



PHE MB

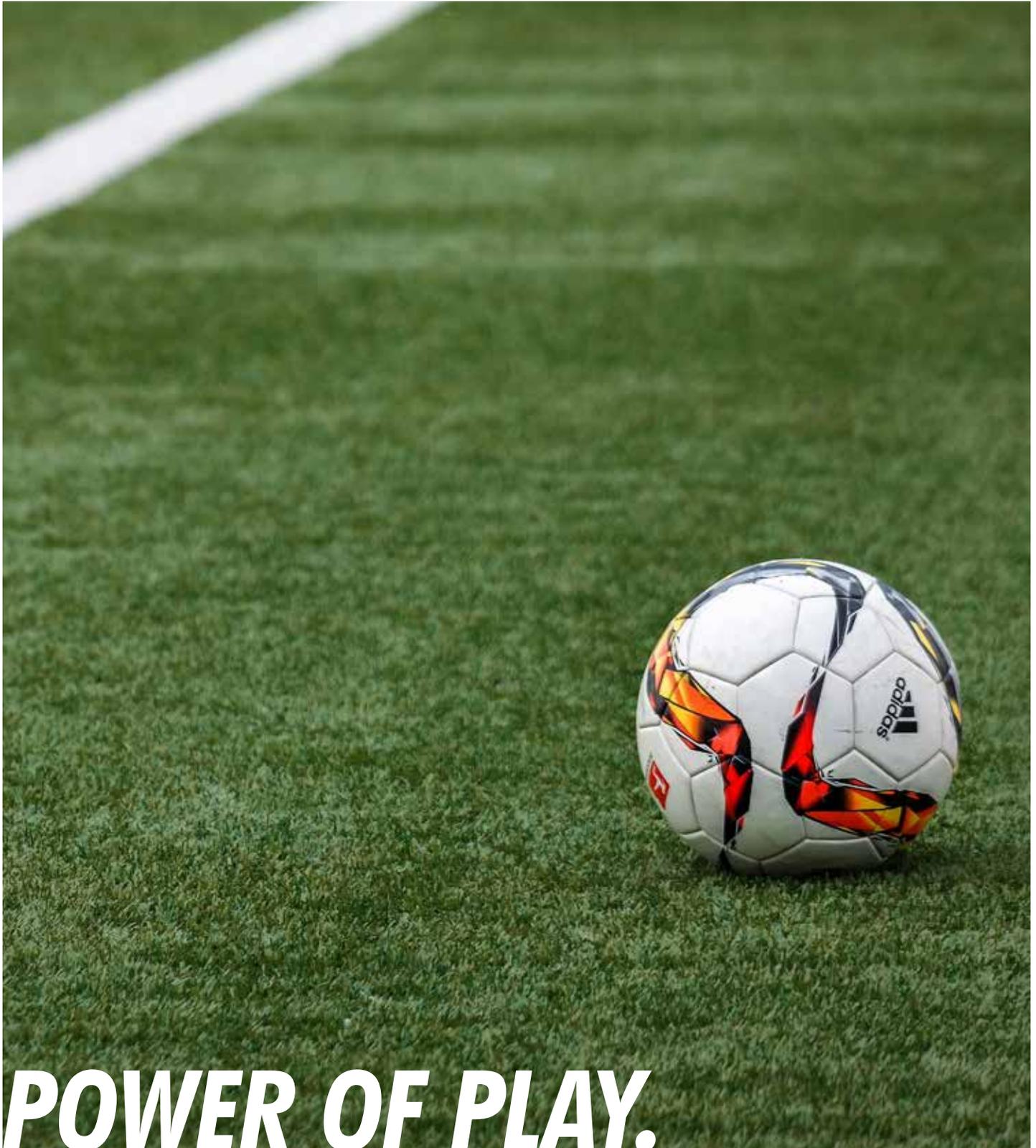
Physical and Health Educators of Manitoba

EPS MB

Éducateurs d'éducation physique et de santé du Manitoba

Volume 41, No. 1

Fall/Winter 2017



POWER OF PLAY.



PHE MB

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President's Message

Darla Armstrong and Jacki Nysten

Welcome to the first journal of 2017 – 1018. This is the first full year as Physical and Health Educators of Manitoba (PHE MB) with our new logo and updated constitution in place. We would like to thank you for your patience in this lengthy process and look forward to all of us making the transition from MPETA to PHE MB in our name and our new stylized buffalo logo.

Thank you to JJ Ross and his team at St. James School Division for a highly successful "Power of Play" Pre-conference day (TUCK) and MTS PD day. It was an innovative theme and attracted 113 registrants for TUCK and 771 registrants for MTS Day. We would also like to thank the board members who helped with registration and various other duties for these two days as well as a huge thank you to Krystle Seymore, who skillfully puts these days together.

We would like to welcome our new Board members, Janice Mullin representing Interlake, Riley Bredin and Chad Sauerborn; student reps from the U of Winnipeg on board and welcome the return of Joannie Halas from the University of Manitoba. We would also like to say good luck to Nathan Hall who is leaving for a few months to do research in Ireland.

As well, with the retirement of Paul Paquin we welcome Stephen Howell as his replacement as Curriculum

Consultant for Physical and Health Education and welcome John Finch who is a Coordinator of the Learning and Support and Technology Unit at MB ED and has the pleasure of now having the PHE portfolio.

If you visit the PHE MB website after not going there recently, you will find it new and improved. Thanks to Krystle Seymour for creating a one-stop shop for site visitors. If you are trying a new unit or are new to teaching Physical Education and Health a reminder that on our web site <http://www.phemanitoba.ca/> are professionals able to assist you in your planning. Look under our mentorship heading. Also remember the Flash comes out once a month to keep our members up to date.

PD funding is an important part of our services to our members. If you are planning on going to Whistler for the PHE Canada national conference this year, \$300.00 of PD funding is available to you. To be able to apply for these funds you must be a PHE MB member in good standing for a minimum of two years or a first year

teacher, or have not received PD funding in the past two years.

As the year progresses, take note of all the people who are doing excellent jobs in the phys. ed. and health area. It is always a pleasure to be able to acknowledge the contributions made to our discipline by people from all areas of the province. Congratulations to the many people who we recognized at our awards night in October. Nominations for this school year include the WOW student award (nominations close April 30) and all other PHE MB awards accept nominations until the start of September.

We hope that everyone has a successful year and cheers loudly for Team Canada during this year's winter Olympics in February!



Grants/Funding Chair

Brian McMillan (Mick) - Frontier School Division

As 2017 ends I am here thinking about the number of Physical Education Specialists that PHE Manitoba has supported over the year through our Professional Development Grants and Funding Opportunities.

We have supported a number of professionals who have attended PD all across North America. This current school year is no exception as we have many people attending the 2018 PHE Canada National Conference in Whistler, BC in May 2018. We also have a number of people attending the 2018 SHAPE National Conference in Nashville, TN USA in March.

Our professional development fund was established through constitutional guidelines. Once this amount has been expended, no further monies will be available for PD assistance until the following December. Activities will be funded to a maximum of \$300.00 in Canadian funds per year. 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.

