

Manitoba Physical Education Teachers' Association Inc.

Association Manitobaine des Enseignants en Education Physique Inc.



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MPETA Board Directory 2015–2016

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raymond.agostino@lrsd.net

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darmstrong@sunrisesd.ca

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raena.thompson@lrsd.net

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jnnylen@rrsd.mb.ca

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ptomczyk@retsd.mb.ca

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jnnylen@rrsd.mb.ca

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karpan.stephanie@bsd.ca

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filewich.jonathan@bsd.ca

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walter.fehr@gvsd.ca

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charrij@lakeshoresd.mb.ca

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darmstrong@sunrisesd.ca

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MB Healthy Living

vacant

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paul.paquin@gov.mb.ca

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Movement Skills Committee

Chris Spradbrow
cspradbrow@sjsd.net

PHE Canada

Ralph Clark
clark.ralph@bsd.ca

Sport Manitoba

Kris Albo
kristin.albo@sportmanitoba.ca

Brandon University

Nancy Stanley
stanley@brandonu.ca

U of M

Leisha Strachan
leisha.strachan@umanitoba.ca

U of W

Nathan Hall
na.hall@uwinnipeg.ca

Student Rep: U of M

Kristyn Radchenka
kristyn.radchenka@outlook.com

Student Rep: U of W

Russell Wallace
rwallace037@gmail.com

Student Rep: U of W

Glynnis Eyford
geyford@gmail.com

Student Rep: Brandon U

vacant

Regional Representatives

Eastman

Jen Skelly
jskelly@sunrisesd.ca

Interlake

Jodi Shachtay
jshachtay@isd21.mb.ca

Norman East

Vacant

Norman West

Dean Rebeck
drebeck@frontiersd.mb.ca

Parkland

Daniel Lehmann
dlehmann@mtdsv.ca

South Central

Kirk Botterill
kbotterill@plpsd.ca

Westman

Stephanie Karpan
karpan.stephanie@brandonsd.mb.ca

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President's Message

Ray Agostino



My term as MPETA's President has come and gone and these past 2 years have flew by very quickly. I have learned that Manitoba is in great hands and has numerous people that are front runners in various areas of PE and Health. As a province we should continue to strive to be the leaders of PE and continue to learn more. We should never take for granted where we are at, in terms of having specialists, time offered in schools, mandatory grade 11 and 12 PE and a joint health curriculum. Physical Education has been very fortunate in Manitoba and we need to continue to push ahead.

I would like to thank our MPETA Board for the time and hard work they dedicate to this organization. I have learned so many things along the way, but most importantly, that none of this would be possible without such a great team. The MPETA Board will see some faces leaving and I would like thank them for all their work. Carol Peters has been on the board for 10 years and served as MPETA's President for 3 years from 2011-2014. Brendan Neufeld, Justin Charrier & Stephanie Karpan all joined the board in 2013. Brendan has spent the last few years as the co- PD Chair, Justin has been the PR Chair and Stephanie has

been filling the role of MPETA's Journal Editor. For all those returning, we hope to continue offering great benefits to our membership and value any input. We invite anyone interested in joining MPETA to contact the office.

A special thanks goes to our Physical Activity Co-ordinator Krystle Seymour. Krystle is in her second year of this position and is doing a tremendous job. She is heavily involved in all of MPETA and MPESA's initiatives and sits in with many different organizations as MPETA's representative. This year she has also started putting on Dance workshops in various communities and would be willing to also do Adapted PE workshops as well. Please contact Krystle at the office for more information.

These past two years I have had the opportunity to be a part of several different discussion groups and take part in many events. I have met many new people from across this great country and can quickly see the passion for Physical Education is no different from coast to coast. Outlined below is a list of actions that I was a part of this year.

Actions:

- Phone and Email correspondence with Krystle Seymour at the MPETA office daily throughout the year.
- Wrote four Presidents messages for The Journal.
- Attended 2 sets of CoPT (Council of Provinces) meetings throughout year and wrote Manitoba Reports for each of them.

- Attended the Manitoba Physical Education Supervisor's Association Fall Conference and meetings this year (7).
- Hosted the MPETA Awards Banquet in October of 2015.
- Attended meetings with Dept. of Education and Healthy Schools.
- Part of a joint task force that reviewed and revised the MB safety documents (2-3 meetings with various groups working together)
- MPETA continued the Geocaching Loaner program with Healthy Schools.
- MPETA worked with the Dairy Farmers of Manitoba on the implementation of their new award.
- Chaired MPETA Fall Planning, AGM and 2 board meetings throughout the year. We changed the board meeting structure to full days with the morning dedicated to board initiatives and the afternoon as the business portion.
- Attended the SPEA (Sask.) Provincial Conference in May 2016.
- Implemented new Mentorship portion to MPETA website for membership to access.
- Partnered with various organizations to be a part of the Manitoba Physical Literacy Workshop in Oct. 2015.
- MPETA and the U of M hosted FARSIDE, which was an Aboriginal themed workshop in April, 2016.
- MPETA sponsored and I addressed the Student Leadership Conference that was held at the U of W in January, 2016.

MPETA Health Promoting Schools Committee

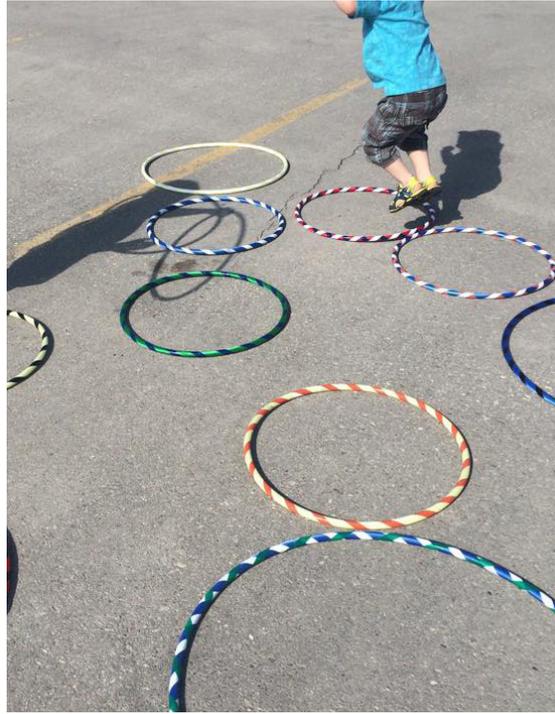
This new MPETA committee was created at last May's AGM. The Board made a commitment to enhance the work that MPETA does in the area of health. As health addresses so many components of our students' lives, it was decided to look at the whole child and focus on health promoting schools. The committee is focusing on creating a resource file containing steps

to becoming a HPS, examples of schools that are currently operating as health promoting schools and examples of activities and programs that have successfully worked in Manitoba schools.

The co-chairs attended a national Healthy School Communities conference in November and returned with many examples of successful programs that are run by schools across Canada. This per-

spective also helped us to more clearly define the focus of the committee.

In this formative year we are still in the process of deciding which materials and programs are best to offer our members. We will be offering a session at the MTS PD day in Louis Riel which will help those schools who would like to become HPS schools but are not sure where to begin or what they should include in their program.



Think Outside the Hoop!

The beloved Hula Hoop is making a comeback! Though not the way you may remember it. In the past 10 years this iconic children's toy has evolved into a full body workout that not only burns 100 calories in 10 minutes, but also improves balance, coordination, flexibility and mobility.

Karrie Blackburn, Hoopist and founder of Kurrent Motion Hoops, shares the awesomeness of the Hoop through specially designed workshops to promote playful fitness for all ages and skill levels. During these workshop participants will master waist hooping and begin exploring off body movements, such as spinning the hoop on the hands or passing it around the body. By the end, these movements will come together to create what is called a "flow sequence". To complete the experience Karrie shares an awe inspiring demonstration of her hoop abilities. Ultimately planting a seed of inspiration and encouraging these new found Hoopers to find their own style and discover new movements.

The Hoop can best be described as a Circus Skill, a non-competitive journey of learning and self-improvement; making it the perfect instrument to motivate students who aren't so keen on team sports. Though, this high-energy creative outlet can still be enjoyed socially in gym class, recess, or even at home. Remarkably the hoop has a magical way of boosting self-confidence and creating community. It has even been known to help individuals struggling with anxiety and depression. Best of all it doesn't feel like exercise; it is play. Everyone is sure to fall in love with hooping!

Experience the awesomeness of the hoop by invite Kurrent Motion to your school. After only one workshop those hoop stashed at the back of the equipment closet will see more love than they have in years!

