



**PHE MB**

Physical and Health Educators of Manitoba

**EPS MB**

Éducateurs d'éducation physique et de santé du Manitoba

Volume 41, No. 2  
Spring/Summer 2018



***POWER OF PLAY.***





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The PHE Journal is the official publication of the Physical and Health Educators of Manitoba and is printed by The Manitoba Teachers' Society, 191 Harcourt Street, Winnipeg, Manitoba R3J 3H2. The opinions of the writers are not necessarily those of either the PHE or The Manitoba Teachers' Society.

Contents of this publication are indexed in the Canadian Education Index

ISSN 1206-0011

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# President's Message

Darla Armstrong and Jacki Nysten

First, I would like to wish Happy New Year to all of our PHE MB members! I hope everyone is receiving their PHE MB Flashes on time, for information is quickly changing and you will want to keep up with the ongoing information that is being presented.

The beginning of the school year have PHE MB welcome new Board members, Frank MacLean, Robyn Melville, Alyson Gysel, Dawn Tulk, Lesley Wray, Shelley Ward, Mike Thomas, Cayden Thomas and Chad Sauerborn, Sandy Turcotte and Grant Mcmanes. We have added two new liaison positions on the board. One position is the Indigenous Liaison and the other one is the MPESA Liaison. We look forward to working with all new Board members in your

various capacities. A huge thank you goes out to outgoing members Ray Augstino and Corrine Thiessen for all their contributions to the Board of Directors and initiatives that have benefitted our membership. We also have to thank Dave Bard as he completes his term as the Manitoba representative on the PHE Canada Board. Dave represented us in a very professional manner and always kept us well informed. We welcome Grant Mcmanes as our new PHE Canada Board rep. We look forward to his contributions at our meetings.

2018 was the last year a school division will be organizing MTS Day, for PHE MB will be fully taking on the task from now on. A huge thank you to all of the divisions and

division leaders who have organized MTS Day in the past, especially to Rick Farmer and Seven Oaks School Division who hosted "Active Culture" in October. This year's MTS Day saw 711 people enjoying inspiring, up to date information and seeing people we sometimes only get to see once a year.

Last but not least I want to remind today's educators to recognize those who could be the leaders of tomorrow, by reminding you to nominate students for this year's WOW award. Last year we had a record number of winners and the numbers can only go up. Let's reward our students today so we encourage them to continue to do great things tomorrow!



# PHE National Conference 2018

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This year, the PHE National Conference took place in the majestic setting of Whistler, BC. Here, many educators, doctors, and physical education specialists from all genres gathered to learn, network and collaborate. It was my first time attending the National Conference and I came back with a new outlook in teaching in general. I felt welcomed and my conversations with everyone were deep, as we all shared the same passion. We all understood each other because health and promoting it is our mission in life.

I took the theme of the conference dexterously as everything tied in to each other throughout the three days. It is something that everyone, and our students in every classroom, and in every school will struggle with at some point in their lives. Which is resiliency!

Our keynote speaker Waneek Horn-Miller didn't fail to inspire the audience. Her life story of resilience, perseverance, respect, and achievement did not leave one without a dry eye in the room. Our eyes were not welled up with sadness either, they were welled up because of why she does what she does. When the photographs of her children appeared, we all knew why we were there. It was to inspire, help, and everything we do for our students.

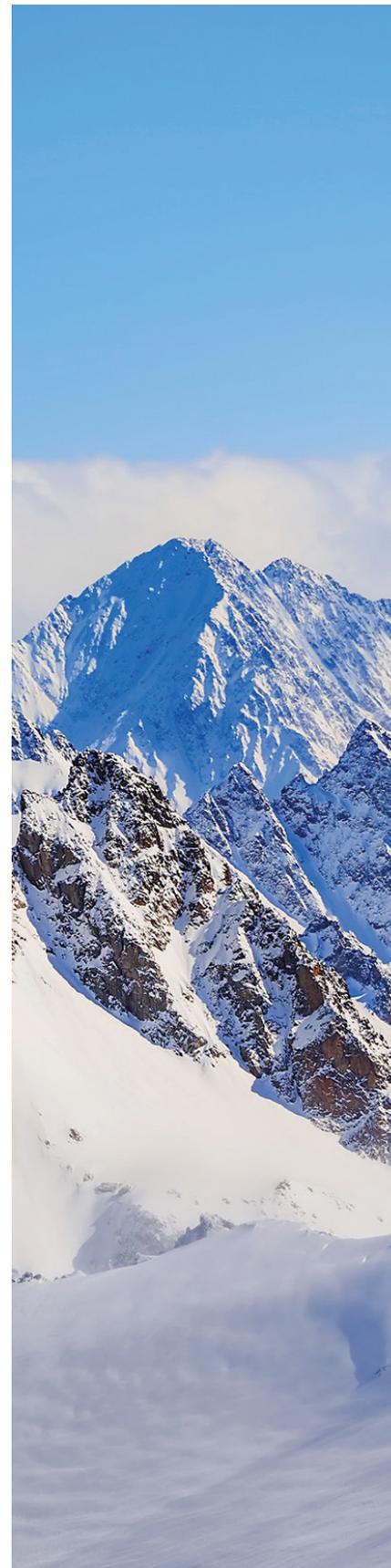
All educators see students succeed. That is what we want for all students. We see students achieve in the classroom, in sports, music, art, and so on. Unfortunately, we also see when students struggle. Some struggles are easy to overcome, but many are not. Teaching how to overcome these struggles are extremely difficult and it is something that is not in any curriculum. Many educators do what they can, develop positive relationships and go from there. Many times this works, but there are those who never find an escape.