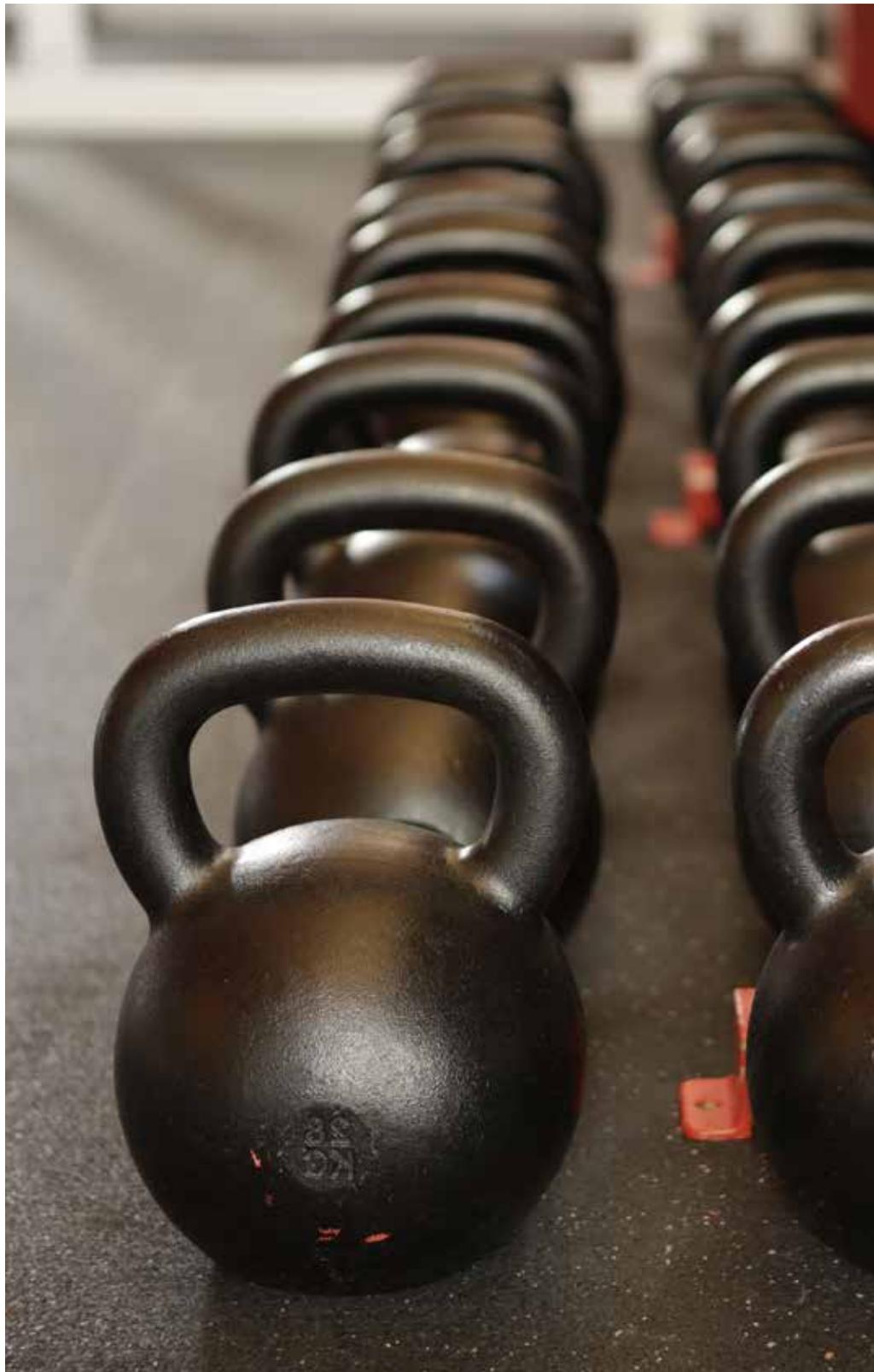
You can check the PHE Manitoba website for funding opportunities that also include:

- *Intramural Equipment Grant*
- *Student Leadership Conference Funding*

All of these applications can be found at www.phemanitoba.ca/grants.html

Feel free to call or email the PHE Manitoba Office or myself for further details.

From my family to yours I wish you Merry Christmas and a prosperous 2018.



PHE Manitoba School Intramural Equipment Grant Sister McNamara School

This year at Sister MacNamara School we used the PHE Manitoba School Intramural Equipment Grant to purchase six Omnikin Six balls for our students. These balls are a smaller version of the original Omnikin ball and come in six different colours. The balls cost \$365.00 and the additional funds to cover the purchase will come out of our Physical Education budget. The equipment was purchased from CatSports.



Omnikin Six balls can be used for a variety of games and activities. They are a great way to differentiate and use as alternative equipment when practicing volleyball skills with students. We have used our Omnikin six balls to play lead-up volleyball games with students including circulation ball (a lead-up volleyball game that includes all throws and catches as opposed to serves, bumps and volleys), as well as team keep up – where students use their volleys and bumps to keep the ball up in the air as long as possible with their group. The large size of the ball and the light weight of it keeps it up in the air longer and helps to include all students in developing their volleyball skills. A game we would like to try with students is six colors tag ball. The following is a description of that game.

Equipment: 6 Omnikin six balls, one of each color, 6 sets of pinnies of 6 different colors, 6 hoops

Preparation: Form six teams each with a different colored ball. Spread six hoops around the gym. Start with a player per team in a hoop with their ball. All other players are spread around the gym.

Goal: Touch all players from a team with the ball and free your teammates.

Description: Any player can take any ball and run to a hoop to throw. Once in a hoop a player can try to touch a player from another team by throwing them the ball. The player must be touched under the shoulders without the ball touching the ground first. If the targeted player catches the ball, he can run in a hoop

to target a player. If he does not catch the ball, he must sit on the ground. A player holding a ball or inside a hoop cannot be targeted. To free a sitting player, a teammate must make him a pass using the ball matching his pinnie color. It is important to teach the players to try to free their teammates before trying to hit the other players. The game stops when all the players from a same team are sitting.

Adaptations and Variations: Allow to free their teammates by using any color ball. Ask the players to dribble to get to a hoop. Augment the number of hoops according to the space available and the number of players. Play without hoops, players cannot walk with the ball. Accept that the ball bounces off the floor before touching a targeted player.

The students and staff at Sister MacNamara School are looking forward to many years of enjoyment and skill development from our Omnikin Six balls. Thank you to PHE Manitoba for the intramural Equipment Grant that made this purchase possible!

Intramural Equipment Grant

Blue Jay Bridge

Thank you very much PHE MB for the \$300 intramural grant! With it I purchased a wall mounted Heart Rate monitor. I got the idea after seeing one in Jeremie Labossiere's gym at Crane School.

It is a pulse stick that the students hold with both hands and then watch the LCD screen on the stick to see where their heart rate is at. Having it mounted to the wall means they can access it at anytime to see if they are in their target heart rate zone.

The wall mounted heart rate monitor cost \$399 plus tax. I used the PHE MB \$300 grant and paid the balance through my school Phys Ed budget. I ordered the heart rate monitor from Gopher Sports through their website at www.GopherSport.com



Intramural Grant

Bernie Wolfe Community School

By Jasmine Chin - K-5 Physical Education Teacher



Thank you PHE Manitoba for granting Bernie Wolfe Community School the PHE Manitoba School Intramural Equipment Grant. For our grant, we would like to order two UltraNet Portable Net System from Gopher Sports for our school. These nets are very easy to set up and to take down without wasting any valuable class time. The UltraNet can be used for a wide variety of sports such as badminton, volleyball, pickle ball and tennis. With the individually labeled pipes and an easy link together frame, setting up the nets and taking them down will take no time! In addition, they are very durable and have a nylon bag for easy storage.

Each UltraNet will cost roughly \$175 each. We will be paying the additional funds from our physical education budget from our school. We are fortunate to have enough funds in the budget to order some new equipment for our growing school.

Since our school

ranges from kindergarten to grade 8, there are several activities that we will be using these nets for. First, we will be using the nets during our tennis unit. We have several racquets for our students to use but are currently using mats as nets. With the UltraNet, it will be very helpful for our students to practice rallying and have the feel of playing a real tennis game. Second, we will be using the nets for both our volleyball and badminton units. Especially for our younger students, the regular sized volleyball and badminton nets are too high. Being able to adjust the height for the students in kindergarten to grade 2, they are able to feel more successful and have the opportunity of trying a variety of sports.

Thank you again PHE Manitoba for granting Bernie Wolfe Community School with the PHE Manitoba School Intramural Equipment Grant. We look forward to playing with the UltraNet in a variety of sports at our school.



Tchoukball

Warren Collegiate

Rene Comeault - Teacher

A colleague and I attended SAGE 2016 and participated in a Tchoukball Session. We absolutely loved it and thought it would be a great sport to introduce to our PE and intramural programs. So many sports that we had included in our previous programming had a head to head competitive component that did not appeal to a large percentage of our student body. Tchoukball was developed to minimize direct contact and aggression in sports and that is exactly what we were looking to avoid in our intramural program. The game allows for fair play and respect for the opposition and minimizes the stress on officiating that is prevalent in other sports.

We purchased a Tchoukball Kit from Sport Factor at a cost of \$399.95 and bought an additional two nets from the University of Manitoba. Our funding shortfall was made up by our sports equipment budget.



We plan to continue to implement Tchoukball in our programs at Warren Collegiate. Thanks for the support from PHE MB.

Intramural Grant

Richer School

By Graham Bodnar

How are we going to play without the nets? They looked confused when they were told we would be using the walls instead. The latest intramural league at our school is Pickleball and we're playing it in a totally different way. We have played before, but unfortunately using the three badminton nets and courts in our gym really limits how many students could play at one time. By turning the game into "Wall Ball" Pickleball, we are able to get a full gym of students playing at the same time. The first step was to get the equipment that would allow us to approach the game in a new way, which was purchased with the help of the MPETA Intramural Equipment Grant. We were able to purchase 24 paddles (4 sets of 6 different colours), 24 whiffle balls (4 balls of each of the same 6 colours), and 60 cones (10 cones of each of the 6 colours).