Learn more about Kurrent Motion and Karrie's Hoop Journey at KurrentMotion-Hoops.com.



Disc Golf

By Carol Peters,
Ecole West Park School

Our school is always looking for new and innovative activities that our students can get engaged in during Intramural time. Since Disc Golf has become a popular activity in parks, we decided to try a Disc Golf course on our school yard to get the students engaged and active during recess. As a result of the interest from our students we have decided to try it as an intramural sport. We purchased two Discatchers from Sportfactor at a cost of \$310.68. We also purchased 6 discs from our school physical education budget at a cost of \$14.00 per disc.

This is a great way to get students outdoors and active!

PD Funding

Karen Landry DeCorby,
Physical Education Specialist
at Pacific Junction School

Thank you to MPETA and the Pembina Trails Professional Development Fund for the assistance I received towards attending the 2016 Shape America-Southern District Ahperd Convention.

SHAPE America is the managing partner of Let's Move! Active Schools — a national physical education and physical activity solution to ensure that 60 minutes of physical activity is the new norm in K-12 schools.

The Conference was held in historic and picturesque Williamsburg VA, February 10-13. All of the sessions were at the Williamsburg Conference Centre. Each 60 minute session was filled with activities that were easily adapted to any physical education class. The numerous sessions included fitness activities and games, dance, cooperative games, teaching movement skills, outdoor games and movement activities for the classroom.

I attended a session on Teaching Games. The session focused on game principles and was very similar to the Teaching Games for Understanding Model.

Four principles were discussed:

1. Select games from the same category to develop an understanding of similar tactical problems and solutions.
2. Play lead up games that are developmentally appropriate using a particular skill or tactical solution.
3. Create a specific focus for an activity to help students recognize placement on a field or court area.
4. Use a developmental progression (simple to complex).

I was the only Canadian teacher at the conference and was asked many questions about our programs. I was very proud to say that I teach at a K-6 school that supports daily Physical education and an Active Start program. I am fortunate to teach in Pembina Trails School Division where gym classes are taught by Physical Education specialists. Many of the schools in the Southern District do not have specialists teaching physical education, gym facilities or recess in their elementary schools. I met many teachers who were eager to find fun activities that would get their students moving during the school day.

“Weaving the Future in Holistic Education” — Holistic Teaching and Learning Conference 2016

Taylor Homenick, Argyle Alternative High School

In recent years I have felt a strong shift in addressing holistic needs for students and staff alike. With a focus on the entire-self, driven by my own questioning of “Who doesn’t want to live well and be well?!” I started to focus on Holistic Education. Holistic Education attempts to integrate all ways of learning that are available to us. Inherent social and spiritual characteristics create context within which the mind, body, and spirit are integrated. Through personal studies and alternative educational practices I find it imperative to acknowledge that such integration requires educational approaches to develop learners as strong and happy global citizens who seek to sustain life on Earth. To better assist in this journey, I had the pleasure of attending The Holistic Teaching and Learning Conference entitled Weaving the Future in Holistic Education at the University of Manitoba on May 13-15, 2016.

With a focus on sustainable well-being, Holistic Education gurus, Catherine O’Brien and Jack Miller keynoted the conference. Catherine O’Brien is an Associate Professor in the education department at Cape Breton University with world-renowned research, teaching and focus on sustainable happiness. According to O’Brien, “Sustainable happiness is happiness that contributes to individual, community, or global well-being without exploiting other people, the environment, or future generations.”(2010) Jack Miller, has over 35 years of experience working in the field of holistic education. An author/editor of 18 books on holistic learning and contemplative practices in education. His writing has been translated into nine languages, has been applied as the framework for numerous schools and curriculums.

Over the three days of the conference, a variety of sessions were offered to help address the numerous ways holistic education and well-being could be approached. This occurred through contemplative practices, journaling, art, meditation, yoga, tai chi, walking tours, exploration with nature, music, movement integration, and a conference-wide trip to the Canadian Museum for Human Rights to name a few. Each of the sessions I attended were informative, interesting, practical and useful to my teaching. They highlighted current momentum in promoting holistic education and allowed for hands-on approaches to be explored.

A practical application that I believe all teachers can incorporate into their PE/HE course or classroom practice would be Gratitude Journal-



ing. Gratitude Journaling endorses several research-tested exercise that increase levels of gratitude – and therefore, happiness. A gratitude journal is a place where students/staff can record a running list of things for which they are grateful. Helping make conscious efforts to embrace the pleasures of daily life. If the pen-and-paper method does not sit well with some, another option is through pictorial evidence (albeit “smart phone” or camera) to document their daily gratitude. Attached is a personal example of my experience from the conference:

“Contemplation Garden”

“Witness Blanket”

“Sight Unseen”

It is vital to find a way to ensure well-being for now and for future generations. As a Physical Education/Health Education teacher I believe there is a need to support our students in a holistic manner to ensure lifelong health, happiness and well-being. There is no better time to start than now! It is through conferences and developmental practices like The Holistic Teaching and Learning Conference that changes can be made.

A special thank you to Manitoba Physical Education Teachers Association Inc. for providing the funding and support to attend a conference that has truly impacted my professional development and teaching practices. (My students thank you too!)

The Dog Dayz of Summer



Barb Hildebrand

Last June we held our annual school-wide Sports Day event with the theme – The Dog Dayz of Summer. A staff member in our building is active in agility training and flyball with her dogs and she frequently brings her dogs to the school for the students to see. We worked together to brainstorm a human version of agility events for our Sports Day – so much fun!!! Students had a blast – we even had demonstrations by some dogs of the agility events and sport of flyball. All equipment used was in our school, we borrowed from families and/or dog owners. Here’s how we worked it:

K-6 students were divided into 10 teams, Grade 6 students made the teams and were the team leaders for assemblies and the day of the event.

Grade 7&8 students organized, set-up and ran the stations, cooked hot dogs, cut watermelon and were the “Paparazzi”

Events that we included were:

- Flyball: timed event, relay - participants must jump over hurdles, knock down a ball/retrieve a ball from a barrel and return to the ball to the next participant
- Longest Throw: each participant throws a Frisbee from a line, participant will go and stand where their Frisbee first hit the ground,

each throw will be measured to get a team total

- Agility Course: participants timed on obstacle course, over hurdles, under hoops, across benches, under parachute, weave thru poles
 - Barrels: timed event/relay, participants must run the barrels in the correct pattern
 - Candy in a Bucket: 5 pails/ 3 heats, participants must use their mouth to retrieve mini marshmallows from water dish without their hands
 - Dock Diving: participants run, take-off and try to catch a water balloon while in the air, record number of catches
 - Disc: timed event, 3 throwers on a team, everybody else stands in a hoop, teammate catches a Frisbee they come in, need to get everybody off of the field
 - Puissance: Points total, participants jump to hit the highest target they can reach – more points for higher targets
 - Agility Weaving: timed event/relay, weave through the posts (one way) and tag off teammate
 - Dancing Dogs: team makes a dance video, recorded to show at final assembly
- Was a great day for everybody!!!!

ESD Day Article

Breanne Miller

On April 22nd, École West Park School celebrated Earth Day by running different workshops throughout the day representing the different pillars of Education for Sustainable Development. These workshops focused around how we take care of ourselves, each other, and the environment.

Curt Friesen and Barb Driedger's session was all about Fair Trade. It was an economic sustainability session which blended fair trade with an escape room experience. The session included a discussion (and taste test) on fair trade chocolate from Peru and the need to eliminate the middleman from the equation. With the help of Gord Sawatzky, Breakout EDU (<http://www.breakoutedu.com/>) was used to help create an escape room feel. This is a platform for immersive learning games that facilitate problem solving, critical thinking and teamwork.

Nicole Bergen and Carol Peters' session was titled 'The Amazing Wellness Race'. This activity tied into the human wellbeing component of ESD. The activity was modeled after the TV show The Amazing Race. Students went to ten stations where they completed a "road block" that involved some kind of fun, physical activity task and then had to answer a question about healthy lifestyle choices. Each team had "health expert" passports that was stamped at each station. Each team had to complete all ten stations to finish the race and become a health expert!

Derek Sawatzky and Peter Wohlgemut's event was called Migration Headache. It was a simulation of the migratory patterns of shorebirds in North America. Through the game

the kids moved from their winter habitat to their stopover habitat and then on to their nesting habitat. Between each movement phase an impact card was read. This determined whether habitat was gained or lost in one of the three habitats. As the number of habitats were reduced, the number of kids that could be supported in each habitat was decreased forcing competition for habitat. The population could recover when it reaches the nesting habitat and the habitat could support growth. In two sessions, the populations became extinct due to the impact cards read.