A whole school approach to resiliency

may be what education needs in this era. Teaching students how to deal with others who are struggling, how to overcome their own struggles, why certain students do different activities than the rest, fairness, and the list goes on... I believe we need to model and really start teaching empathy. With the gun violence and lock down practices that are taking place throughout North America, we need to take a wholistic approach and educate ourselves and teach resiliency in our children. This may be worth a try.

A New resource, still being developed is now available. It is a school wide resiliency approach to education. A search bar will help you navigate what is needed: anxiety, anger, aggression and the list goes on. All lessons can be taught easily as the lesson plans accompany videos and other useful resources for the classroom. Made by groups of teachers, doctors, and many other health specialists, [teachresiliency.ca](http://teachresiliency.ca) is the resource that just may teach everyone that we are all still learners. That we all learn at different stages, and that it is normal to be uncomfortable at times, as it is a part of learning.

Going to all of the amazing sessions I did, I am hoping all students will open up to try new things. This approach may help all teachers teach something that many of us struggle with. In response to the PHE Manitoba Journal written in the fall/winter 2017, the article titled "Mental Health in Schools: How Teachers Have the Power to Make a Difference". [Teachresiliency.ca](http://Teachresiliency.ca) may be what we need to add to our Curriculum





# Games/ Activities

## Game #1 First To The Baseline

This drill should be using a modified net and balls.

A coach needs to arrange the boys and girls so that they are standing on a cone each. Be sure to have no more than 4-5 players per coach for this drill, to give each child enough room to hit their shots.

The coach will set up the cones a couple of metres away from the net, depending on the standard of the players.

When a child hits the shot in they will move their cone back towards the baseline one step, if they miss a shot they will move their cone in towards the net one step.

The objective of the drill is for a player to move their cone all the way to the court's baseline and to hit a successful shot over the net from that "baseline."

A good tip is to feed randomly to the children so they are always alert in ready position. This reduces any downtime that the kids have and will keep them actively engaged.

For children who are at a higher standard than the other kids, hit the ball to their backhand or make them move a little to hit the shot, this tends to even up the competition without the kids being fully aware of it.

## Game #2 Race To Twelve

- Player rally with one another
- They get a point for every four consecutive shots they hit.
- Players try to get three points.
- The goal is to be consistent and get the ball over, especially on the fourth shot.
- As soon as a team has three points... they yell dozen!
- Every time a team reaches three points, the players rotate to a new partner.
- Set distances according to skill level

Manitoba Marathon's Champions in Training offers a free program to help teachers manage run clubs in their schools and encourage students to challenge themselves at one of our events on race day. For the past 40 years, Manitoba Marathon has spent Father's Day celebrating fitness, competition and fun: it's the perfect place to challenge kids of all ages and skill levels to set goals and establish a healthy lifestyle.

Here are just a few of the many reasons to sign your school up with the Champions in Training program:

1. Medals for everyone: You asked, we answered. Now our friends completing the Great West Life Super Run will receive a hat AND a medal to celebrate their massive achievement
2. Money for your Track Club: Welcome to the brand new 10K Challenge, created exclusively for junior high and high school track and cross country teams! Sign up your track or cross country club members for the 10K and vie for a \$500 prize for your school's team expenses.
3. Year-end Pizza Party: Register five or more students for any race day event and be entered to win a year end pizza party for your run club. We'll bring the party to you during the last week

of school so you can celebrate your achievements in style.

4. Most exciting starting line: Not only is Manitoba Marathon the largest annual mass participation event in Manitoba, this year we are hosting the Half Marathon Championships along with Athletics Canada. That means Canada's fastest elite runners toeing the same start line as all 10,000 race day participants. That's one inspiring morning!
5. Season Long Support: The Champions in Training program offers support and activity all running season, from Teacher Orientation Night (to give you your swag and answer your questions) to Jog in the Park (our May kickoff fun run with 1,000 other kids from around Manitoba). We can also come out to your school to run with your kids or just talk about race day. Let us know what you need to make your program a success!

Registration opens soon: visit our website for more information or contact Kirsten Parker at [programs@manitobamarathon.mb.ca](mailto:programs@manitobamarathon.mb.ca). We can't wait to see you race day!

# ESNI Intramural Grant

By Christian Leclerc

The staff at École St.Norbert Immersion was excited to purchase brand new 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 \$384.31 and the additional funds to cover the purchase came out of our Physical Education budget. The equipment

The colors blue, green, and purple are designated as the “cold” colors. The colors red, yellow, and orange are designated as the “warm” colors. Three players will be the freezers for this game and will hold a “cold” color ball. Here other players will hold “warm” colored balls so that they can unfreeze players that have been tagged



was purchased from Sportfactor.