The total cost of the equipment was \$329.47 and it was purchased from Sportfactor. Our physical education budget was able to cover the additional funds that were not provided by the MPETA Grant. With the different colour sets, games are very easy to organize. Two students grab the same colour paddle, ball, and cones to start their game. The rules are simple as the ball must hit the wall and land inside the square before it is returned by the opposing player (very similar to the concept of racquetball or squash). The nice part is that players get to determine their boundaries (square) by using the cones to determine how big or small they want their playing surface to be. Some choose smaller boundaries to work on the accuracy of their shots, while others prefer a larger space and the ability to make the game a battle of endurance. With the ability to create bigger boundaries,



students can also make it a doubles game or a three player game as well. Because of the colours, students never wonder which ball is theirs or what their particular boundaries are as many games are happening all over the gym. We have created tournaments using formats that include knock out brackets or simply playing three minute games before students



find a new opponent to challenge. Thank you again to MPETA for the equipment and for making this new intramural activity possible at our school.

Intramural Grant

St. George School

By Christa Conrad

Thank you PHE Manitoba for granting Bernie Wolfe Community School the PHE Manitoba School Intramural Equipment Grant. For our grant, we would like to order two UltraNet Portable Net System

from Gopher Sports for our school. These nets are very easy to set up and to take down without wasting any valuable class time. The UltraNet can be used for a wide variety of sports such as badminton, volleyball, pickle ball and tennis. With the individually labeled pipes

and an easy link together frame, setting up the nets and taking them down will take no time! In addition, they are very durable and have a nylon bag for easy storage.

Each UltraNet will cost roughly \$175 each. We will be paying the additional funds from our physical education budget from our school. We are fortunate to have enough funds in the budget to order some new equipment for our growing school.

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students to use but are currently using mats as nets. With the UltraNet, it will be very helpful for our students to practice rallying and have the feel of playing a real tennis game. Second, we will be using the

nets for both our volleyball and badminton units. Especially for our younger students, the regular sized volleyball and badminton nets are too high. Being able to adjust the height for the students in kindergarten to grade 2, they are able to feel more successful and have the opportunity of

trying a variety of sports. Thank you again PHE Manitoba for granting Bernie Wolfe Community School with the PHE Manitoba School Intramural Equipment Grant. We look forward to playing with the UltraNet in a variety of sports at our school.



Spikeball

J.R. Reid

I would like to thank MPETA for accepting our application for this year's Intramural Grant. Our Physical Education program at J.R. Reid School will benefit our students with a purchase of six spikeball sets that includes 3 balls per set and a curriculum to incorporate spikeball in our phys-ed classes. Spikeball's target is towards schools and they give a great deal when you are putting this into your school programming. The cost is \$288.00. (or 45 a set instead of 75... Spikeball focuses on reaction time and eye-hand coordination in a fun dynamic environment!

The sport uses a round net which is played with teams of 2. There is a hula-hoop sized net placed between the teams. A player starts by serving the ball down on the net then ricochets up at the opponents. They have up to three hits between team members (just like volleyball) to control the ball and bounce it back off the net, if you miss they score the point. The score goes up to 21 just like beach volleyball scoring.

Collectively we decided we wanted to try and make in this intramural sport a regular in our program by first phasing it into our Phys-Ed classes. During our programming we plan on using instructional videos to help visual for the students prior to hands on experience.

The idea of creating an intramural spikeball program in our school. We decided to start with something fun and simple giving students and opportunity maybe to expand it to having other schools come to play. This is a growing a sport in America and I happy to promote it in my division and my Students have had a positive experience!

Congratulations to the 2016-2017 PHE MB Award winners and their nominees

On Thursday October 19th, 2017 we celebrated the physical and health educators in the province at Sturgeon Heights Collegiate. Congratulations to all the winners!

Innovator Award: Blair Robillard



Golden Apple Award: Brooklands School



Coalition Award: Corporal Robert Daisley



PHE Canada's Dr. Andy Anderson Award: Dean Hardern



Stu Sieme Award: St. James Collegiate



Interlake Regional Recognition Award: Shawn Oswald



South Central Regional Award: Brent Unrau



Norman East Regional Recognition Award: Melissa Ferrar



Norman West Regional Recognition Award: Brian 'Mick' McMillan



PHE Manitoba Middle Years Award: Dawn Tulk



PHE Manitoba Senior Years Award: Alyson Gysel



University of Manitoba Dick Le Page Award: Janine Zajac



University of Winnipeg Dick Le Page Award: Peter Sawatzky



University of Winnipeg Dick Le Page Award: Madison Cyr



NOT SHOWN:

PHE Manitoba Early Years Award: Bryan Vermeylen

University of Brandon Dick Le Page Award: David Smith & Tara VanCauwenberghe

CONCUSSION MANAGEMENT

DEFINITION OF CONCUSSION

Temporary change in mental state as a result of trauma (may be blow to head, face or jaw; may result from whiplash effect to neck)
NOT NECESSARILY WITH LOSS OF CONSCIOUSNESS

C-SPINE PRECAUTIONS
AIRWAY, BREATHING, CIRCULATION
ASSESS LEVEL OF CONSCIOUSNESS



MANAGEMENT OF ATHLETE WITH CONCUSSION

When an athlete shows any signs or symptoms of concussion:

1. No return to current game or practice the day of injury
2. Medical evaluation necessary including full SCAT3 assessment on the sidelines or medical facility
3. No aspirin or anti-inflammatory for pain; acetaminophen ok
4. No alcohol or sleeping pills\
5. Do not leave alone - regular monitoring for deterioration is essential in first few hours.
6. To Emergency Department if worsening symptoms or if new symptoms develop
7. Return-to-play must follow a medically supervised, stepwise process (No training until medically cleared)

RETURN-TO-PLAY

Proceed to next step only when asymptomatic for 24 hours; if symptoms recur, return to step 1 and seek re-evaluation by physician

- Step 1: No activity; complete physical and mental rest (no videogames; no texting)
- Step 2: Light exercise (walking; stationary bike)
- Step 3: Sport-specific activity (e.g. skating)
- Step 4: "On-field" practice without body contact / light resistance training
- Step 5: "On-field" practice with body contact (once cleared by medical doctor)
- Step 6: Game play

"When in doubt, sit them out!"

CONCUSSION SCREENING

1. SIGNS AND SYMPTOMS OF CONCUSSION:

Headache / pressure in head	Poor balance
Dizziness	Poor concentration / easily distracted
Neck pain	Slow or slurred speech
Feeling dazed / "in a fog"	Slow responses to questions
Feeling "dinged" or stunned / "bell rung"	Slow to follow instructions
Feeling "slowed down"	Vacant stare / glassy eyed
Sleepiness	Decreased playing ability
Seeing stars	Unusual / inappropriate emotions
Double or blurred vision	Personality changes / irritability
Sensitivity to light or noise	Inappropriate behaviour (skate/run wrong direction)
Ringing in ears	Loss of consciousness
Nausea / vomiting	Memory deficits / amnesia
Confusion	Seizure / convulsion
Disorientation (unaware of time / date / place)	

***Presence of any of the above symptoms may suggest concussion**

2. MENTAL STATUS TESTING:

- What venue are we at today? (which gym / stadium / rink is this?)
- Which half (quarter / period / round) is this?
- Who scored last in this match (game / fight)?
- What team did you play last week / game (Who was your opponent in the last match)?
- Did you / your team win the last match / game?

Failure to answer all questions correctly may suggest concussion

3. BALANCE TESTING:

- Tandem Stance: (Requires stop-watch)
- Stand heel-to-toe with non-dominant foot in back (weight evenly distributed)
- Then balance for 20 seconds with hands on hips / eyes closed

More than 5 errors => may suggest concussion:

- E.g.
- Lift hands off hips
 - Open eyes
 - Lift forefoot or heel
 - Step / stumble / fall
 - Remain out of start position more than 5 seconds

IF CONCUSSION SUSPECTED, REMOVE FROM PLAY AND ASSESS FULLY WITH SCAT 3 CONCUSSION ASSESSMENT TOOL
<http://bjsm.bmj.com/content/47/5/259.full.pdf>



—JEUX DU—
CANADA
—GAMES—

**SPORT FOR
LIFE CENTRE**

M E D I C I N E C L I N I C

(5-10 DAYS)

COGNITIVE REST STRATEGIES FOR CONCUSSION

NO

TV
Texting
Alcohol

Video Games
Reading
Caffeine

YES

Audio
(podcast, light music, audiobooks)

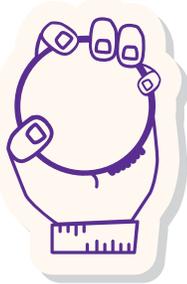
Drink a lot of water
Healthy, balanced diet
Early to bed
Consistent wake time

**145 PACIFIC AVE, WINNIPEG MB
SPORTMEDICINECENTRE.CA**

Stress Busters

For students by teachers

01



Make your own stress balls with balloons and rice.