<http://resources4rethinking.ca/media/Migration%20Headache.pdf>
<http://www.projectwild.org/documents/HabitatCardsMigrationHeadache1.pdf>

Breanne Miller and Braelin Nerbas' event was called "Shop 'til You Drop". Students had the opportunity to experience what poverty can be like when people do not get to choose where they are born and therefore do not get to choose what kind of socioeconomic status they are given. Students had to purchase items related to their basic needs with the money they were given, and had to live with the environmental impacts those choices caused. We need to take care of each other, and our resources!

Overall, the day was a huge success in terms of students learning about how they can take care of themselves, each other, and our environment. The school is considering having a similar event day for the 2016-2017 academic year.

BodyBall = Great Fun!!!

Barb Hildebrand,
Forrest Elementary School

What this?!! How do we play? What can we do with this equipment? BodyBall is a great activity to promote teamwork, passing skills, offensive and defensive play using a TGFU approach. We purchased a set of 8 vests and balls which is definitely enough equipment for an Intramural program. Equipment cost was \$283.53 (including taxes and shipping) from Sport-Factor. We used this equipment within our Intramural program, recess programs and physical education program. Our school enjoyed using the equipment in 3 different ways:

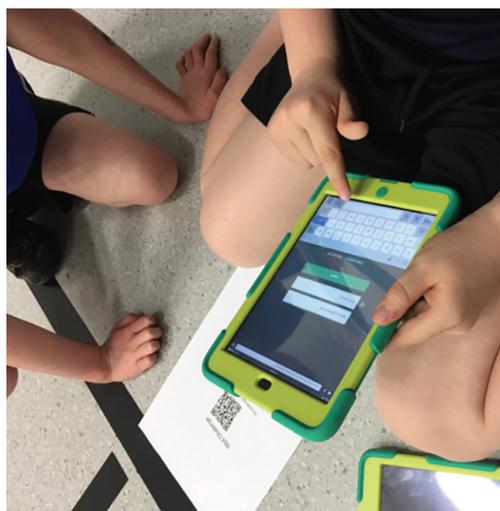
1. BodyBall as described in the program materials.
2. Survivour – Players wear the vests with the Velcro on their back. Game takes place in a large open space with boundary lines. Object of the game is to "tag" the players with the vests by sticking a ball to the Velcro. Players with a ball may not take any steps – only pivot and pass. Try to be the last player with a vest.
3. As a station activity – students were encouraged to create their own games using the BodyBall and share with the class. Some of these new creations may be added to the Intramural program!

BodyBall has been a great addition to our programs – both indoors and outdoors!! It has also been interesting with the middle years students to compare the activities of Team Handball, Tchoukball, Ultimate Frisbee and BodyBall – similarities and differences in skills and strategies – a great assessment tool for students to demonstrate learning and understanding.

Thank you MPETA for the Intramural Equipment Grant!

A Little “Bit” to Stay Fit!

Beth Norrie and Laura Hey



Oak Lake Community School (Fort la Bosse School Division) is a Junior Kindergarten to Grade 8 school with a population of 120 students. Through our Community Schools programming we offer healthy Food For Thought Breakfast Snack and nutrition education programming, Nutrition Nuggets Monthly Newsletters, active community school's lunch programs, and a dynamic Lighthouses program offered after school. Our physical education programs also include additional activities such as swimming lessons, curling instruction and bonspiels, intramurals, and a number of other community based opportunities.

In order to enhance what we already have established, we wanted to further bring fitness awareness and healthy lifestyle habits to the classroom thus, promoting lifelong healthy lifestyle choices. The use of Fitbit Zips, a wireless activ-

ity tracker, has engaged and inspired our young learners to lead a long and healthy life as well as meet many inquiry-based cross curricular outcomes. Each day students collect data including number of daily/weekly of steps, distance traveled, active minutes through their synced Fitbit app and chart it appropriately during math instruction. The personal data gathered has enhanced engagement in math instruction and activities. Being able to use their own data, analyze their own progress and relate to their results has inspired higher interest in both their fitness and academic education.

Students can quickly view their progress and analyze their data on their iPad or on the screen on the Fitbit Zip. Students have displayed excitement to celebrate their progress in daily goals, challenges, and badges. In the classroom we have used the SMART goals model to assist

students in both the understanding and implementing of both personal fitness and academic goals. Our students have also enjoyed generating and taking part in a QR code Fitbit challenge, using Go Noodle (www.gonoodle.com) activities, as well as creating a fitness video of their own!

We have collaborated with schools in Manitoba and we continue to look forward to spreading the word about our project and making connections locally, partnering with our seniors to promote fitness at all ages. Through the use of Twitter and Instagram we hope to inspire and collaborate with other global educators. As a student lead project the possibilities and ideas are endless. Some ideas that may occur in the future are school wide fitness breaks, classroom to classroom challenges and guest speakers.

A Little “Bit” to Stay Fit, has promoted active and healthy lifestyles for students, providing opportunities to enhance and promote fitness in our school, our community and beyond.

A huge, Thank you, to the ManACE Grant Committee and Coordinators for your support on this project.

Beth Norrie, Grade 4/5 Classroom Teacher, Volleyball Coach, Running Club Coordinator, partnered with colleague Laura Hey, Grade 2/3 Classroom Teacher at Oak Lake Community School, are excited to be piloting the project, A Little “Bit” to Stay Fit!

Spikeball

By Daryl Fillion, Frontenac School

I was fortunate enough to attend the CAHPERD state conference held in Santa Clara, California this past March. One of the workshops that I attended was Spikeball.

I had heard of Spikeball, saw pictures of phys ed. classes engaged in this activity, as well as friends and colleagues posting pictures playing spikeball on warm weather winter vacations. This was the first time I was able to see the game played in person by individuals who had expertise in performing the skills as well as teaching the skills.

Here's the setup: Four people, three hits, two teams, one net. Spikeball incorporates themes of both volleyball and four-square.

Usually played on a beach or lawn, the game consists of a palm-sized rubber ball and a hula-hoop sized, trampoline-like net placed a few inches off the ground. Players stand around the net, and each two-man team has up to three hits between the two of them to send the ball into the net, transferring possession to the opponents. The object of the game is to hit the ball into the net so that the opposing team cannot return it. First team to 21 points, wins.

Rule 1: Ground Rules

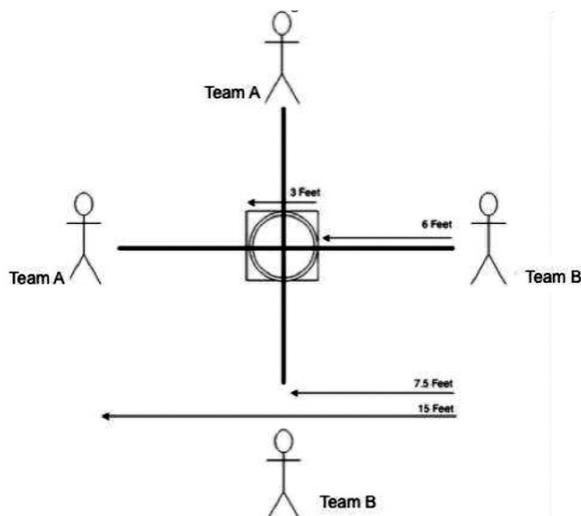
1. The winner of rock, paper, scissors gets to pick side or serve.
2. Opposing players line up across from each other.
3. Before the ball is served any players not receiving the serve must be 6 feet from the net.
 - a. The returner can stand at whatever distance they choose.
4. Once the ball is served players can move anywhere they want.
5. Possession changes when the ball contacts the net.
6. Each team has up to 3 hits per possession, but they do not need to use all 3 hits.

7. Hits must alternate between teammates if the team is taking multiple hits to return the ball. After the ball is returned into the net the order resets.
8. The ball must be hit, not be caught, lifted, or thrown. You cannot hit the ball with two hands (this includes putting both hands together while contacting the ball with your hands).

9. You can use any part of your body to hit the ball however you cannot contact the ball twice in a row regardless of what part of your body it touches.
10. If the ball hits any part of the ground or rim it is no good. There are only "lets" on the serve. After the serve, if the ball does not hit the rim, play it regardless of how it bounces.
11. Once the ball hits the net, it must bounce off in a single bounce. It must clear the rim in order to be good.
12. The match is best 2-out-of-3 games.
13. If there is a discrepancy between teams about a point it must be replayed, if the teams cannot agree to replay the point a double forfeit will be recorded.