Omnikin Six balls can be used for a variety of games and activities. They are a great way to differentiate, be inclusive and use as alternative equipment when playing



lead up games. We have used our Omnikin six balls to play lead-up volleyball games and tag games with students. 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 different skills. A game our students enjoy is Hot and Cold tag. The following is a description of that game.

There are six colored balls for this game.

with a “cold” colored ball. When the game begins, the players will attempt to tag anyone else without a ball with their “cold” colored ball to freeze them. Frozen players will sit on the floor with legs crossed and wait to be saved by a “warm” colored ball. Players with a “warm” colored ball will toss their ball to a frozen player to unfreeze them. When the player is unfrozen, they must try to unfreeze another player because they now have possession of the “warm” colored ball. Play each round for a designated period of time then choose new freezers. You can modify this game by taking away one “warm” colored ball.

The students and staff at École St.Norbert Immersion 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!

## Golf Equipment

### École Dieppe

This year with the help of PHE MB's School Intramural Equipment Grant, École Dieppe purchased a golf equipment package from Golf Canada. Included in this package was: 22 plastic “irons”, 22 plastic putters, 2 dozen indoor foam golf balls, 2 dozen outdoor foam balls, a dozen flags and 2 hoops for targets, dozens of two different types of tees, foot placement markers, learning resources and a carrying bag.

The total cost of all the equipment was \$813.75, in which the Intramural Equipment Grant provided \$300 towards, and the schools' P.E. budget covered the remaining \$513.75.

This equipment was used for a 3 week grade 4 golf club which ran at lunch time, four days a week. During the club we did a 9 Hole mini golf course, driving range target practice and an outdoor 6 Hole golf course which used our entire school field.



# Fun and Inventive Game of Hantis

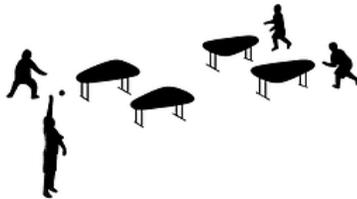
Submitted by Viktor Messejnikov, Physical Education Teacher, Samuel Burland School, Louis Riel School Division

## The Presentation

One of the presentations at the Canadian National Physical & Health Education conference I attended focused on Hantis, an innovative tennis-like game played without a net, wall or racquets. The presenters (Dr. Nathan Hall, Kristyne Toews, Jesse Klym and Casey Stafford) outlined several variations of how Hantis can be played, allowed participants to try out the game, and discussed strategies for organizing Hantis games on both recreational and competitive levels. Up to this date, Hantis has won several awards: the 2011 Playworks Best New Game Contest, the “Most Elegant” award at the Steel City Games Fest in Pittsburgh, and the 2011 Healthy Schools Campaign’s Ideas for Health & Wellness Contest. The game has a rule book, patent, an official web site (Hantis.net), logo, and multiple instructional and demo videos available on YouTube.

## The Game

The name Hantis is a combination of the words “hand” and “tennis,” and is a game that incorporates gameplay elements and rules from table tennis and handball. The game develops teamwork, communication and hand-eye coordination skills. What makes Hantis so unique, in addition to requiring very basic equipment, is the fact that it is played on four tables and players are permitted to hit the ball twice during a possession with any part of their bodies before they pass it to the opposing team. The game is played in teams of two, and its goal is to bounce the ball off a table



and either having it hit the table twice, or getting it to bounce off once and then hit the floor.

Other aspects that make the game different from those that inspired it are the ability for players to freely move from table to table during the match as well as the potential to get the ball to bounce off of surrounding objects (making a variety of trick-shots possible). Lastly, the game can be played for points, or players can choose to rotate (like in four square) in order to get larger groups involved in the game.

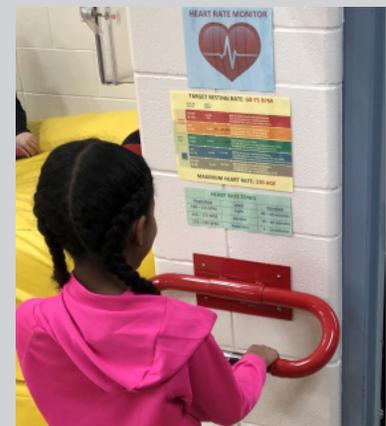
## How the Game was Created

Hantis got its start in Kentucky, at the Scott County High School in Georgetown, and is a result of an unlikely combination of boredom and ingenuity on the part its co-creators: Thaxton Marshall, Ben Fatheree and Jason Johns. The three are good friends and were taking the same media class at the end of the school day. They found the last period of the school-day boring because they had completed their classwork, and since other activities like video games and card games were forbidden, the three friends improvised a game using a tennis ball they had. At first, they used notebooks in place of nets, but soon they moved the tables apart, giving the game the appearance of four square. Hantis soon became very popular within the school; games were organized in other classrooms and students got bathroom passes just so they could play it.

