -as the rope goes over the head, stretch to cross arms in front of body -jump through the loop created by crossing arms -arms uncross as the rope goes over the head on the next turn of the rope 	<ul style="list-style-type: none"> -rope loop too small to jump through because elbows not touching -holding crossed arms too high or too low -catching a foot in the rope -pointing handle tips up, down or into the body (causing the rope to touch the body and stop)

Teaching Tips:

- participant may remain stationary while swinging rope
- "walk" through the skill before trying it with a jump
- practice crossing and uncrossing**
- practice keeping arms crossed for four turns before uncrossing
- create a pattern of crossing and uncrossing
- using a slightly longer rope will yield a bigger loop to jump through

Double Under	Technique	Common Errors
	<p>Always take off and land on two feet for this skill. The rope goes under the feet <u>twice</u> on each jump of the rope.</p> <p>Practice jumping higher than usual. Practice the jump first without the rope. Next swing the rope beside the body using the turning action with a high slow jump. Finally, use the rope to practice the higher jumps, but making it go under the feet only once on each jump.</p>	<ul style="list-style-type: none"> -using arm actions instead of just wrists -not jumping high enough

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Selected Drills

1. Walls – Agility/Coordination

The instructor names the four walls as appropriate (e.g., If one wall has mirrors, one is blue, one green and one is an open section with equipment, then name the four: mirror, equipment, blue, green).

Participants begin by jumping their rope in time with the music/clapping/counting. When the instructor calls out the name assigned to one of the walls, the participants travel toward that wall (continuing to face forward) so they are moving either forward, backward, to their right or to their left.

2. Box – Lateral Stability/Coordination

The instructor places four cones (or tape marks) to form a square, all approximately 15 feet apart.

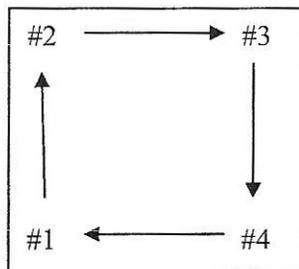
Participants forward from cone #1 to cone #2 using alternating step (or for beginners, two foot jump).

When participant reaches cone #2, participant skips to cone #3, still facing forward, using alternating step lateral movement.

When participant reaches cone #3, participant skips moving backwards (still facing forward) using alternating step to cone #4.

Participant finishes drill moving from cone #4 to cone #1 using alternating step lateral movement facing forward.

To add difficulty – change direction of rope to backward for #2 - #3 and #3 - #4.



3. 10 up, 10 down – Speed and Power

Participants alternate between right and left feet, increasing the repetitions per foot until at 10 on each side. Then decrease back to 1 on each side. (e.g., RL, RLL, RRLL, RRRLLL, RRRRLLLL, RRRRLLLLL, etc)

To add difficulty, speed can be increased for each repetition increase.

4. 15 Second Speed Drill

Have participants partner up. One partner is the counter, the other is the jumper. The jumper can use alternating step, two-foot jumps or even swing the rope at the side of the body while jumping. The counter will count how many jumps the jumper performs in 15 seconds. Switch roles and then repeat a second time. Try to use this drill on a weekly or daily basis and participants can track improvement over time.

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5. Boxer Drill – Speed and Power

Participants perform 8 count combination (boxer right, boxer left, alt r/l/r/l)
Music or clapping tempo increases.

6. Double Under Challenge – Strength and Power

Participants start with double under on 8 count (eg. 7 two foot jumps or alternating step, then double under). Repeat 4x. Next, double under on 4 count. Repeat 4x. Next, double under on 2 count, repeat 4 x. 8 double unders. Repeat combo.

7. Drill: Pushup – Strength and Power

Participants start with two-foot jumps. After jumping over the rope bend forward at the hips placing hands on the floor in front of the body and legs stretched out behind with neck, back, hips and legs aligned in push up position. After bringing feet back to start position, and while moving back to upright stance, jump the rope again.

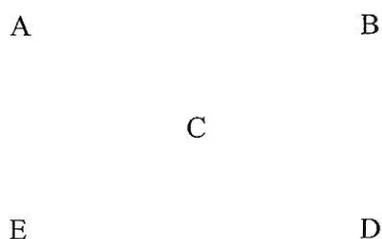
Modifications: No rope, advanced pushup options.

8. Drill: Mountain Climber – Strength and Power

Participants start with two-foot jumps. Bend forward at the hips and bring the rope over head to be in front of body. Hands are turning rope to hit ground in front and step back with the right leg into a running race starting position – left leg is bent at 90 degrees at the knee and the right leg is straight out behind body. Rope is then brought under the body. Switch legs so the right leg is bent at 90 degrees at the knee and the left leg is straight out behind body. Alternate as long as desired.