Rule 2: Serving Rules

1. The serving player has 2 attempts to serve the ball to the other team legally. If he/she cannot complete a legal serve within his/her 2 attempts it is a side out and the other team receives a point and gains possession of the serve.
2. The receiving team sets their position first. The server stands directly across from the receiving player. Only the designated receiver can field the serve.
3. The ball must be tossed up from the server's hand before it is hit. It cannot



See the spikeball website for more information about this exciting activity.

usaspikball.com/official-rules

- not be hit out of the server's hand. If the server does not like the toss, he/she needs to let the ball drop to the ground. He/she will have one more opportunity to toss and serve the ball.
4. Server's feet must be behind the service line (at least 6 feet away from the net) when the ball is hit. They can lean over the service line, but his/her feet may not cross the service line until after the ball is hit.
5. The server is allowed to take a pivot step or approach steps, but is not allowed to move laterally beyond a pivot.
6. Serves can be as hard or as soft as the server likes, and drop shots are allowed.
7. Serves must be below the receiver's raised hand. If the ball can be caught by the receiver, it has to be played. If the ball is too high, the receiver must call "let" before their teammate touches the ball. The serving team has one more try to serve. If the serving team cannot hit a legal serve on the second try, they lose the point. If the receiver does not call "let," play continues.
8. The ball must come cleanly off the net on a serve. If the ball takes an unpredictable bounce (commonly known as "pocket"), the receiver must call "let" before his/her teammate touches the ball. The serving team has one more try

to give a clean serve. If the serving team cannot hit a legal serve on the second try, they lose the point. If the receiver does not call “let,” play continues.

9. If the ball takes an unpredicted bounce, and lands back on the net or the rim, it's a side out and the other team receives a point and gains possession of the serve.
10. If the ball contacts the rim at any time after the serve, it is dead and a point and the serve will be awarded to the other team.
11. After a server wins the point, they change positions with his/her teammate so he/she is directly across from the other member of the receiving team.
12. The four players serve in the same sequence throughout the match, changing the server each time a rally is won by the receiving team.

Rule 3: Infractions

1. Defensive players must make an effort to get out of the offensive team's way. If a member of the defensive team is

in the way of a play on the ball, the player being blocked must call “hinder” and the point is replayed. The offensive team must have a legitimate play on the ball to call “hinder.”

2. If the defensive team is inadvertently hit with the ball prior to it being returned into the net or while the offensive team is passing, the offense can call a “hinder” and the point is replayed. The offensive team must have a legitimate play on the pass or return to call a “hinder.”
3. If a defensive player attempts to play a ball when it is not his/her turn, his/her team loses the point.
4. If a player hits a shot off the net then the ball hits his/her teammate, his/her team loses the point. If a player hits a shot off the net then the ball hits himself/herself, he/she loses the point.
5. If any player makes contact with the Spikeball set that moves the set or affects the trajectory of the ball, his/her team loses the point. If the contact

with the Spikeball set does not move the set or affect the trajectory of the ball, play on.

Rule 4: Scoring

1. Spikeball is played with rally scoring (points can be won by the serving or receiving team).
2. Games are played to 21; teams must win by two points.
3. Teams will switch sides after one team reaches 11 points.
4. Points are scored when:
 - a. The ball isn't hit back into the net within 3 hits
 - b. The ball hits the ground
 - c. The ball hits the rim (including clips)
 - i. unless during the first serve attempt which is a “let”
 - b. The ball does not bounce off the net in a single bounce. (It must clear the rim in order to be good)
 - c. There is an illegal serve on the second serve or another infraction occurs

Pickleball

Joanne Bruce, École Garden Grove School

École Garden Grove School, a Nursery to Grade 6 school, runs a variety of physical activities during the noon hour as part of the intramural program. Some activities include four corner soccer, yoga, spongee polo, ultimate football, co-ed volleyball, dodgeball mania, two ball basketball, Olympic circuit training, Quidditch, running club, Danish t-ball and many teacher/student challenges.

With the support of MPETA and the intramural grant, we were fortunate this year to introduce a new activity to our intramural program entitled the PICKLEBALL club. We set up stations where students practice skills and in-

vent tricks with the ball & paddle.

Circuit stations include:

- holding a racquet and striking/tapping continuously upward using forehand only, backhand only, alternating forehand/backhand
- striking a ball against the wall with two bounce, with or without a partner
- ball striking over a net in lines
- striking a ball with a partner, two bounce over a “river” (two lines of pylons separating partners)
- follow the leader while keeping ball in air
- striking a ball towards targets on wall with two bounce, one bounce

- invent a trick with ball and paddle

On other intramurals days, students play doubles following the basic rules of pickleball. For rules of pickleball, check out Pickleball Canada at <http://pickleballlessons.blogspot.ca>

The total price for thirty Prism Paddleball Junior paddles from Wintergreen was \$225.72 and the baseball sized whiffleballs (3 ½ dozen) cost \$47.00 from Sportfactor Inc.

Thank you to MPETA in providing this funding opportunity for our students to be more active in a new and innovative game.

Student Leadership Conference

Jennifer Bryan

I was never sure if I should go, or if I would belong. Imagine a 38 year old overweight woman at a Student Leadership conference intended more for the physically fit 18 to 25 years old crowd than for me. I knew of several other Brandon University students who had attended past conferences and they all came back raving about the experience. I never thought it would be a bad experience I just wasn't sure it was meant for me. I'd been to leadership type conferences, workshops and training sessions before and had a vast amount of work experience in management and taking on leadership roles through sport. Would I be taking up a spot that some other, younger, fitter, person could take? I'm a pretty strong-willed and opinionated person, so would my leadership style work with the other students? I didn't want to go there thinking I knew it all, because, believe me, I don't know it all and that is something I know for sure! Well, I went around to my fellow Brandon University Physical Education students and spread the word about the conference so when one of those people decided she wanted to go, I realized that I had to go too since I had done such a good job convincing her.

The PHE Student Leadership Conference did not disappoint me and lived up to my expectations. I set two goals for the conference. One, was to get to know my travel companions better while on this trip, and two, to make an attempt to change up my leadership style, which can be best described as type A personality, "let me do it because I don't trust you to do it my way" leadership style. Perhaps I am not always like this, but you get the idea. I was hoping to try to learn how to be a quiet leader and let the young ones take the reins and see if I could jump along for the ride and make my contribution as a member of the team and less as the pushing/pulling force that I am so used to being.

The weather was wonderful and we all enjoyed our time on the high ropes

course, climbing wall and many of the guys gravitated towards the asphalt basketball court that was transformed daily into a ball hockey rink. The early morning wake ups, though tough to do after working so hard the previous day, were welcome events for me as it was a time to get in a morning stretch and workout with the group before breakfast was served. The highlight of the trip for me was the group canoe trip. The previous day we had reviewed the basics of canoe safety and paddle stroke techniques and then had been sent on our way onto the lake for a scavenger hunt. The scavenger hunt proved fruitless for our canoe since the instructors forgot to set out enough items for all the canoes to retrieve something, so we were desperately searching and scanning the coastline for items that didn't exist, but all the while honing our paddling technique for the next days group canoe trip.

I was in a three person canoe and chose to take the less desired middle seat in the bottom of the canoe. Our canoe was one of the last to leave the beach but we quickly passed everyone and made our way to the lead canoe. I was worried about the portage we had to do half way through the trip. I was considerably taller than my canoe mates which made the "two person over the head portage" awkward and difficult. My canoe mates volunteered to portage while I carried the gear. I was relieved but felt guilty that they were doing the bulk of the work. I told them that I would like to attempt the portage solo on the return voyage. I admitted that I likely couldn't do the full 1.5 kilometre portage but I wanted to see how far I could go. I had never portaged a canoe, let alone a solo portage. My canoe mates helped me get the canoe balanced on my shoulders and I set out. The canoe was not heavy, but the brace on my shoulders was uncomfortable and the terrain was uneven. I concentrated on the person ahead of me so that I didn't whack them in the head with the canoe while also

keeping my eyes on the ground so I didn't trip on a tree root or rock. All the time I was thinking that I needed to contribute equally to my team. I counted my steps and kept setting a new goal in my head. Just get to 100 steps, okay, now let's get to 300 steps, good, let's go for 600 steps. I made the entire portage of approximately 1.5 kilometers and couldn't believe it when we made it to the shore. One of my canoe mates later thanked me for doing the portage because she had hurt her shoulder on the first portage but didn't want to tell us and let us down, so she was secretly happy that I had done it on my own.