For the game rules and additional information visit: <http://hantis.net/>

# Heart Beat of the Schools

Here at Prairie Rose Elementary School students have been taking advantage of a quick and accurate method of taking their BPM (beats per minute). Students are motivated to get their heart rate into an aerobic fitness zone and keep it there for the duration of the physical education experience. Students take their heart rate intermediately throughout activities and use it as a check to see how staying active in a particular HR zone affects their fatigue level, pace, quality of movement, and overall fitness. The majority of the “Insta-Pulse” and wall mount heart rate monitor was purchased from Marchants utilizing the PHE MB intramural grant and aided by the schools physical education budget. Total cost \$405.67



# Intramural Grant Article

By Eric Cable - Phys Ed Specialist

Victor Wyatt School

Louis Riel School Division

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Dear Physical Education and Health Educators of Manitoba,

I would like to start this article by saying thank you for awarding our school, Victor Wyatt, with an Intramural Grant. Here at Victor Wyatt we strive to provide the students with as many movement opportunities as possible. As a staff we believe that PE class and all other physical activities play a major role in our student's development and success.

We decided to use the money from the intramural grant to support our basketball intramural program. Basketball is a very popular game amongst our students. We purchased six size six basketballs, from Skyline Athletics at a cost of two hundred and sixty dollars.

We will be doing a lot of skill and team development games with these basketballs. One popular activity that we do with a variety of age groups is a dribbling passing and shooting game/drill. Students are split up into teams, teams are made up of students with a variety of experience and skill levels. The students must dribble to an area, then they must make a pass to another teammate, who then shoots the ball. The focus of this

drill is to improve their dribbling at high speed, their ability to make an accurate pass to a shooter and to be able to make a shot in a game like situation. Teams are awarded one point for every shot they make. We will also do a variety of dribbling drills. Drills in which they must dribble at different speeds, in different directions, and against a defender. The focus on this drill is to improve their ability to control the ball using dribbling fundamentals (eye's up, low hard dribbles, protecting the ball with your body etc.).

Basketball serves many different purposes at our school. It is a fun activity that promotes physical fitness and skill development. But more importantly it helps the students improve their team work skills. The nature of the game of basketball forces them to be able to support one another, work together and cooperate. It is an authentic reminder that the team is more important than the individual and that success can only be achieved when the team is willing to work together.

Thank you for your support and for helping us to improve the lives of our students through movement and sport.

# Intramural Grant

Gypsumville School

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Thank you to PHE Manitoba for the \$300.00 intramural grant. With the grant money, I purchased 5 Spikeball games. I was first introduced to Spikeball at SAGE 2016. I loved every minute of it. The game was a lot of fun and I thought it would be great to introduce something different to my students in PE class and at noon hour.



Spikeball is a game played by two teams of two players. Teams line up across from each other with the provided Spikeball net in the middle. The game starts with a serve into the net and the ball bounces to an opposing player. The opposing team can have up to three hits (like volleyball) to control the ball and bounce it back off the net. When they miss, you score. Games are played to 21 points, however, you can tailor this to whatever you want.

I bought 5 of these games and each game cost \$79.99 plus tax, so the total was \$451.95. I used the \$300.00 grant from PHE Manitoba and then paid the remaining balance with my Phys. Ed. budget. I purchased the Spikeball games from Home Run Sports in Winnipeg, MB.

Shawn Oswald  
Gypsumville School

# Intramural Equipment Grant

Sepak Takraw, Sargent Park School, Kayla Tétrault

We would like to thank MPETA for accepting our application for this year's intramural grant. The physical education department at Sargent Park School has used the School Intramural Equipment Grant to purchase Sepak Takraw equipment. The equipment purchased included twelve Sepak Takraw balls and a teaching DVD. The purchase was made from NetPro in Regina, Saskatchewan. The total cost was \$444.00 and the additional funds used were from the physical education budget. Sepak Takraw is a cross between volleyball and soccer using a unique hand-woven ball and can be played as a solo activity, group recreation or team sport. Sepak Takraw works on enhancing eye-foot coordination, leg strength and flexibility and also helps promote active living among our grade 6-9s. We will make a few adaptations to the game in order for our students to be more successful.

- Starting with mini keep up games in a circle with a small ground to get a feel for the hand-woven ball.
- Allowing consecutive hits by one player.
- Making bigger teams of 4-5 at first so that there is less space to cover
- Allowing bounces on the ground between kicks/hits before contacting the ball.
- Allowing students to toss the ball up to themselves, then kick it over the net for serve. (instead of one of their teammates at the net tossing the ball to them.

Thank you again MPETA for the grant! We are excited to teach and learn this new sport!

# School Intramural Grant

Nadine Cabak Ralph, Sherwood School - RETSD

As a small school, we are very thankful to be able to take advantage of PHE MANITOBA's School Intramural Grant. With our grant we purchased equipment for juggling and circus fun. I look forward to learning and trying some of the equipment myself for the first time including diabolo's, flower sticks and pendulum poi's. Students will be able to use real circus juggling balls, spinning plates, and clubs too. We purchased great quality circus equipment from Higgins Bros Inc and it totalled \$328.96. The extra costs will come from our PAC committee. The equipment will be a great addition to my intramural programs, during class time and gymnastics club. I look forward to trying the pendulum pois and flower sticks in individual, partner and school routines.

Step 1 - Put your index and middle finger through the loops at the end of the string. The string should be roughly the same length as your arm.