9. Drill: X-Drill – Agility and Power

Place five x marks with tape on the floor about 2-3 feet apart like so:



Version 1: Straddles

- Straddle the A & B X's
- Two-Foot Jump at C
- Straddle the D & E X's
- Repeat moving back to start position

Version 2: Power Jump

- Move using slalom footwork as follows: A B C D E D C B A and repeat

Version 3: Double Unders

- Same movement pattern as in Version 2 but using double unders

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10. Drill: Ladder Hopscotch– Agility

Instead of using an actual agility ladder, mark out with tape hash marks a ladder on the ground – as long as required.

Participant starts with feet together for basic jump at bottom of ladder.
Participant lands on left foot only on first rung of the ladder.
Jump off on left foot, landing on two feet on next rung of the ladder.
Jump off on two feet, land on right foot on next rung of the ladder.
Continue until the end of the ladder in this pattern.

Most agility ladder drills can be adapted for use with a jump rope.

11.10 Minute Challenge

Goal: To skip for 10 minutes without stopping at 160 bpm.

For many, mini goals required to reach the goal of 10 minutes

- 15 seconds skipping, 1 minute marching intervals
- 30 seconds skipping, 15 seconds skipping, 30 seconds marching intervals, etc.
- For those for whom this is easy, try backwards skipping, crosses, etc.

Modifications

- All skills for drills can be performed without a rope.
- As well, they can be performed with low impact. This allows for maximum participation in a PE setting.
- Participants may set a goal of gradually increasing time with impact/with rope to eventually perform all skills and drills with rope.

Adding Difficulty

- Tempo changes
 - Constant (using faster music/counting/clapping) e.g. try agility ladder drills at faster and faster pace
 - Increasing and decreasing throughout drill
- Footwork changes (e.g., use grapevine in the box drill)
- Combining upper body and lower body skills
- Directional changes (e.g., do the agility ladder drill with rope backwards)

For many more skills and drills check out *Jump Rope for Fitness and Conditioning™* book and DVD available via www.jumprope.com including over 70 skills and drills.

Looking for a curriculum resource?

Our jump2Bfit® program developed by jump rope pioneer Susan E. Kalbfleisch MEd has been used by thousands of educators since 2002 – 170 page manual (includes single rope, partner, group routines, double dutch and long rope skills, a 10 week curriculum with lesson plans, how to plan events etc.), DVD of all skill clips, CD of instrumental music, 4 wall charts & sample kids booklet – available on its own or with discounted speed or beaded ropes.

JUMP INTO SPRING WITH A SALMON RUN

Dinner is a piece of cake, salmon cake, with this easy, zingy recipe, which leaves you time to enjoy a warm spring evening of physical activity like tending to your garden of heart-healthy produce. Nice.

SALMON CAKES WITH LEMON SAUCE makes 4 servings

Ingredients

- 1 can (7.5 oz/213 g) sockeye salmon, drained, flaked
- ½ cup (125 mL) cold mashed potatoes
- ½ cup (125 mL) dried brown bread crumbs
- 1 egg white, lightly beaten
- ¼ cup (60 mL) diced celery
- 1 green onion, finely chopped
- 1 Tbsp (15 mL) non-fat mayonnaise
- 2 tsp (10 mL) Dijon mustard
- 1 tsp (5 mL) grated lemon zest
- ¼ tsp (1 mL) pepper
- ¼ tsp (1 mL) cayenne pepper
- 1 Tbsp (15 mL) canola oil

Sauce Ingredients

- ½ cup (125 mL) non-fat yogurt
- 1 tsp (5 mL) lemon juice
- 1 tsp (5 mL) grated lemon zest

Directions

In a large bowl, combine salmon, mashed potatoes, bread crumbs, egg white, celery, green onion, mayonnaise, mustard, lemon zest, pepper and cayenne pepper. Form into 8 cakes. In a large non-stick skillet, heat canola oil over medium heat. Cook salmon cakes, turning over once, until golden and just cooked through, about 6–7 minutes. In a small bowl combine yogurt, lemon juice and zest. Serve salmon cakes with sauce.



Calories 190	Protein 16 g	Total Fat 10 g	Saturated Fat 1.5 g
Cholesterol 35 mg	Carbohydrates 12 g	Fibre 1 g	Sodium 30 mg

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