We also had an amazing dance session with Ashleigh Powell, a member of the Artistic Faculty at Canada's National Ballet School. Even though most of us had taken some sort of dance or movement class in university we were all quite hesitant to dance, but Ashleigh jumped up on a table so we could follow along and she got us moving immediately with simple 8 beat movements. Without even thinking about it we were moving our bodies like dancers as well as incorporating squats, lunges, and punches into the dance for a good work-out. I feel confident that I could choreograph a simple dance/work-out routine for a physical education class after her high energy two hour dance session. She had us thinking about how to use dance as a cross curricular activity. In small groups we came up with dances for different systems or cycles in other subject areas. Imagine the hydrological cycle, plant growth, and an egg hatching with a momma bird feeding the new hatchling all being performed. I was the momma bird!!

The Student Leadership Conference was an amazing experience. I met other like-minded individuals from across the country and we have all stayed in touch via social media. The physical and health education of Canadians is in good hands with this solid group of young leaders set to inspire others.

2016 Nike Championship Basketball Clinics

Christa Conrad



The 2016 Nike Championship Basketball Clinics was held at the Orleans Hotel on April 29-May 1 in Las Vegas, Nevada.

The weekend schedule had 14 NCAA Head and Former Coaches from all over United States of America sharing their passion, philosophy, knowledge, and how they became successful basketball teachers and coaches. There was a lot of variety in the clinics. I have chosen three presentations to write about that stood out for me.

Former NCAA Division I head coach Mike Jarvis' newly released book, *Everybody Needs a Head Coach: 23 Biblical Principles to Help you with the Game of Life*, is about much more than just about the game of basketball. In Mike's presentation, he goes on to explain that his goal in writing the book was to spark meaningful dialogue with parents, players, coaches, and teachers. He talked about some of the 23 life affirming lessons that helped him with his success: determination, leadership, community, respect, commitment, and purpose. "The ball will stop bouncing at some point for every person. Prepare for life after basketball". His second published book called *Skills for Life* is also available to purchase.

Shoot-A-Way presented a few of more than 250 drills that you can find online at www.shootaway.com. Many shooting drills are applicable for all ages and can be modified to fit any age. They believe that a great shooter has proper fundamentals and lots of repetition. A really good tip in helping players to become a great shooter is to re-

mind them that it is more important to make a number of shots instead of just shooting a number of shots. You can find over 250 different shooting drills online at shootaway.com and by watching it on YouTube.

Bob Knight gave an empowering presentation on how practice determines winning or losing. He went over how to utilize an entire practice to get the most of the time given and space in the gym. He shared his favorite shooting drill to start a practice, 3 on 3 drill, blocking out drill, and 5 on 5 drills using screening, help and recovery, and how to play zone and man to man defense. All of his drills should only last 10 minutes long. He explains that it is important to change drills often and to keep players in constant pressure so they can handle it in game time.

This is a simple shooting drill that Bob used at the beginning and end of practices.

6 baskets Shooting Drill (12 players) – 10 minutes

- 2 players at a basket. One is the rebounder and the other the shooter
- Rebounder tells the shooter as the ball is being passed what kind of shot to make
- Examples of commands: fake left, go right, shoot; fake right, dribble once, shoot
- Rebounder will always be in the key
- Shooter can be however close or far away from the basket
- Switch the positions where the shooter starts: top of the key, left or right side

of basket, 3 point line.

I have attached a list of all the clinics held throughout the weekend.

Friday, April 29, 2016

1. Everybody Needs A Head Coach – Mike Jarvis, Former NCAA Coach
2. Implementing a Full Year Player Development Program – Joe Abunassar, Impact Basketball
3. Taking Over a Program, Leadership and My Favorite Competitive Drills – Cuonzo Martin, California
4. Our Transition Game – Roy Williams, North Carolina

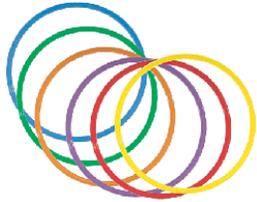
Saturday, April 30, 2016

1. Offensive Concepts vs Man to Man Defenses – Mark Few, Gonzaga
2. Game-Like-Shooting Drills – Shoot A Way
3. Practice Determines Winning or Losing – Bob Knight
4. Developing Core Values – Jerod Haase, Stanford
5. Attacking the Zone: Cal's Continuity and Quick Hit Zone Offenses – Lindsay Rice, California
6. Building the Culture You Want – Leon Rice, Boise State
7. John Wooden's UCLA Offense for Today – Swen Nater

Sunday, May 1, 2016

1. Pre-Season Defensive Conditioning Without A Ball – Doug Bruno, DePaul
2. Competitive Practice and Free Throw Drills – Scott Drew, Baylor

Marchant's School sports: www.marchants.com



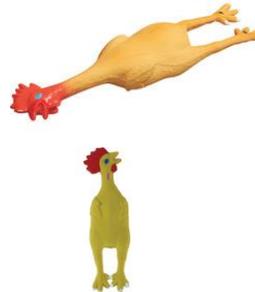
20 inch Diameter flat plastic Hoops
PHF20S: Agility Rings that come in a set of 6 colours; \$ 25.00



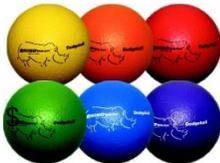
Plastic Bucket Stilts
BKST: Made of durable non-marking molded plastic. Cords are adjustable to users height: \$13.00



Wobble Disc F1301:
Inflatable textured disk 13.5"W x 3"H when fully inflated
Adjust inflation for varying skill levels Incorporates balance, strength and skill training: \$24.50



Lg Rubber latex chicken
AC1: No squeak soft chicken: 14.00
Small latex squeaky chicken AC2: light weight and small funny noise: 5.50



6" rino skin dodge balls
RS6ST: \$86.50



20 foot parachute: PP20:
\$100



Water Woggle WW1: soft noodle, we cut them in half we request no flower shape only round: \$2.50



6 inch mini Hurdle: SH6P:
Set of 6 \$57.50 can buy individually as well.



Wosemarker economy stackable cones: Various colors and codes: \$1.00 ea



Polyester Equipment bag:
KO-HB60036-BK: Large equipment bag light weight: \$31.50

www.fitkidshealthykids.ca contact us.



Fit Kids Sponge ball:
aprox 4.5 inches: \$1.50 ea



Ikea plush soccer ball:
aprox 7 inches: \$4.00 ea



Skipping Ropes: \$3.00



Fit Kids Foam Blocks:
\$6.00ea comes
sets of 4 colors = \$24.00



Stomp and Catch: \$30.00



Boat Rope: \$18.00



Bean bag set of 6: \$21.00



Sensory Tunnel:
Various colors:
3m: \$70
4m: \$90



Stretchies:
Various colors: Sets of 6.
1.5 m thin stretchies: \$24.00
1.5 m Thick stretchies \$30.00
2.0 m thin stretchies: \$36.00
2.0 m thick stretchies: \$42.00



The Amazing Race and Pros vs Joes Annual Fundraiser

By Deb Einarson Woods

The Collège Sturgeon Heights Collegiate Physical Education Department runs an annual fundraiser at the school that combines elements of The Amazing Race and Pros vs Joes television shows. All the proceeds from this fundraiser are donated to a local non-profit charity called Project Echo which in turn organizes an annual event called Sam's Christmas. This generous event delivers deluxe hampers to Winnipeg families in great need during the holiday season. This past Christmas, Project Echo delivered 37 hampers to St. James School Division families. One hundred percent of the money Collège Sturgeon Heights Collegiate raises through The Amazing Race and Pros VS Joes campaign assists families in need in this school division.

The fundraiser begins when students apply to be participants, or "Joes", in this event. The P.E. department then selects nine teams of two students to be these "Joes". These teams then compete against each other through various tasks and challenges during the month of November in The Amazing Race element of this fundraiser. In each week of November one team is eliminated from the competition, leaving the five remaining teams to participate in the Pros vs Joes element of the competition. Many of the tasks these teams perform during the month help raise money for the hampers.

Now in its 8th year, Pros vs Joes is a week-long competition that occurs in the first week of December. Every lunch hour of that week sees various competitions take place where the Joes compete against either professional or amateur athletes. Students and staff that come to watch these events pay either a toonie or donate two non-perishable items that



are then gathered and donated to Project Echo. Athletes who have participated in the past include members of the Winnipeg Blue Bombers as well as other CFL players, MMA fighters, Olympians, bodybuilders, pro golfers, NHL players and members of the Winnipeg Police Service. It was especially great to have former Husky students like Anthony Coombs of the Toronto Argonauts and Kieran Laffrance of the Ottawa Redblacks return to their alma mater to be a Pro against our Joes. In fact Anthony Coombs was once a Joe in our inaugural Pros vs Joes competition in 2009. Everyone still smiles and laughs when we watch video footage of a then 16-year-old Anthony battle former Blue Bomber great Doug Brown (see link below for video).