02



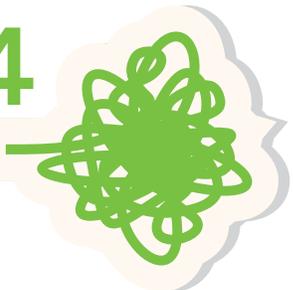
Colour mandella colouring pages.

05



Listen to music.

04



Play with tangles.

03



Download and use a breathing app.

Teacher-focused Wellness Tips

Created by teachers for teachers



Have a **"go to"** list of colleagues to contact for support.



Teachers' Federations can provide assistance.



You are **not** alone!



Seek out positive exchanges with others.



It's OK to ask for **help**.



Collaborate with **positive** people.



Remain **honest and polite**.



Remain **non-judgemental**.



Clarify, communicate and demonstrate **interest**.



Contribute to the creation of ideas, plans and options in finding a **solution**.



Demonstrate **active** listening skills.



Elaborate on personal **perspectives**.



Utilize **emotional intelligence** when having tough conversations.



Establish and maintain a **positive working culture**.



Take action to promote personal wellness: ensuring healthy life balance, eating & sleeping well, pursuing personal interests outside of school and developing strategies for coping with stress.



Know and be aware of when **others need help**.



Stress release: know what works for you.



Involve yourself in school activities that make you **feel good**.



Recognize the successes and **gifts of others**.

Intramural Grant

École Dugald School

By Kylee Colwell

École Dugald School thanks PHE MB for our brand new All-Around Jr Goal sets. We purchased the goals for \$298.00 through the grant from GOPHER with the remaining taxes being covered our physical education equipment budget. The set included two goal-like buckets made of ABS tubing and a nylon net. These goals are very light weight, can be transported easily in games where the net is to be moved, and they pack up easily into their own little carrying case for storage.

A couple games we have used these goals for this year, I found in the “Great Balls of Fun” booklet, a CIRA Ontario book I had purchased at the MTS PD day this past year. Here is one of them:

FlagFrenzy Ball

Game objective: to be the first team to score 10 points or to be the team with the most points at the end of the game. Skills: throwing, catching, teamwork, defending space.

Equipment needed: two goals, a dodgeball, and two sets of pinnies to divide the teams.

Set up:

- Use the available area and adjust size of court based on players’ abilities and number of students involved
- Create a 0.5 metre diameter circle near each end line and place goal in the centre of each circle.
- Create two equal teams
- Each player starts with three flags attached to a belt at the back
- One team starts on offense, the other is the designated defensive team.

How to play:

- Each team will line up for begin play. Defense on the centre line, offence on their goal line. Play begins with a

signal from the official.

- The offensive team attempts to advance the ball towards the defence’s goal. If a player has possession of the ball, he/she can only take three steps before he/she must pass or shoot. If a player takes more than three steps, the ball is turned over to the other team at that spot.
- If the player in possession of the ball has one of their flags pulled by an opponent, it is a turnover.
- A player must have at least one flag left in order to be in possession of the ball. Any player that has all of their flags gone stays in the game but can only play defence. Defensive players cannot make contact with opponent or touch the ball in the hands of another player. They CAN however, intercept passes between opposing players.
- Only a defensive player or an offensive player with possession of the ball can go into the circle that surrounds the goal.

Points:

- 1 point = a player who ran into the circle and threw the ball into the goal
- 2 points = offensive player releases shot from outside circle and throws it into the goal
- 3 points = a player catches an alley-oop pass from a teammate and slamming the ball into the goal.
- When a point is scored, the ball goes to the defensive team and play begins with that team on its goal line and the opposing team at centre.

Thank you PHE MB!

Intramural Grant

Machray Elementary

By Steve Sawatzky

This is the first time I have taken advantage of the School Intramural Equipment Grant at Machray Elementary. I purchased an Indoor Curling set from www.floorcurl.com, for \$550 plus shipping which came to \$655.99. The additional funds after the \$300 grant were covered by the phys-ed budget. The curling set includes eight indoor rocks (four of each colour), a carrying case for the rocks, and two house mats also with a carrying case. Students were introduced to the game of curling during class, and had an opportunity to use their skills during our Winter Carnival in March. We set up a curling bowling station with half of the set, and curling closest to the button station with the other half. Most students had never played curling before, and really responded positively to the game. We plan on purchasing another set next year and having intramurals and tournaments so more students can participate. Thanks again to MPETA for making this possible, and allowing me to introduce a great new game to our students.



OLV Speed Stacking Club

Our Lady of Victory School

By Matt Eichel



Ready! Set! Stack!

Our Lady of Victory School was very excited and thankful to receive MPETA's School Intramural Grant! We put the \$300 towards the purchase of five Speed Stack sets online from Amazon to use in both P.E. classes and at our lunch time Speed Stacking club! These sets include a Stack Mat, 12 Speed Stack Cups with a holder, and a timer. The total cost for the five sets was \$339, which the additional \$39 was covered by our Phys. Ed. department. During P.E. class, students from

Kindergarten to Grade 8 have tried their hand at how quickly they can try the different types of stacking. Whether it's the basic 3-3-3 stack or the more challenging 3-6-3 stack, students have taken on the challenge! Students have learned what a personal best (PB) is and to remember it. Then they have set new personal bests through practice, determination, and hard work.

During our Speed Stacking Intramural Club at lunch, students get to practice the basic stacks as well as learn new, even more challenging stacks, such as the tough 6-6 stack or the most difficult 1-10-1 stack!

Students from grades 5-8 get to stack during the first part of lunch recess and then it's the Grade 3/4's turn to stack. During the intramural club, students compete to get the best times to earn house points for their house teams.

The Speed Stack sets have been great helping students develop hand-eye

coordination as well as learning what a personal best is and how they go about improving it.

Each student who has come to Speed Stacking Club has had a blast trying something new! Thank you MPETA for helping our students try out something new and exciting!



Outdoor Ed

With Jon Elkins (PE Specialist, Nfld.)

This session was an entire day beginning with a bus ride from our hotel. Our group was excited about venturing out to a park or wilderness setting in the countryside. It turns out that our host for the day invited the 30 plus attendees to his back yard in Flat Rock, Nfld. Flat rock is a small suburb of St. John's and his two and a half acres had all the outdoor space one would need right out his kitchen window.

The day began with some ice breakers where all strangers had to introduce themselves through games of varying rules and movements, all of which were easily adaptable to a school setting or gymnasium. Jon then went onto some trust games having pairs and groups work together to figure out how to complete a task. These activities were used to allow all participants to get to know each other and be able to count on one another in an outdoor setting. One such activity was done in pairs where the twosome had to come up with a compound word. Once the word was agreed upon (such as "crackpot" in our case) my partner in

crime was put across the field and turned her back upon me. The game was for each partner to say their word in order...I was yelling "crack" and my partner Raena was yelling "pot". The game was to be completed with eyes closed and hands up in front of you so that if people were moving they would not bang heads. This was a blast!

The day also included Jon and his wife and most of their family sharing their experiences and their love for the outdoors. They say that the people in Nfld. are something else and the Elkins family should be the poster family...willing to share all they have to enhance in this case the learning experience. They even shared the inside of their house inviting the 35 plus teachers in for a homemade chili lunch and desert.

The rest of the afternoon involved some true outdoor activities having group shelter and fire building competitions. Jon explained that all members are as important as the next and that all members can bring something special

to both the experience and the outdoor setting.

Our group of 8 teachers worked as a team to try and wind ourselves through an obstacle course set up in Jon's "back forty". He used different colored twine for each group and they had to help each other weave in, over, around and through some tightly grown in trees. Each team member was attached by one loop around the wrist and another that was slipped on the rope with a carabiner. This game was also adapted to give people the experience of having a sightless partner with a partner talking them through the course.

The day ended with another 10 minute bus ride down to the coast of Flat rock where we took a group picture at one of the most eastern parts of Canada to finish up the awesome Jon Elkins, Nfld experience.

...And to think...this was only day one of a four day conference...Thanks Jon and family!



National PHE Canada Conference

David Bard, Winnipeg School Division

“Ow’s ya getting on now”?

In addition to enjoying the unique landscape and culture of St. John’s Newfoundland and Labrador another advantage of attending the PHE Canada Conference was the opportunity to converse in “Newfinese”.