Step 2 - Find a good space. The ideal place to practice poi is either outside in good weather, or in an open space with a high ceiling indoors.

Step 3 - Hold your arms down by your sides and swing both poi to get a bit of momentum going, slowly. Aim for about a second per rotation; it doesn't sound slow but its very tempting to try to go faster, at which point its harder to control. Rotate your wrists so the ball spins forward. Keep practicing this trying to keep the movement equally timed on

both sides ("in beat"). It can often help to practice to music to keep this beat.

Step 4 - Learn the different planes and timings. In planes, there is wall plane, with the poi spinning in a circle in front of you, there's wheel plane, with them alongside you and there is floor plane, with the poi spinning in a circle over your head or under your arm (going parallel to the ground). These are the three basic planes. As well as planes, there is timing. They are used in almost every trick and are split time, with them reaching the top and bottom points at opposite times, there is same time, with them both going at the same speed and same time,



there is opposite direction and same direction (self-explanatory). All of these timings, directions and planes can be used in conjunction with each other.

Step 5 - Try weaving. This is the most basic trick. Practice with one poi first. start by spinning as you have been doing then cross your arm in front of your chest, if possible try not to move the whole arm but focus the movement in the wrist. Mastering this helps to greatly control your movements and is essential for harder tricks. Try to move the poi in a figure of eight shape (practice without the poi first if you're scared of hitting yourself) so it crosses in front of you, circles on the opposite side, then returns to the start.

# Intramural Equipment Grant

By Rob Stanger, Physical Education Teacher, Emerson Elementary School, River East Transcona School Division

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This year at Emerson School we are planning to use the MPETA School Intramural Equipment Grant to purchase additional fitness equipment for our students to be used during our regular phys. ed. program, lunch hour intramural/fitness program and our Active Start program which is run during the mornings right after our school announcements. The equipment will be purchased from Marchant Sports.

Equipment purchased : (20) Hand held fitness balls 1-3 lbs, and (8) medium and light fitness tubing. Total cost for the equipment will be \$261.32 plus shipping/taxes.

Emerson school is a K-5 school in the River East Transcona school division. Students from all grades will be using the equipment at various times during the day. Students from all grades will have the opportunity during our lunch hours to practice their fitness skills using the equipment provided. During the morning when we run our "Active Start" program there would be just over two hundred students using our agility ladders, hand held fitness tubing and fitness balls.

Not all students are interested in team sports so it's great to see students excited about their own individual achievements and successes when challenging their fitness goals!

# Chancellors Intramural Activity Funded by the MPETA Intramural Grant

Tracy Payne-Barrett (tpayne@pembinatrails.ca)  
Chancellor School

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## Equipment: Juggling Equipment

#1011 – 90 Juggling balls (beg)	\$1 each
#1211 – 17 Flower sticks	\$10 per set
#1558 – 10 HB Pendulum POI's	\$12 each
#1212 – 10 HB devil stick handsticks	\$4 per set
#1751 – 20 HB Spinning plate handsticks	\$0.85cents per set
#1555 – 10 POI's (Scarf)	\$11

**Total cost: \$621.44 (MPETA Intramural Grant covered \$300)**



## Activity: Juggling Club

We were very fortunate to enhance our juggling package with the use of the MPETA intramural grant. We purchased Juggling Balls, Scarf and Pendulum POI's, Flower Sticks and some extra handsticks for devil sticks and spinning plates that we bought last year. We teach it as a eye hand coordination unit in Physical Education Classes and then we have a juggling club for intramurals. We put up skill posters for jest stix, diabolo's, spinning plates and scarves around the gym so they have visuals to practice their skills. We also asked the kids to invent their own tricks by themselves, with a partner or in small groups. At the end of the intramural club, they perform their routines at an assembly.

They really love this opportunity to explore the equipment and use their creativity while working on their eye-hand coordination.

# OMNIKIN Balls

Tracie Decker/Viktor Messejnikov

Physical Education Teachers

Samuel Burland School - Louis Riel School Division

Samuel Burland School was excited to be the recipient of a PHE Manitoba Intramurals Grant. We used the money to enhance our grade 5/6 volleyball club by purchasing 5 OMNIKIN volleyballs. The balls were ordered from the OMNIKIN website at the following link: <https://www.omnikin.com/en/omnikin-volleyball.html>. The \$300 grant covered the cost of the 5 balls (priced at \$51.99 each), shipping, and taxes.

The balls are oversized volleyballs with a soft shell, making for a gentle way to ease into playing volleyball. The size and light nature of the balls make them perfect for volleyball lead-up games. We have been using the balls with our grade 5/6 volleyball club where students are able to practice skills with the balls, such as volleying, bumping, and serving. We also have used them in our group games, with a description below. Overall, we are extremely satisfied with our new purchase, as the students have absolutely loved playing with them. Thank you PHE Manitoba for selecting us for the intramurals grant!