The final event on the last day of Pros vs Joes is the St. James Assiniboia School Division Rock, Paper and Scissors Ultimate Fighting Tournament. Schools representing all age levels in the division come together to compete in a friendly

but very competitive tournament. Those schools consistently involved in this tournament are Lincoln Middle School, Strathmillan Elementary School, Heritage Elementary, Bruce Middle School, Phoenix Elementary School and Lakewood Elementary. Huge kudos must be given to these schools and their students because they work so hard to contribute money and non-perishable items for the hampers. Through the efforts of these schools, Collège Sturgeon Heights Collegiate and local community businesses, a whopping \$12,000 was donated to Project Echo this past Christmas for the hampers.

Check out these two links below to watch a snapshot of past Pros vs Joes competitions.

- www.winnipeg.sun.com/videos/featured/winnipeg-and-manitoba/5828786001/pros-vs-joes/21244132001
- video.canoe.com/archive/source/newslook/bombers-school-students-in-pros-vs-joes-event/694749129001/page/3623

Fit Kids Healthy Kids Games & Activities

Who We Are

Fit Kids Healthy Kids is a Physical Literacy program founded as a partnership between Doctors Manitoba and Sport Manitoba. We teach children and their adult leaders the fundamentals of movement that make kids confident and competent in sport, recreation, and life. The goal of our program is fit, healthy kids that are active for life. We believe it is important to provide opportunity for children to learn skills like running, jumping, throwing and catching as well as many others. We believe in a holistic approach to these skills through various activities like low organized games, stationed play, dance, modified sport and free play. We provide services that help recreation leaders, health leaders, early childhood educators, parents, teachers and communities in general to learn the meaning and importance of physical literacy. This booklet contains games and activities that we demonstrate and explain in our full day seminars. They are broken up into three categories: Toddler games, School-Aged Stations and Group Activities.

Toddler Games

Ball Chase

Equipment Needed: Large soft balls, 2 hoops or poly spots

Movement Skills: Running, catching and tracking.

1. Have the kids form a single file line starting in one of the hoops.
2. Ask the first child in line to come up to the other hoop that is slightly ahead and to the side of the other hoop.
3. Roll the ball and have the child chase down the ball and bring it back.
4. After the ball is brought back, that child will go to the end of the line.

It is important to explain very clearly that only the person in the 'blue hoop' (or whatever the hoop that is ahead and off to the side of the other hoops) will run after the ball, this avoids confusion as to who gets to run.

Knock Your Block Baseball

Equipment Needed: Broom handle, 1 pair of nylons, dodgeball, foam block, half noodle.

Movement Skills: Tracking, Striking, Running and Kicking

1. Stuff a dodgeball into a nylon and attach the nylon to a broomstick.
2. Hold the nylon so the ball hangs about hip height to the child.

3. Have the first child in line come forward and give them the noodle.
 4. Ask the child to strike the ball using a baseball swing (straight across the hip).
 5. Once the child hits the ball, have him/her drop the noodle and run and kick a foam block that is standing on end about ten feet away from them.
 6. Once the child kicks the block, he/she will pick it back up, set it up for the next person in line and then return to the end of the line.
- Make sure the children who are waiting for their turn are a few feet away from the child who is up to bat to avoid injuries.

Balloon Keep Up!

Equipment Needed: A Balloon and half noodle or fly swatter for each child.

Movement Skills: Tracking and Striking.

1. Give each child a balloon and half noodle/fly swatter.
2. Demonstrate for them how to keep the balloon up by using your noodle to strike it in the air.
3. Have them do this on their own, keeping the balloon up as long as they can.

As with any activity that you have the children, make sure you encourage them and let them know they are doing a great job!

Stretchy Bands.

Equipment Needed: Stretchy material. This can be found at most fabric stores.

1. Do some stretches with the children.
2. Have them copy your stretches and shapes that you make with the band.
3. Ask them to make some shapes as well.

This is a great warmup activity for the little ones. Stretching, even at their age, is an important first step in any exercise program or activity. Getting them into the habit of stretching before physical activity will be beneficial for them and you as well.

Lost Puppies

Equipment Needed: Bean bags (at least one per child), and a hoop or a bucket.

Movement Skills: Running, also spatial awareness. Progression can include hopping, skipping and galloping.

1. Spread out your bean bags across the floor.
2. Hold a bean bag and pet it like a puppy and tell the children "this is my puppy".
3. Let them pet the puppy and allow them to really imagine the bean bag as a puppy.
4. Tell the kids that the puppies are lost and need their help to get home.
5. The kids will then grab a puppy and bring it back to the home (hoop or bucket).
6. Repeat this but ask the kids to either jump, hop, skip or gallop.

Laser Pointer Striking – On Wall.

Equipment Needed: Laser pointer, hoop or poly dot, half noodle.

Movement Skills: Striking and Tracking.

1. Have the students stand on a poly dot or in a hoop about 12 inches from a wall.
2. Give the child a noodle and ask him/her to watch for the laser dot and to strike it when they see it.
3. Move the laser high and low and on both sides of their body. This will encourage the child to use forehand, backhand, underhand and overhand strikes.

Laser Pointer Striking – On the Ground

Equipment Needed: Laser point, hoop or poly dot, half noodle.

Movement Skills: Running, Striking and Tracking.

1. Have the children stand about twenty feet in front of you in a single file line starting in the hoop or poly dot.
2. Have the first person in line step into the hoop or poly dot with a half noodle in their hand.
3. Point the laser near their feet and tell the child in the hoop to follow it and try to smash it with the half noodle.
4. Move the laser closer and closer to you to get the child to run after it, track it and to smashing it with their half noodle.

V-Jump

Equipment Needed: Green Painters Tape
Movement Skills: Jumping and Balance.

1. Tape a large V on the ground .
2. Have the children start at the narrow end of the V and jump with both feet along the V, the jump will get progressively harder as they go down the V.

Make sure you don't make the V too wide or narrow. This should be challenging but not too difficult. Ask the kids to see how far they can get down the V.

Balance Disc Noodle Battle

Equipment Needed: 2 Balance Discs, 2 Half Noodles

Movement Skills: Dynamic balance.

1. Have two balance discs placed on the floor about two feet from each other.
2. Have one child stand on each balance disc.
3. Give the players two half noodles to hold.
4. They will each be holding onto one end of each noodle so that they are connected by the noodles.
5. Have the children attempt to pull each other off of the balance disks.

This game will only work with the older toddlers and maybe even just starting with the 4 or 5 year olds. This also works well with older children and even adults.

Balance Disc Water Ski

Equipment Needed: 2 balance discs, rubber exercise band.

Movement Skills: Dynamic balance

1. Have a child stand feet shoulder width apart with each foot on a balance disc.
2. Give him/her the rubber exercise band to hold.
3. Having one end in each hand the leader pulls them back and forth, one hand at a time. This will help the child develop dynamic balance.

The previous game was really suited for the older toddlers, this one works well for the 3-4 year old participants.

Snakey Snakey

Equipment Needed: 1 Boat Rope (soft rope)

Movement Skills: Dynamic Balance

1. Place the boat rope on the ground.
2. Have one leader holding each end of the boat rope.
3. Wiggle the boat rope and have the children jump (one or two foot take off, two foot landing), hop (jump and land off of same foot), and leap (one foot take off two foot landing) over it.
4. Ask them to do trick jumps such as a spin, clapping in the air, grabbing a foot while airborne etc.

This game allows the children to have a lot of creativity when inventing their trick jumps. If you only have one leader you can even tie on end of the rope to a chair.

Scarf Play

Equipment Needed: 3 Scarfs.

Movement Skills: Tracking and Catching.

1. Stand in front of a child with three scarfs in your hand.
2. Drop the Scarfs one at a time from different heights.
3. Progress to dropping them really fast and then all at a time.

Scarfs are great for children who are just learning how to catch. They do not fall very fast and they are easy to grab onto. Playing with scarfs is a great lead-up to playing catch with a ball.

Stilt Walk

Equipment Needed: 2 stilts per child and various equipment for children to walk over, in and around.

Movement Skills: Dynamic balance, coordination and agility.

1. Set up an obstacle course with object that the children will walk around, over and into.
2. Have the children go through the course one at a time.

Literacy Tarp

Equipment Needed: Literacy tarp (large blue tarp with the alphabet taped onto it), letter cards, alphabet dodgeball (ball with all the letters written on it).