This year’s National Conference was held from May 4 – 6, 2017. This was my third National Conference, and first as a PHE Canada Board member representing Manitoba. As usual, the conference was an excellent opportunity to attend professionally relevant sessions, network with National and International teachers and researchers, and socialize with physical and health educators from across the country.

I was fortunate to attend a variety of sessions including topics in assessment, mental health, physical literacy, and inclusiveness.

I attended a number of thought provoking sessions on assessment which challenged personal practice and emphasized purposeful planning. Dr. Ann MacPhail, University of Limerick, stressed embedding assessment in the learning experience. Learning experiences must be meaningful, relevant, and effective. Key principles included Backwards Design, Instructional Alignment, and Assessment Of and For Learning.

Stephanie Talsma and Dr. Susan Rodgers presented “Teach Resiliency: Mental Health and Well Being in Schools”. This informative session introduced tools and resources to support students’ and teachers’ mental health and resiliency. The online portal and community of practice offers teachers strategies to assess resilience needs, and resources to enhance mental health. www.teachresiliency.ca

Dr. Guy Le Masurier of Vancouver Island University presented “Developing Physical Literacy in Secondary PE”. He claimed that “Fitness Education” is an essential and engaging approach to secondary physical education. Fitness Education concepts include self-assessment, self-management, goal setting, choice, personal fitness plans, monitoring/conferencing, and re-assessment. Student portfolios are used to collect and share evidence of meeting curricular outcomes. It was affirming to see that many of the positive aspects of this approach are embedded in Manitoba’s Grades 11 & 12 PE/HE curricula, and have been successfully implemented in earlier grades as well.

I also attended a session titled “Physical Activity Inclusivity: How to Promote Movement to EveryBody”. This session challenged teachers to reflect on their own practices, language, biases, activity spaces, and institutional structures to ensure and create the most welcoming and inclusive learning experiences for all students.

As a member of the PHE Canada Awards Committee I had the honor and privilege to announce Dr. Glenn Young as the National American Society Fellowship Award recipient, and Ted Temertzoglou as the R. Tait Mackenzie Honor Award recipient at the Awards Banquet and Ceremony. This awards ceremony recognized commitment, dedication, and innovation in the fields of physical and health education. I encourage all teachers to nominate deserving colleagues for PHE Canada and/or MPETA awards.

Thank you to MPETA and the Professional Development Fund for financial assistance to attend the National PHE Canada Conference.

“Long may your Jib draw”.



Do you have a student like this in your school?

Example Nominee Characteristics: The characteristics below are for example purposes only. Nominated students do not have to fit these names or descriptions.

“The role model”

A student who acts as an exemplary individual by demonstrating positive attitudes in various aspects of their community. ex. Academic, athletic, social, etc.

A student who has had challenges in life and continues to be positive and/or give back to their community. ex. Challenges – illness, injury, disability, trauma, relocation, immigration, etc. ex. Gives back to community through - sharing their experience with others, offering support to others, volunteering, fundraising, etc.

“The mentor”

An older student mentoring a younger student(s). ex. Teach a skill and/or being a buddy - how to play a game, assistance with reading, cooking club/nourishment program.

A student assisting with extra-curricular during and after school programs. ex. Intramural activities, cooking club, buddy program, etc.

“The helper”

A student assisting with lunch and snack programs. ex. School Milk Program, Fruit and Vegetable Program, canteen, cafeteria, lunchroom etc.

Assisting with extra-curricular during and after school programs. ex. Intramural activities, cooking club, buddy program, etc.

A student volunteering to help with school community related events. ex. Spirit week, family day, BBQ, concert, etc.

A student assisting with fundraising efforts. ex. Brainstorming, planning, promotion, execution etc. of fundraising that either promotes or monies raised will contribute to healthy eating or physical activity within the school.

“The innovator/contributor”

A student helping to generate healthy school initiatives and/or execute healthy school activities. ex. Celebrating nutrition month, advocating for/promoting healthy food in school, advocating for/promoting opportunities for physical activity in school, etc.

A student assisting with fundraising efforts. ex. Brainstorming, planning, promotion, execution, etc.

“The team player”

A student who works well with others, makes sure everyone is included and feels

like a valued member of the group, team, or community. ex. School extracurricular clubs, sport teams, project/event volunteers, etc

“The leader”

An outstanding student who participates in a leadership committee (club) or student council. ex. Being a team player, going above and beyond, demonstrates commitment to a cause, etc.

“The community connector”

A student who is very friendly, socializes, and engages with anyone within the school and contributes to the social wellness of the school community. ex. A student who makes an effort to ensure all feel valued and included - may be observed including/reaching out to students who may be shy or connecting students from different grades in an activity.

ex. A student who plans, volunteers, or whole heartedly participates in school events, projects, programs, spirit week, campaigns that benefit the school community, etc.

**Get rid of those winter
blahs and try a
winter walk to school.**



WINTER WALK DAY
Wednesday, February 7, 2018



#walktoschool  **@CanadaWalks**
www.saferoutetoschool.ca



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Tips for Winter walking



- Keep hands and head covered to prevent heat loss
- On really cold days wear a scarf over your face and mouth
- Wear warm, waterproof boots
- Wear a warm coat that deflects the wind
- Woolen clothing helps to retain the heat
- Wear clothing and carry backpacks with bright colours and reflective materials – it's important to be seen.
- Take an extra pair of socks and mitts in backpacks, so that you can change out of wet clothes



Winter Walk Day Activity Ideas

1st Wednesday of February (or any time in February)



Raise awareness & share ideas

Here are messages that you can share in your posters, announcements, school newsletters, bulletin boards, social media, and other popular communications materials at your school.

Walking (and wheeling) to school in the winter is beneficial and **fun**.

- Raise awareness about the benefits of active school travel. Walking/wheeling to school is healthy, environmentally friendly, and great for getting to know the neighbourhood and creating community connections. See our **website** for details.
- Compare the winter weather in other parts of Canada.
- Ask students to share what they like best about their walk to school.
- Ask students and parents about recommended walking routes.

Walking/wheeling to school can also be done **safely** and **comfortably**.

Give tips on:

- Dressing for cold and wet weather
- Biking or wheeling in cold weather
- Road safety with fewer hours of daylight
- Requesting infrastructure improvements.

Students who live **too far** from school to walk or wheel **can still get active** by:

- Getting dropped off a block or two away from school and walking the rest of the way.
- Participating in group walks and other activities at school during break time..

Prize Ideas

Prizes can be simple and affordable. Prizes are most effective when they help students continue to walk/wheel to school. Here are some ideas:

- Principal dresses up as a snowpal or other costume
- Staff does a silly or popular dance
- Certificates
- Hall of fame
- Gift certificate or coupon to neighbourhood restaurants, cafés, or stores
- Ice skating social
- Ski trip
- Snow-shoeing field trip
- Fat biking field trip (riding on snow using bikes with thick tires)



MENTAL HEALTH IN SCHOOLS: HOW TEACHERS HAVE THE POWER TO MAKE A DIFFERENCE

Leigh Meldrum, David Venn & Stan Kutcher | Sun Life Financial, Dalhousie University and IWK Health Centre

Working in education is exciting yet highly demanding, especially when teenagers are in the picture. The impact that a teacher may have on a teen's development and well-being is profound, and as a result the role of the teacher often extends beyond the traditional classroom. This can be challenging for some teachers, particularly when faced with mental health problems that youth may be experiencing.

The mental health of students in schools is an often overlooked, yet extremely relevant issue for today's educator. In Canada, between 15 and 20 percent of youth suffer from a mental disorder that would benefit from professional care, and six to eight percent of young people suffer from depression. By learning how to recognize and address adolescent mental health problems, as well as how to appropriately refer those young people suffering from mental health problems to health professionals for treatment, educators have a unique opportunity to play an important role in the health and well being of Canadian youth. It is therefore imperative that teachers are equipped with the practical tools and knowledge required to recognize and intervene appropriately in situations where mental illness may be a concern.

According to the World Health Organization, mental health is "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community". Although it is often overlooked, mental health is as important to a person's well-being as their physical health, particularly during the turbulent years of adolescence.

During adolescence the brain undergoes a significant period of growth and development, which continues into the twenties. This means that during secondary school students are passing through a vulnerable time of neurodevelopment that can have a serious impact in all aspects of their life. Indeed, adolescence is a time when many new behaviours begin to emerge, including changes in attention, motivation and risk-taking behaviour.

When the brain (or part of the brain) is not working well or is working in the wrong way, a person may experience many different kinds of problems, such as difficulty thinking or focusing, extreme emotional highs and lows, or sleep problems. When these symptoms significantly disrupt a person's life, we say that the person has a mental disorder or a mental illness, the causes of which are extremely complicated and may be the result of a complex interaction of genetics, environment and neurodevelopment.