## Volleyball Lead up Game

Equipment:

- OMNIKIN volleyball
- Badminton net
- Badminton poles
- Badminton pole extensions

(45cm)

## Rules:

We have adapted triple ball, which we play with our grade 7's and have allowed for students to catch the ball on the serve. We play the game on a badminton court with 6 players on each side at a time. Team

A serves to team B. Team B is allowed to catch the serve. This has been extremely important as it helps provide a flow to the game. The player who catches the ball will volley it to another player, who will then try to set another player up, encouraging 3 hits. Once the ball is over the net the other team will try to rally, with play continuing until the ball hits the ground. Once the play has ended the coach will toss the ball to the person in position 6, who will bump it forward, trying for 3 hits. Once that play is complete, the coach will toss to the person in position 6 on team A, who will also play the ball with a bump. This pattern of serve, toss, toss will continue, with the other team now serving.

**Addition Notes:** We have had great success with this game. It helps students develop the abilities to play triple ball because the OMNIKIN volleyball is easier to play with than a volley-lite or traditional volleyball. Students like how the ball floats, however the ball is weighted more than the traditional multicolor OMNIKIN balls, so it stays in the game better. They have been gaining confidence and developing their skills, all while having a great time using the new balls!

# Intramural Grant

Glenella School

## Broomball

Glenella School thanks PHE Manitoba for our new set of indoor Broomball sticks. Glenella was once known as the broomball capital of Manitoba, and is ingrained in the daily life of students at our school. Broomball is played by the elementary students every day at recess and when high school students get access to available gym time they always choose



broomball. This year is the first year in a long time that intramurals were organized and broomball was one of the more popular tournaments. Students usually use the Supersafe Polo sticks but really loved it when the new broomball sticks arrived saying they're just like ones we use at the rink.

We purchased 12 Dom SuperSafe Broomball sticks and 4 - 360 Ultraskin balls for \$298.77 from Baltic Athletics. The addition of this equipment will provide lots of enjoyment for years to come.

# Spikeball

I would like to thank MPETA for accepting our application for this year's Intramural Grant. Our Physical Education program at Meadows 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 towards school gives a great deal when you are putting this into your school programming. The cost is \$306. (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 program, we plan to use 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 the and maybe 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!



# Ninja Slackline

## Ecole Sage Creek School

Ecole Sage Creek School opened in the fall of 2017. It's been both fun and challenging opening a new school and we were very lucky to have had the opportunity to acquire many new and great equipment to start up the year.

As we went through the first school year, we missed the older style gym climbers that we were used to using in our previous gyms. Our new gym has ropes; however, we wanted to add some more up and down challenges and body weight manipulation into our program.



safety features to make it work.

Through a divisional work order, we had 4 steel mounts made and installed in the corner of our gym. We used four wall mounts because we wanted the option of the ninja line

connected above the walking slackline that we already owned.

Right away our students were super excited to try the different challenges and were fully engaged in the activities. It was fun to watch the student's problem solve when trying to



As we investigated different options, we realized that there is a growing interest in shows and activities like American Ninja Warrior. With some searching we were able to come across various options that would could purchase. We decided on the ninja slackline kit and some of the other optional attachments.

The next step was how were we going to mount the Ninja slackline in our gym and making sure we have the correct height and

navigate the various obstacles of the slackline.

We found that many students did a great job of challenging some of their fears and each student had a chance to try the ninja line at different paces and difficulty levels. The ninja slackline also provides a great opportunity to develop arm, leg and core strength for our students.

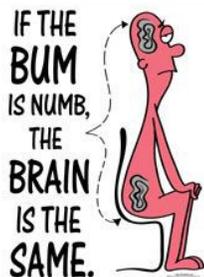
# SHAPE Conference 2018

Niki Gagnon - Salisbury Morse Place School  
Winnipeg, Manitoba

Lucky me!!! From March 20-24, 2018, I attended the annual SHAPE conference, this year hosted in the city of Nashville. Whatever you were hoping to find, it was in Nashville. Sessions ranging from dance to racket sports, the introduction of new sports such as Hantis, various inclusion activities, and keynote speakers who reminded us that our job was special, powerful and necessary.

My hope while attending sessions was to find games that I could bring back to the large groups that come to the gym everyday. Who better to do this but the many TOYS of the state! What were these TOYS...none other than the Teachers of the Year, the best of the best from every state.

On the first day of the conference, the title of my last session of the day was PHYS ED FAVES 2.0: Minds Blown in 120 Minutes. The title itself peaked my interest, and then Scott Williams and Andrew Wymer tagged teamed their way



through two hours of non-stop activity. Their goal was to keep participants in MVPA... a new acronym for me... Moderate to Vigorous Physical Activity. This is a term I heard often

throughout the week, and was a standard that all American physical educators strive to promote with their activity choices. Why is keeping children in the target heart-rate zone so important? Statistics prove that our children are getting less physical activity, at younger ages. Here at home, the Public Health Agency of Canada has mirrored the US results with these facts:

- Only 14% of children aged 5-11 get the recommended 60 minutes

of daily moderate-vigorous physical activity

- For children aged 12-17, only 5% are getting the recommended 60 minutes of daily moderate-vigorous physical activity
- Children aged 5-11 spend 7.6 hours a day in sedentary motion
- Only 15% of children aged 3-4 meet the guidelines of receiving less than 1 hour of screen time per day
- Today's youth will accumulate 40,000 hours in screen time before they graduate

These staggering numbers force us as physical educators to be mindful how we manage our classes and how to engage the students to be active for the most time possible.