Movement Skills: Many Fundamental movement skills can be used such as hopping, jumping, leaping and running.

1. Using either the cards or the dodgeball, call out a letter for the child to go to.
2. Have them spell their names or their partners name by travelling to each letter.

This is a great way to incorporate literacy into your program. Get creative and find out more games to play. You can also make a numeracy tarp by placing numbers on it instead of letters.

Jump and Leap Obstacle Course

Equipment Needed: Hoops, pylons, hurdles, bricks (anything the kids can jump over or move around)

Movement Skills: A variety of skills such as jumping, leaping, hopping and running can be used. This is also great for agility, balance and coordination.

1. Set up a course that is a loop (one that the kids can keep going around and around).
2. Go through the course before the kids do to demonstrate what you would like them to do and where.
3. The kids can go through this course 2 or three at a time depending on how long the course is.
4. Have a set part of the course (one third of the way, two thirds of the way) so you can let the kids know when the next person can go.

School-Aged Stations

The following stations are great to run with programs that have school aged kids and even as young as four year olds. Stations are great because you can get the kids doing a variety of activities in a limited timeframe. Do the stations for about three minutes and then rotate.

Build and Destroy

Equipment Needed: 6 Frisbees, about 8 Blocks and birdseed bean bags

Movement Skills: Throwing (underhand, overhand and Frisbee throw)

1. Have one child (builder) build a structure with the blocks.
2. Another child (destroyer) will be about ten to 15 feet away.
3. The destroyer will then attempt to knock down the structure with the Frisbees and bean bags.
4. Once the destroyer knocks over all the blocks or throws all the items, he/she will then become the builder and the builder will then become the destroyer.

Balloon Badminton

Equipment Needed: 1 noodle per person and 1 balloon per partnership, green painters tape if there are no lines on the playing surface to designate courts, duct tape.

Movement Skills: Striking (overhand, underhand, forehand and backhand)

1. Create noodle rackets by folding them in half and duct taping them together. This gives the racket more rigidity and increases the playing surface.
2. Once the court is setup, give each player one half of the court to be their side.
3. Have the children play badminton.
4. One point is awarded each rally.

Frisbee Balance

Equipment Needed: Two Frisbees for each participant.

Movement Skills: Balance, agility and coordination.

1. Have the children balance two Frisbees on one hand like a waiter/waitress. The bottom Frisbee should be lying flat and

right side up, with the top Frisbee lying face down.

2. Make sure that the flat ends (the top) of the Frisbees are together.
3. The object of this game is be the last person to still have their Frisbees balanced while attempting to knock down your opponents' Frisbees.

After playing a few rounds of this games, the participants will begin to develop a strategy as to how best attack, when to attack, and when to wait.

Noodle Hockey

Equipment Needed: One noodle per participant (6 players, 3 On 3 works well), cones for nets (posts) and colored balls.

1. Have the players make two equal sized nets.
2. Divide the teams (3 on 3).
3. Play Hockey!

This is a great activity to level the playing field as playing with noodles will take away a lot of the advantages that children will have if the already play hockey.

Beach Ball Volleyball

Equipment Needed: A beach ball, painters tape or cones to make boundaries.

1. Create the boundaries and be sure to include a centre line (or even make a net or some sort of raised divider to increase the difficulty).
2. Play volleyball!

Playing with a beach ball will allow the children to hit the ball back and forth easier than if played with an actual volleyball. This is a great lead up volley ball activity before progressing into an actual volleyball game.

Bean Bag Shuttle and Shuffle Run

Equipment Needed: 4 cones and some Bean Bags.

Movement Skills: Running and agility.

1. Place two cones across from each other about fifteen feet apart. Do the same for another two cones. (see image below)



2. Place a bunch of bean bags by one of the cones and have the participants take the bean bags one at a time to the other cone. This is a race so encourage them to run as fast as they can.

Placing the cones closer together will work more on agility, whereas having the cones farther apart will work on endurance.

Koosh Ball

Equipment Needed: 2 Ogo Sport Discs and a Koosh ball.

Movement Skills: Striking and Agility.

1. Give each participant a Sport Disc and Koosh ball.
2. Have them practice hitting the Koosh ball up to themselves.
3. Encourage them to hit high, and low and count how many times they can keep it in the air.
4. Have them hit the Koosh ball back and forth to each other and try to keep it up as long as they can.

This is a great progression up from the Balloon Up game. Keeping the Koosh ball in the air is fairly difficult at first but gets much easier as the participant gets used to how hard and where to aim the Koosh ball on the surface of the Sport Disc.

Balance Tug of War

Equipment Needed: 2 Balance Discs, 1 Boat Rope.

Movement Skills: Dynamic balance.

1. Place the two balance discs about four feet away from each other.
2. Have the players each step onto on the balance discs with both feet.
3. Give each participant one end of the boat rope to hold onto.
4. Have them count down from 3 together and on 1 they will pull the rope until the rope is tight and has no slack. The first one to get the other player to touch the ground wins.

This is a progression to the Balance Disc Battle, and Balance Disc Waterski games for toddlers.

Group Activities

The following are activities that can be played in larger groups. These are great warm up and cool down games that incorporate a lot of the FMS.

Goalie Ball

Equipment Needed: 4 cones or poly spots, 1 dodgeball, 1 hoop, 1 foam block.

Movement Skills: Striking (blocking, kicking), throwing, catching, tracking.

1. Use a large circle on the gym floor if you have lines. If no circle on floor, use the 4 cones or poly dots to make the boundary for the throwers.
2. Place a hoop in the middle of the large circle (or boundary) and stand a foam block up in the middle of the hoop.
3. Appoint 1 child to be the goalie. The goalie will attempt to protect the block in the hoop by blocking the dodgeball as it is thrown by the others around the circle.
4. If the block is knocked over, the thrower will then become the goalie.
5. If the goalie makes ten consecutive saves, he or she earns a shutout and then a new goalie is appointed.
6. The players on the outside of the circle cannot move inside the circle, they must pass the ball around to get a better angle at the block.
7. The goalie is not allowed to step inside the hoop to block the ball.

Watch as the children learn that passing the ball to each other and incorporating teamwork will increase the likelihood of the block being knocked down. If the children are struggling with this concept, explain to them that the ball will travel faster than they can move and passing to their teammate will make it more difficult on the goalie.

Monkey in the Middle

Equipment Needed: 4 hoops or poly dots for participants to stand on. 1 dodgeball.

Movement Skills: Throwing, catching, tracking.

1. Place the hoops or dots on the floor in a large square.
2. Have 1 player stand on each hoop or dot.

3. Instruct the fifth player to be the 'monkey' in the middle.

4. Play as you would traditional monkey in the middle except:

- a. You cannot throw it over the monkey's head.

- b. If the monkey tags you while you are holding the ball then you become the monkey.

5. If the monkey intercepts or deflects a pass, the thrower becomes the monkey.

This is a great way to work on the concepts of offence and defense. Players will have to think and act quickly to avoid being tagged by the monkey or having their pass deflected or intercepted.

Noodle Balance Relay

Equipment Needed: 1 Noodle per team, small balls to balance on top of noodle. 2 cones per team

Movement Skills: Running and balance.

1. Divide the team into teams of four or five.
2. Place a cone at the starting position for each team and another cone about 25 feet away directly ahead of the first cone.
3. The first person in line will balance a ball on the top their pool noodle, run to the far cone and back.
4. Once the runner comes back he/she will pass the noodle and ball onto the next runner.
5. Repeat until everyone in the team has gone twice.
6. The team that finishes first and is sitting down quietly will be the winning team.

Gauntlet Dodge Ball

Equipment Needed: Dodgeballs, about 1 per 2 players.

Movement Skills: Tracking, catching, running, dodging, throwing.

*This game is played within a large rectangle. The short lines are called the baselines and the long lines are called the sidelines

1. Have all the children line up on one baseline.

2. Designate one child to stand along a sideline as the thrower.

3. On the signal, all of the children on the baseline will run across the playing surface to the other baseline.

4. While the runners are running, the thrower will attempt to hit the runners as they go by.

5. Each child that gets hit with a dodgeball will then become a thrower.

6. The throwers can line up on either sideline.

7. The game ends when there is only one runner left.

8. A new round starts with the last person hit in the previous round becoming the first thrower.

Mission Impossible

Equipment Needed: Dodgeballs

Movement Skills: Throwing, tracking, running, jumping, dodging.