TEACHERS ARE IN A UNIQUE POSITION TO REALLY MAKE A DIFFERENCE WHEN IT COMES TO PROMOTING AND ADDRESSING STUDENT MENTAL HEALTH CONCERNS IN AND OUT OF THE CLASSROOM.

How Does Mental Health Affect Students?

The statistics regarding youth mental health problems are staggering. At any given time in Canada, approximately twenty percent of young people may be suffering from some form of mental disorder, which translates to one in five students in the average classroom. These include: depression; schizophrenia; anorexia nervosa; bipolar disorder; panic disorder; etc. As an educator these numbers illustrate the potential that these problems have to seriously impact the day-to-day functioning of youth in the classroom. Mental disorders represent the most common and disabling condition affecting young people and therefore have major implications for students and for schools:

1. Mental disorders affect a student's emotional well-being.

If ignored, mental health problems can impede social development, leaving young people feeling socially isolated, stigmatized and unhappy. In an attempt to cope with or overcome the symptoms of these disorders, some young people acquire socially or personally inappropriate behaviours, such as dropping out of school or becoming heavily involved in the illicit use of drugs. Mental disorders may also impact the young person's ability to make and retain a strong and supportive peer network or appropriate relationships with adults. Teachers represent a prominent and positive adult role model in the student's life. It is part of their role to be supportive and aware of student difficulties and direct them to the appropriate resources for help if needed.

2. Mental disorders affect a student's ability to learn.

Mental health problems may pose a significant and unnecessary obstacle for students to overcome in the classroom. Studies show that students with emotional disturbance and poor social-emotional functioning have difficulty meeting academic standards. Some mental disorders such as learning disabilities and Attention Deficit Hyperactivity Disorder present unique and specific challenges to optimizing learning outcomes. By being aware of these factors, teachers can better meet the specific needs of students to help them learn most effectively.

3. Mental disorders are a factor in why some students drop out of school.

Roughly 15 percent of youth attending post-secondary education drop out before finishing their program often for reasons relating to their mental health. Therefore, addressing student's mental health concerns before they become a serious disruption and lead to negative behaviours, including dropping out of school is an important step.

Addressing Mental Health Problems at School: The Three-Pronged Approach

Schools can be an important location for mental health promotion, early identification and intervention, combating stigma associated with mental illness and possibly providing interventions and ongoing care. But as a teacher, what can you do to make a difference in the mental well being of your students? The answer is not always easy, and requires cooperation at all levels of the education system and a positive collaboration with health care providers.

1. Using the classroom for stigma reduction

One of the largest obstacles facing youth with mental illness is the associated social stigma against people living with a mental disorder. While the scientific understanding and treatment of mental disorders, as well as the awareness of the importance of mental health in all aspects of life, has advanced considerably in the past decade, the public's perception about people with mental illness has been much slower to change.

In the classroom, stigma associated with mental illness can affect how teachers, classmates, and peers treat the student living with a mental disorder. School-based anti-stigma activities present an opportunity to enhance understanding of mental illness and improve attitudes towards people living with mental illness. Furthermore, school-based anti-stigma activities reach people on all social levels, from teachers, principals and administrators to parents and community members to most importantly, the students themselves.

2. Identify and intervene!

Early identification and effective intervention for youth with mental disorders is critical. If left untreated, the symptoms of a mental illness may increase in severity, and its effects may become more serious and potentially life threatening. Educators and school personnel are in an ideal position to recognize behavioural or emotional changes, which may be symptomatic of the onset of mental illness.

By providing training related to youth mental health and mental disorders in young people that is specific to educators we will be better equipped to protect and promote the mental health of our youth. Educator-specific programs, such as Understanding Adolescent Depression and Suicide Education Training Program (www.teenmentalhealth.org), addresses the signs and symptoms of depression, as well as risk factors for suicide, methods of identification and appropriate referral of high-risk youth. The basis of this innovative Canadian program is supported by documented evidence of effectiveness and has been demonstrated to improve mental health literacy in educators and health professionals.

3. School curriculum meets mental health promotion

A potential starting point for the integration of mental health care into existing school health systems is through the implementation of a gatekeeper model. A gatekeeper model provides training to teachers and student services personnel (such as social workers, guidance counseling, school psychologists) in the identification and support of young people at risk for or living with a mental disorder. It also links education professionals with health providers to allow for more detailed assessment and intervention when needed.

Schools can also address students' mental health through the implementation of mental health promotion strategies through innovative curriculum initiatives. Improving mental health literacy through curriculum development and application could enhance knowledge and change attitudes in students and teachers alike, and embedding mental health as a component of health promoting activities could enhance mental health while decreasing stigma associated with mental disorders. Two examples of recently developed Canadian mental health curriculum for schools are: Healthy Minds, Healthy Bodies (Province of Nova Scotia) and the Secondary School Mental Health Curriculum (Canadian Mental Health Association).

What Role Can Teachers Have in Advancing Mental Health in Schools?

Teachers are in a unique position to really make a difference when it comes to promoting and addressing student mental health concerns in and out of the classroom. Here are four suggestions to consider.

1. **Policy reform:** Support the development of policies and plans that recognize the importance of integration of mental health into educational institutions.
2. **Curriculum:** Support the application of a mental health curriculum, which in turn provides health promotion and addresses stigma through scientific knowledge.
3. **Support system:** Implement infrastructures and support systems within your school; for example establish a mental health task force that can pioneer a program including gatekeepers, student services expertise, community links, etc.
4. **Teacher training:** Support the development and implementation of appropriate professional mental health training programs for teachers and other educators.

Being a teacher is not easy, especially in today's rapidly changing world. Mental disorders in young people are now being increasingly recognized and educators are being asked to address those needs in the classroom and beyond. Understanding what these issues are and the many different avenues available to effectively deal with them is an important challenge in today's educational environment.

About the Authors

Dr. Stan Kutcher is the Sun Life Financial Chair in Adolescent Mental Health at Dalhousie University in Halifax. The Chair is dedicated to helping improve the mental health of youth by the effective translation and transfer of scientific knowledge. Visit www.teenmentalhealth.org for more information.

A graduate from M'Gill University in Anatomy and Cell Biology, Leigh Meldrum has been a member of Dr. Stan Kutcher's team since September 2008.

David Venn is an advisor with the Sun Life Financial Chair in Adolescent Mental Health's Knowledge Translation Team.



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What did you wish you knew as a new teacher?

- 1 HOW TO TALK TO PARENTS ABOUT THEIR CHILD'S MENTAL HEALTH.**
 - ☞ If they are angry/upset
 - ☞ Engage parents HOW TO
 - ☞ Not answering
- 2 THE IMPORTANCE OF ASKING FOR HELP.**
 - ☞ What are my resources? How do I access?
- 3 HOW TO SEEK SUPPORT FROM ADMINISTRATION**
 - ☞ Build good relationships at work
 - ☞ Have a plan for the discussion topic!
- 4 HOW TO MANAGE BEHAVIORS IN THE CLASSROOM.**
 - ☞ What to do w/ problem behaviors, who to go to for help?
- 5 YOU AREN'T ALONE**
 - ☞ We're in this together!
- 6 EMBRACE HUMILITY**
 - ☞ Don't take things personally. The world's not on your shoulders.
- 7 STAY TRUE TO YOURSELF.**
 - ☞ Develop a course plan that feels good to you. Focus on your STRENGTHS
- 8 HOW TO REFRAME NEGATIVE EXPERIENCES**
 - ☞ YOUR KIDS ARE SO NOISY!!!
 - ☞ NO! THEY'RE ENGAGED!
 - ☞ Too much noise!
 - ☞ when you're overwhelmed, change your perspective
 - ☞ + vs -
- 9 TAKE TIME FOR YOURSELF.**
 - ☞ SELF CARE O'CLOCK
 - ☞ artwork by Taylor Holden
- 10 SET REALISTIC GOALS FOR YOURSELF.**
 - ☞ SUCCESS expectation
 - ☞ SUCCESS REALITY
- 11 BE SENSITIVE TO A CHILD'S PERSONAL LIFE**
 - ☞ [Illustration of diverse children]

CANADIAN 24-HOUR MOVEMENT GUIDELINES FOR CHILDREN AND YOUTH:

An Integration of Physical Activity, Sedentary Behaviour, and Sleep

PREAMBLE

These guidelines are relevant to apparently healthy children and youth (aged 5–17 years) irrespective of gender, race, ethnicity, or the socio-economic status of the family. Children and youth are encouraged to live an active lifestyle with a daily balance of sleep, sedentary behaviours, and physical activities that supports their healthy development.