Many of the activities focused on all participants, whether they were the tagger, the spotter, the partner, adding different locomotor or fitness activities to keep the kids moving. They ended up having tons of fun, and leaving the gym stronger than when they arrived.

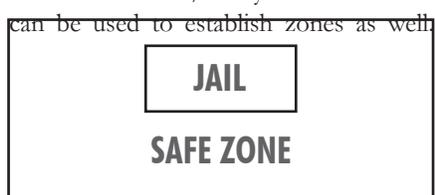
Here is my favorite game from the session:

## 22 SKADOO

**Description:** Awesome cooperative game that requires teamwork, strategy, and is a hilarious blast! Can also be used as an instant activity.

**Equipment:** 3-4 noodles for taggers. Tape/cones marking playing area.

**Preparation :** Use tape or cones to make two rectangles (one inside the other) to form the three zones of the game: jail, tagging, and safe. Basketball/volleyball court lines can be used to establish zones as well



**Rules:** Start with approximately half of the class in jail. The helpers start in the safe zone and try to free their classmates from jail by giving them 22 handshakes. The player in jail is responsible for their handshake total as they may not receive all 22 shakes at once. Taggers patrol the area and attempt to tag the helpers as they are assisting those in jail. Helpers report to jail if tagged or if they accidentally step onto the jail line. Taggers must stay outside jail lines and run around the jail area when chasing helpers.

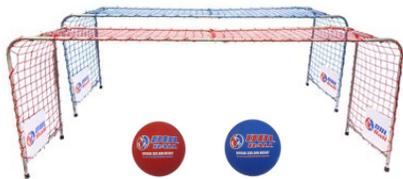
**Variations:** Helpers may shake the hands of two different players at the same time. \*Two helpers may shake the hands of one jailed player at the same time. \*Students are instructed to "make it awesome!" by ensuring there is a balance between the jailed and helpers. Ex: If there are too many helpers, students can run into jail and make the game more fun.

I ENJOYED PLAYING THIS GAME WITH MY GRADE 4 AND 5 STUDENTS THE DAY I GOT BACK FROM THE CONFERENCE. IT WAS SUPER ACTIVE AND COOPERATIVE....JUST THE WAY THINGS SHOULD BE IN THE GYM.

In conclusion, I would just like to thank PHEManitoba for providing me with some funding to make this conference possible. It's the third time that I have gone away to enjoy new ideas and meet new people and I have never been disappointed. If you get the chance to apply for an upcoming SHAPE Conference, or any other conference, I would strongly suggest that you give it a go. I am a better teacher because of it.

# DBL Ball

Philippe Chabot - ERP



Located in Transcona, Ecole Regent Park is a 5-8 school with 332 students. We are a middle years' school that is part River East Transcona School Division. We decided to purchase a set of DBL nets to bring a new game/activity to include in the Physical Education curriculum. We are always looking for new games and a variety of activities to offer to our students. We had the chance to participate in the session offered by James Levesque during the last MTS PD Day in October 2017. This game is perfect for noon hour or/in P.E. class as it is fast paced with no high skills are required. We are going to teach the game during class before organizing a tournament at lunchtime. The winning team will play against the staff at the end of the tournament.

We purchased a set of nets (2 nets) for \$568.52 from CATSPORTS. We paid for the remainder of the cost of the nets through our Physical Education budget.

For more info about rules, equipment, etc., please visit the following website.

English: <http://dblball.com/en/>

Français: <http://dblball.com/>

## The 5 main rules



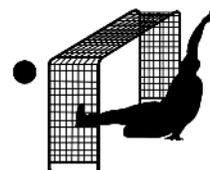
### 1st rule: Dribble, Kick and Throw (DBL)

- Players must move by dribbling the ball with their hands or feet at any time and anywhere on the field.
- All movements are allowed, except for walking with the ball.



### 2nd rule: SCORING

- A team must pass the ball completely through the opponent's net.
- The first team to reach 6 points wins the game.



### 3rd rule: DEFENDING THE NET

- All the players of a team can act as goalkeepers.
- To defend a net, the player must pass through it.



### 4th rule: FACE-OFF

- After a goal, the game resumes in the centre with a face-off.

The face-off is unique in DBL Ball. It is also one of the most complex rules. We invite you to consult the full rules or view the following videos to watch a face-off.

### 5th rule: TURNOVER

- Players can take the ball from the opponent's hands.
- When the ball is stuck between two players, is it the player who originally had the ball that is at fault.
- Players may touch the opponent with the intention of removing the ball from them.
- It is forbidden to hit, push, trip or touch the opponent's face.
- To find out how to resume the game after a mistake or a penalty, see the full rules.

# PHE Intramural Grant 2018

Austin Elementary School

Austin Elementary School used this year's Intramural Grant to start an Explorers Club.

We were looking for an activity for our younger students (K-3) and wanted it to be something that kept them active and outdoors. We created kits for each student in Explorers Club to take with them when they go out on short hikes around town to explore the nature that we can find within walking distance of our school.