1. Have all the participants line up on a baseline.
2. Place all the dodgeballs on the centre line of the playing surface.
3. Give them the start signal (three, two, one MISSION IMPOSSIBLE!)
4. Once given the start signal the players will race to grab a dodgeball, they then must wait for the leader to count to five before they can begin to throw their dodgeballs.
5. The object of this game is to hit as many players as you can by throwing the dodgeball at them below the shoulders.
6. If you get hit you must sit down until the person who hit you gets hit by a dodgeball.

This is a great non-elimination dodgeball game that, especially in larger groups, is extremely difficult to win making it a continuous game.

Fire and Ice Tag

Equipment Needed: Two blue dodgeballs or bean bags and two yellow dodgeballs or bean bags.

Movement Skills: Running and dodging.

1. Appoint two kids to be the ice (blue)

and two kids to be the fire or sun (yellow)

2. The ice freezes and the sun thaws.
3. If a player gets tagged by Ice, he/she freezes and has to wait until Fire or Sun comes and thaws them.

This is a very easy to organize tag game.

Make sure you switch the fire and ice to give as many kids as possible a chance to be either Fire or Ice.

Ruckus

Equipment Needed: Bean bags (at least three per participant), five hoops.

Movement Skills: Running, hopping, jumping, skipping, galloping.

1. Place a hoop in each corner of the playing area.
2. Divide the group into four teams, each team going to a corner by their hoop.
3. Place a hoop in the middle of the playing area and dump the beanbags inside that hoop.
4. This is a relay game so one player from each team will run to the middle and grab one beanbag, run back to their team and place the bean bag into their hoop.
5. Once the bean bag is placed in the hoop the next player may go. Repeat this until there are no bean bags left in the middle hoop.
6. The team with the most bean bags at the end of the round wins.

Progression: Steals

1. You can steal another team's bean bag when you have a bean bag by tagging someone from another team while they have a bean bag.
2. If there is a tie (2 players tag at the same time) then do rock paper scissors.
3. Since there are four teams, the players have the opportunity to bring up to four bean bags back to their hoop.
4. Make sure to tell the players that they can only steal a bean bag if they already have one. They cannot tag someone and take their bean bag if they have not grabbed one from the middle yet.

Fox and Rabbit

Equipment Needed: None

Movement Skills: Running and Chasing.

1. Designate one child to be the fox and one child to be the rabbit.

2. Have the rest of the children join hands and make a circle.
3. The rabbit will start in the circle and the fox outside of it.
4. When the game starts, the fox will attempt to catch the rabbit by tagging him or her.
5. The rest of the children will try to protect the rabbit from the fox by moving close together to block the fox, or by moving apart to let the rabbit in and out of the circle.

Designate at least 10 minutes for this game the children will all want a turn. Try to give each child a turn to be either the fox or the rabbit. Ask the children about their strategy when being the fox, the rabbit, or being part of the circle. This will get them thinking about working together to defend the rabbit.

Screaming Eagle

Equipment Needed: Half Noodles

Movement Skills: Running.

1. Have the children line up on an end line.
2. Give them each a half noodle and ask them to run as far as they can, taking one breath, and screaming the whole time.
3. Tell them to stop exactly where they ran out of breath. It will be pretty easy to tell where they stop as they will be out of breath and need to gasp for air while briefly taking a breath.

This is a great activity to get children to thinking about how to conserve energy. After doing this once, many kids will figure out that if they don't scream very loud they will be able to run much further.

Sharks and Life Guards/ Parachute Game

Equipment Needed: Parachute

Movement Skills: Running and crawling.

1. Have the children sitting down with parachute pulled up to their hips with legs straight out underneath.
2. Designate one child to be the shark. The shark will start under the parachute.
3. Designate one child to be the lifeguard. The lifeguard starts standing up on the outside of the parachute.
4. The shark will swim around under the parachute and grab the legs of the kids sitting around the parachute and attempt to pull them under.

5. When the shark grabs a child's leg, tell them to yell "help, help!" and the lifeguard will run over and try to save them by grabbing their arms.
6. If the Lifeguard does not rescue the child in time, then that child also becomes a shark.
7. Play the game until everyone but the lifeguard is a shark.

Sword Tag

Equipment Needed: 1 half noodle for everyone.

Movement skills: Running, jumping, dodging, striking and hopping.

1. Give each child a half noodle and tell them that it is their sword.
2. Each time they get hit with someone else's sword, they lose the part of their body that got struck. For example, if they get hit on their left leg, they will have to hop on their right leg.
3. Appoint one child to be the healer, who can tap the injured limbs and heal the child.

Birds on a Wire

Equipment Needed: None unless you do not have a centre line on your playing surface. If you do not then you can use painters tape, poly spots or cones to create the 'wire'.

Movement Skills: Running and dodging.

1. Appoint on child to stand on the wire (centre line). This child will be the big Parrot.
2. All other children will be an end line and they are the little budgies.
3. The parrot will call the budgies over to run to the other end of the gym. While running past the parrot the budgies will try to avoid being tagged.
4. If tagged by the parrot, the little budgies will grow up and become a big parrot and join the other parrots on the wire.
5. The parrots cannot jump off of the line to tag the budgies, they must move back and forth on their wire.
6. The last budgie tagged will become the first big parrot for the next round.

Ask the parrots what the best strategy is to catch as many budgies as possible. Ask them if they should spread out or stick together and why.

Living Mino-Pimatisiwin through Health and Physical Education

Erica MacKenzie

This past week I attended the 2016 Far-side Workshop “Living Mino-Pimatisiwin through Health and Physical Education” at the University of Manitoba. In the “Traditional Aboriginal Games and Activities” session, leadership students through the Rec and Read Aboriginal Youth Mentorship program took us through many different games and activities corresponding to different areas of the Medicine Wheel. The activities were fun, silly, and great to try with students of all ages! For more information on the historical background of these games, contact Blair Robillard – Traditional Aboriginal Games Instructor at blair.robillard@hotmail.com

Dox-En-Eye: (East – Social/Emotional)

- Equipment: Large walking stick (or other piece of equipment in substitution)
- Objective: To have everyone end up on the same team (similar to Red Rover)
- Divide the group into two equal sized teams facing each other in 2 lines, approximately 5 meters apart. One side starts with the Dox-En-Eye stick and chooses an individual from the other team. One person on the team holds the stick and thumps it on the ground while the group calls “Dox-en-Eye, Dox-en-Eye, we call _____ over!” The participant selected has to walk away from his/her team, collect the stick from the other team, and walk backwards towards his/her own line without smiling. If they can do it without smiling the participant stays on his/her own team. If the person cracks a smile, or laughs, he/she must join the other team. The calling team must stay on their line, but try anything to make the person smile – silly noises, faces, sounds, etc. Safety – no physical contact in this game.

Screaming Eagle: (South – Physical)

- Equipment: Ownership sticks (a decorative stick approximately 1-2 feet long)



Substitute with other pieces of equipment, or none

- Objective: Using one breath, try and run as far as you can while screaming at the same time
- This game tests cardiovascular endurance. Line students up at one end of a large space. Students hold their ownership sticks high in the air, take a deep breath, and try to run as far as they can while screaming at the same time. Once they cannot go any farther, students stop and stay where they are.

Gentle Always Wins: (West – Mental)

- Equipment: Ropes (or skipping ropes)
- Objective: Try to put your partner off balance so they fall over
- Somewhat of a tug of war game. Stress that being strong and pulling hard doesn't always win. This game is about observation and strategy. Students start facing one another a few feet apart, feet together, sitting in a squatted position. Each participant holds the respective ends of the rope with slack in the middle. For safety, students are not allowed to wrap the rope around their hands. On the cue of “go”, students pull/thread the rope through their hands until taught, and try and send their partner off balance.

Windigo Tag (North – Spiritual)

- Equipment: none
- Background: This game was created to

teach young children to stay close to their mothers in the woods, by the fire or by their group for protection.

- Objective: To try and tag the last person in line
- Form groups of about 6 or 7. One person is the ‘Windigo’ (tagger). The others create a chain by placing their hands on the shoulders of the person in front of them. In the chain, the first person is the “mom”, protecting her children from the Windigo, and the last person in the chain is the “baby”. The goal of the Windigo is to try and tag the baby. The goal of the chain, is to protect the baby from the Windigo. Once the round is over, the person who is the Windigo becomes the baby and the mother becomes the Windigo. Continue to rotate until everyone has had a turn.

Scorpion Tag (East – Social/Emotional)

- Equipment: None
- Objective: to be the last person in the game
- Divide the group in 2, with half the group forming an exterior circle boundary around the participants. Participants move in a crab walk position. Using their hands and feet as hooks (no kicking or hitting), participants try to knock their opponents off balance and sit on the floor. Last one standing wins.

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