Children and youth should practice healthy sleep hygiene (habits and practices that are conducive to sleeping well), limit sedentary behaviours (especially screen time), and participate in a range of physical activities in a variety of environments (e.g., home/school/community; indoors/outdoors; land/water; summer/winter) and contexts (e.g., play, recreation, sport, active transportation, hobbies, and chores).

For those not currently meeting these 24-hour movement guidelines, a progressive adjustment toward them is recommended. Following these guidelines is associated with better body composition, cardiorespiratory and musculoskeletal fitness, academic achievement and cognition, emotional regulation, pro-social behaviours, cardiovascular and metabolic health, and overall quality of life. The benefits of following these guidelines far exceed potential risks.

These guidelines may be appropriate for children and youth with a disability or medical condition; however, a health professional should be consulted for additional guidance.

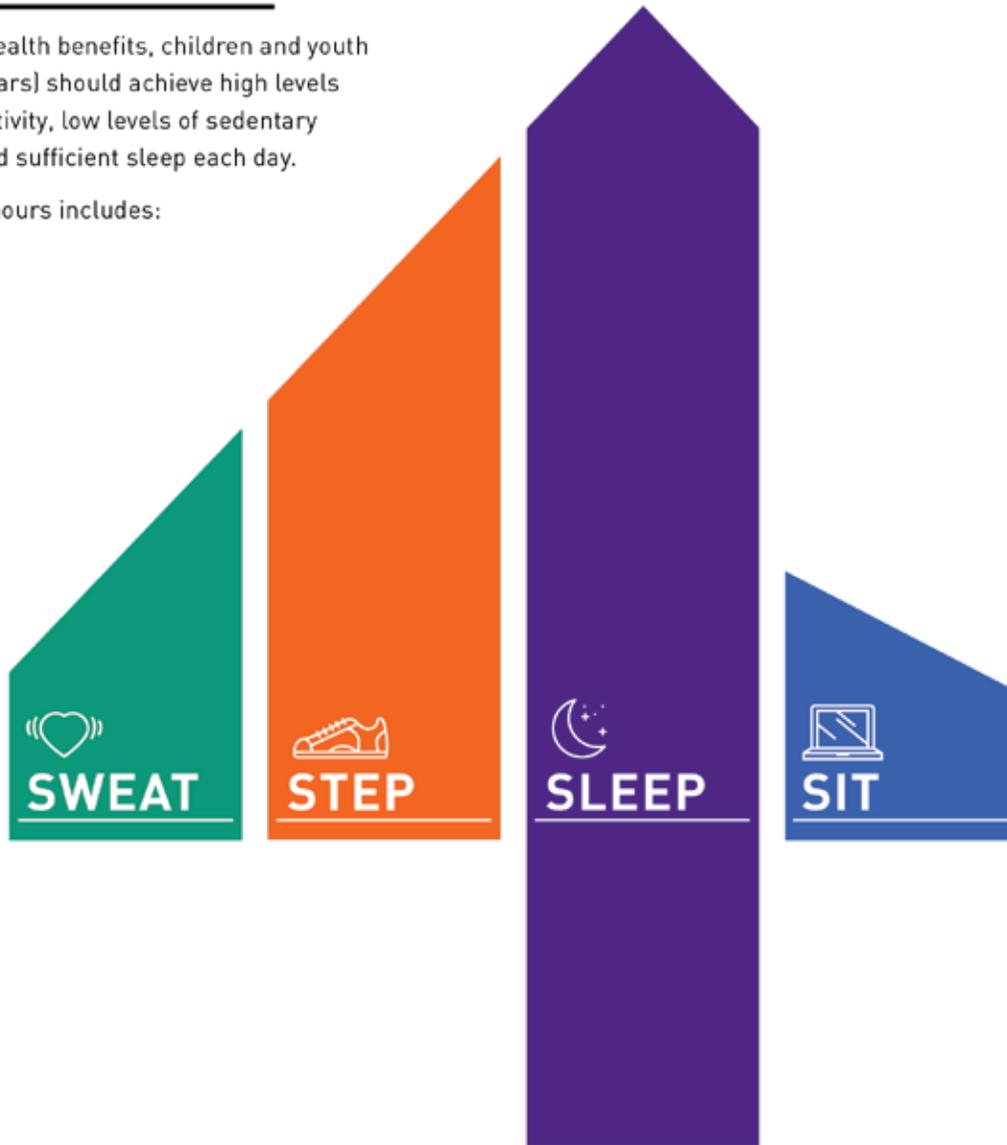
The specific guidelines and more details on the background research informing them, their interpretation, guidance on how to achieve them, and recommendations for research and surveillance are available at www.csep.ca/guidelines.



GUIDELINES

For optimal health benefits, children and youth (aged 5–17 years) should achieve high levels of physical activity, low levels of sedentary behaviour, and sufficient sleep each day.

A healthy 24 hours includes:



SWEAT

MODERATE TO VIGOROUS PHYSICAL ACTIVITY

An accumulation of at least 60 minutes per day of moderate to vigorous physical activity involving a variety of aerobic activities. Vigorous physical activities, and muscle and bone strengthening activities should each be incorporated at least 3 days per week;

STEP

LIGHT PHYSICAL ACTIVITY

Several hours of a variety of structured and unstructured light physical activities;

SLEEP

SLEEP

Uninterrupted 9 to 11 hours of sleep per night for those aged 5–13 years and 8 to 10 hours per night for those aged 14–17 years, with consistent bed and wake-up times;

SIT

SEDENTARY BEHAVIOUR

No more than 2 hours per day of recreational screen time; Limited sitting for extended periods.

Preserving sufficient sleep, trading indoor time for outdoor time, and replacing sedentary behaviours and light physical activity with additional moderate to vigorous physical activity can provide greater health benefits.

Cold Weather Activity Checklist

It can be challenging figuring out what to do with the family in the colder months – but rather than fighting Mother Nature, embrace nature’s winter wonderland! Here are some ideas to get your family playing and moving – inside and out – all winter long. Try to complete them all!

- Grab a sled and cruise down a slope.
- Strap on your skis or snowshoes and hit the trails.
- Ice skate with the family.
- Build a snowman.
- Make a snow angel, or two, or three.
- Bury some goodies in the snow in a cooler, create a treasure map and send your kids on a hunt for buried treasures.
- Build a snow fort.
- Take a walk with your kids and teach them about animal prints in the snow.
- Build a snow castle. Make this summer pastime a fun winter experience.
- Pretend you are an Arctic explorer and make some important outdoor discoveries.
- Create a winter version of your favorite game. This is a great opportunity to take scavenger hunts; play tag; red light, green light; and other fun games outside.
- Play tag while staying in your tracks in the snow.
- Go for a swim in an indoor pool or check out an indoor waterpark.
- Play a game of hockey in your driveway or head to a rink with friends.
- Find a way to make winter chores, like shoveling snow, fun. Take turns shoveling the driveway.
- Sign up for a program at your local recreation centre. Family yoga? Badminton?
- Make getting ready to go outside a race. See who can get dressed in all of their snow gear first!
- Try something new, like snowboarding or Nordic walking.
- Take a hike. Get off the beaten trail and explore nature’s winter wonderland.
- Create a winter obstacle course in your backyard or at a park.
- Learn a new winter game on our [Bring Back Play app](#), like ‘snoccer’.
- Fill some spray bottles with warm water tinted with food colouring and have your kids “paint” your backyard or a nearby park. Snow makes the perfect blank canvas! Kids LOVE this activity.
- Grab some hula hoops and have a contest to see who can keep theirs going the longest. It’s much more challenging when wearing winter gear!
- Have a snowball toss! Create a target in the snow using food colouring (like a big red dot, or a giant “X”) and then roll some snowballs and practice hitting your target.
- Make a snow bakeshop! Take baking pans and molds from the kitchen outdoors so they could make snow cakes, muffins, pies and other treats.

CrossFit: Outside The Box

Presenters: Will Kinsman, Jess Yakiwchuk,
Dave Kolisnyk and Anna Luangkwtot



UNDERSTANDING CROSSFIT

- **AIMS:** Prepare for the unknown, and the unknowable too. The specialty is NOT specializing. What does this mean?
- **PRESCRIPTION:** Constantly varied, high intensity, functional movement.
- **METHODOLOGY:** 3 most important and interdependent facets of any fitness program: **SAFETY, EFFICACY & EFFICIENCY.**
- CrossFit is constantly varied functional movements performed at high intensity.
- All CrossFit workouts are based on functional movements, and these movements reflect the best aspects of gymnastics, weightlifting, running, rowing and more.
- By employing a constantly varied approach to training, functional movements and intensity lead to dramatic gains in fitness.



WHAT IS IT?!



**CONSTANTLY
VARIED**



(DIFFERENT EVERY SESSION)

**FUNCTIONAL
MOVEMENT**



(HOW WE MOVE IN REAL LIFE)

**HIGH
INTENSITY**



(HEART RATE GOES NORTH)

**WE START
HERE**



AND BY USING THIS

**NEUROLOGICAL
FITNESS**

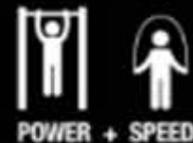
BALANCE
COORDINATION
AGILITY
ACCURACY

**PHYSICAL
SKILLS**

STRENGTH
FLEXIBILITY
ENDURANCE
STAMINA

WE ADD IT TO THIS:
BY USING A **COMBINATION**
OF WEIGHTLIFTING, GYMNASTICS,
RUNNING & ROWING, WHICH
IS ALL **SCALED** TO SUIT
YOUR **LEVEL OF ABILITY**

**ESSENCE
OF FITNESS**



AND THEN BY:

- FOLLOWING THE WOD'S
- DEVELOPING YOUR SKILLS
- EATING WELL
- WORKING ON YOUR MOBILITY

IT GETS US:

**INCREASED WORK CAPACITY
OVER BROAD TIME & MODAL DOMAINS**

WHICH MEANS!

**WE CAN DO MORE IN ANY AMOUNT
OF TIME AT ANYTHING WE WANT TO DO**

“REAL FITNESS”

© Copyright CrossFit® Geeling and Stearns Creative 2012

ENDURANCE

The ability of cardiovascular and respiratory systems to gather, process, and deliver oxygen

STAMINA

The ability of body systems to process, deliver, store, and utilize energy.

STRENGTH

The ability of a muscular unit, or combination of muscular units to apply force.

FLEXIBILITY

The ability to maximize the range of motion at a given joint.

POWER

The ability of a muscular unit, or combination of muscular units, to apply maximum force in minimum time.

SPEED

The ability to minimize the time cycle of a repeated movement.

COORDINATION

The ability to combine several distinct movement patterns into a singular distinct movement.

AGILITY

The ability to minimize transition time from one movement pattern to another.

BALANCE

The ability to control the placement of the body's center of gravity in relation to its support base.

ACCURACY

The ability to control movement in a given direction or at a given intensity.

WHY CROSSFIT FOR OUR YOUTH?

CrossFit is for all ages and abilities. Whether 2 or 72, one of the great claims of CrossFit is that it's functional fitness that is scalable across the life span.

With the rise in popularity and familiarity of the sport over the years, one age group in particular is booming on the CrossFit scene—CrossFit kids.

“A big part of the CrossFit Kids program is developing character, confidence and self-esteem in kids and teens. A kid may be 50 pounds overweight, not athletic, but can find success at something, such as lifting more than a gangly kid,” Martin says. “But then the gangly kid finds he can do pull-ups, and it becomes a personal success. I also think CrossFit Kids makes better people, in general, over the course of time. I've had three kids go off to the Air Force, six others became valedictorians; we are raising up kids to change the world.”

- Jeff Martin (co-founder of crossfit kids)



MOVEMENTS TO INCORPORATE IN YOUR CLASS

- Pull-ups
- Lunges
- Rope climbs
- Box jumps/step-ups
- Ring dips/bench dips/TRX
- Push-ups/Handstand push-ups
- Med ball clean
- Double-unders
- Farmer's carry
- Goblet squats
- Resistance band exercises
- Overhead carries (plates, dumbbells, kettlebells, etc.)
- Back squat
- Front squat
- Overhead squat
- Strict press
- Push press
- Push jerk
- Split jerk
- Power clean
- Clean
- Thruster
- Muscle-ups
- Toes to bar
- GHD sit-ups
- Rowing
- Assault bike

HAVE THE EQUIPMENT? INCORPORATE THESE MOVEMENTS

- Air squat/1 legged squats
- Wall ball
- Burpees
- Plank
- Hollow rocks
- Sit-ups
- Dumbbell/kettlebell exercises (presses, thrusters, manmakers, curls, snatches, cleans, etc.)
- Sprints
- Ball slams
- Barbell/Dumbbell Rows

I asked two former students, now current cross-fitters, to write me a brief testimonial on why they joined the CrossFit community, what their views on body image are, and why they love the sport. This is what I got:

Student Testimonials:

I joined CrossFit because I wanted to experience a different style of fitness that would enable me to set challenging goals for myself to achieve. CrossFit positively changed my idea of body image, and because of this, my self-confidence has improved. My abilities to perform tasks such as weight lifting, gymnastics and flexibility and agility exercises have advanced because of CrossFit. I chose CrossFit over other fitness programs because it allows me to maintain a healthy body weight while increasing my strength and endurance.

-Kaitlin Tomko, 18, Former Dakota Student, Crossfitter, CFW

I got into cross-fit actually because of Ms Y. I had heard about it before, but never really understood the components of it, and never really took much interest... until I met Ms Y. I found out that the three main components of CrossFit were Olympic weightlifting (my personal favorite), gymnastics and cardio. Even just the sound of this challenging sport got me hooked right away. As for body image... I hear the word skinny being bounced around a lot, and it has such an awful connotation, making girls

and women feel that they must live up to that expectation of being "skinny." Crossfit has given me the reassurance that it's totally okay to be a strong woman, and have muscles. I love cross-fit because it challenges me each and every single day. Every time I manage a new max or receive a better time after a workout it literally leaves me craving more, to see how much better I could possibly do.

-Elena Ashett, 18, Former Dakota Student, Crossfitter, Undeafated CF

Presented to you by:



NUTRITION

EAT MEAT & VEGETABLES, NUTS & SEEDS, SOME FRUIT, LITTLE STARCH AND NO SUGAR.

KEEP INTAKE TO LEVELS THAT WILL SUPPORT EXERCISE BUT NOT BODY FAT.

START HERE



FACT:

FOOD DOESN'T HAVE LABELS
PRODUCTS HAVE LABELS



X NOT HERE



PROTEIN



VEGIES (CARBS)



EAT PLENTY OF THESE

FATS



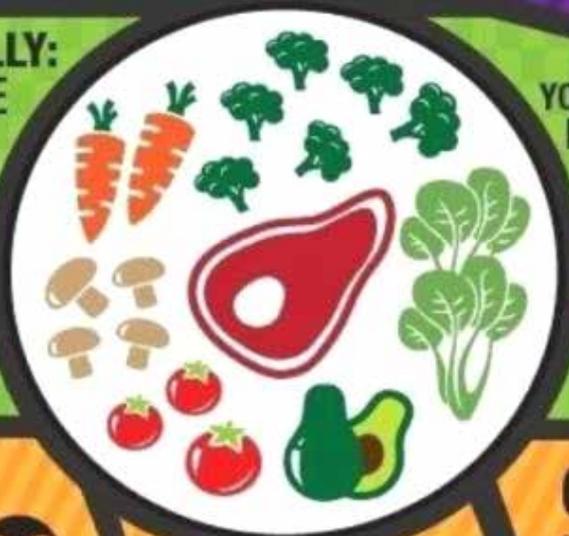
INCLUDE SMALL PORTIONS OF THESE:
OILS • SEEDS • NUTS
LOOK FOR "GOOD FATS" THAT ARE HIGH IN OMEGA 3

**OCCASSIONALLY:
SOME WHOLE
FRESH FRUIT
AND BERRIES**



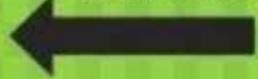
COFFEE

IMPROVES BRAIN
ACTIVITY & PERFORMANCE,
AND MAKES YOU MORE
AWESOME OVERALL



**YOUR PLATE SHOULD
LOOK LIKE THIS**

**PALM SIZE PROTEIN
SURROUNDED BY
VEGIES & SALAD
THUMB SIZED FAT
IN ANY COMBO**



**AVOID THE
CHEMICAL
S#!T STORM**



SUGAR & CHEMICAL SUBSTITUTES
DIET AND FAT FREE PRODUCTS
AND ANYTHING PROCESSED

GRAINS

- PROCESSING
- EMPTY CALORIES
- SPIKE INSULIN LEVELS
- STORED AS BODY FAT

SLEEP 7.5-9 HRS PER NIGHT

SLEEP IS IMPERATIVE LACK OF SLEEP
WILL DASH YOUR EFFORTS FOR HEALTH
AND FAT LOSS AND PUT YOUR BODY
IN AN INSULIN RESISTANT STATE.



WATER



ESSENTIALS

LIVE



DON'T BEAT YOURSELF UP - ENJOY IT
IF YOU EAT RIGHT AND INDULGE IN THESE SPOADICALLY

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