Each kit consists of a set of binoculars, a magnifying glass, a dipping net, compass, a field journal, pencils, crayons, a bookmark with common birds to help with identification and a small bucket to collect treasures. There is also some field books in a bag for the adult leader to show students. Some titles include Tracks, Scats and Signs, Trees, Leaves and Bark, Birds,

Nests and Eggs. Now that spring has finally arrived students will be going on short walks to the forest, creek, and around town during recess.

These kits will also be used by whole classes during our 2 week outdoor challenge when our whole school is going to go outside, rain or shine, all school day to have classes. We will be doing this starting May 28th.

We ordered the binoculars, dipping nets and books through Amazon and picked up the magnifying glasses at Dollarama. Our local Credit Union supplied us with bags to make the kits and we collected the pencils, compasses, paper, etc. from things we already had at school. Our total spent was \$300.

# PHE National Conference 2018

This year, the PHE National Conference took place in the majestic setting of Whistler, BC. Here, many educators, doctors, and physical education specialists from all genres gathered to learn, network and collaborate. It was my first time attending the National Conference and I came back with a new outlook in teaching in general. I felt welcomed and my conversations with everyone were deep, as we all shared the same passion. We all understood each other because health and promoting it is our mission in life.

I took the theme of the conference dexterously as everything tied in to each other throughout the three days. It is something that everyone, and our students in every classroom, and in every school will struggle with at some point in their lives. Which is resiliency!

Our keynote speaker Waneek Horn-Miller didn't fail to inspire the audience. Her life story of resilience, perseverance, respect, and achievement did not leave one without a dry eye in the room. Our eyes were not welled up with sadness either, they were welled up because of why she does what she does. When the photographs of her children appeared, we all knew why we were there. It was to inspire, help, and everything we do for our students.

All educators see students succeed. That is what we want for all students. We see students achieve in the classroom, in sports, music, art, and so on. Unfortunately, we also see when students struggle. Some struggles are easy to overcome, but many are not. Teaching how to overcome these struggles are extremely difficult and it is something that is not in any curriculum. Many educators do what they can, develop positive relationships and go

from there. Many times this works, but there are those who never find an escape.

A whole school approach to resiliency may be what education needs in this era. Teaching students how to deal with others who are struggling, how to overcome their own struggles, why certain students do different activities than the rest, fairness, and the list goes on... I believe we need to model and really start teaching empathy. With the gun violence and lock down practices that are taking place throughout North America, we need to take a wholistic approach and educate ourselves and teach resilience in our children. This may be worth a try.

A New resource, still being developed is now available. It is a school wide resiliency approach to education. A search bar will help you navigate what is needed: anxiety, anger, aggression and the list goes on. All lessons can be taught easily as the lesson plans accompany videos and other useful resources for the classroom. Made by groups of teachers, doctors, and many other health specialists, [teachresiliency.ca](http://teachresiliency.ca) is the resource that just may teach everyone that we are all still learners. That we all learn at different stages, and that it is normal to be uncomfortable at times, as it is a part of learning.

Going to all of the amazing sessions I did, I am hoping all students will open up to try new things. This approach may help all teachers teach something that many of us struggle with. In response to the PHE Manitoba Journal written in the fall/winter 2017, the article titled "Mental Health in Schools: How Teachers Have the Power to Make a Difference". [Teachresiliency.ca](http://Teachresiliency.ca) may be what we need to add to our Curriculum.

# SHAPE America Nashville 2018

Nicole Clement - Physical Education Specialist  
Pacific Junction School

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I was fortunate to attend SHAPE America Nashville 2018 National Conference and Expo. My goal was to learn as much as I could about a variety of Physical Activities.

Immediately I was overwhelmed by the amount of people and sessions. On my first day, the General Session with keynote speaker Stephen Ritz, had over 2500 attendees. His enthusiasm, along with the other attendees, was contagious. I think that is one of the biggest things I got from this conference, everyone was super passionate

racing from one session to another, trying to get as much information as they could to bring back to their community. More than once I saw teachers breaking out into spontaneous dances. Soon a group would form around them in the hallways, and yes, they would all start dancing!!! It was fabulous!

My sessions were focused around dance and fitness. The dance sessions ranged from Motown Magic to Imagine Dragons with Dancepl3y. If you haven't already, you must check out [www.dancepl3y.com](http://www.dancepl3y.com) from Burnaby BC. Dance can be intimidating, they make it fun and explorative. It's TdFU (teaching dance for understanding)!

One tip I learned in a fitness sessions was the concept of 'Victory Laps'. When my students are playing a partner target game such as horse shoes or Champions and Challengers, the person who missed would always run a lap then find a new

Champion. With Victory Laps, the person who scores must leave and run a Victory Lap around the gym and then pick a new opponent. It's a great concept. The Victor has a smile on their face proudly running (often with their hands in the air) a lap. The partner will have more opportunity to practice the skill as a different Victor

challenges them right away. Easy concept I just never really thought about but has made a huge impact.

My favourite session was Fired Up Fitness with Pete Charrette (Cap'n Pete's Power PE - [https://](https://www.capnpetespowerpe.com/)

[www.capnpetespowerpe.com/](https://www.capnpetespowerpe.com/)). Pete is a recently retired PE teacher (born in Canada) whose creativity and resources are second to none. He is big into Tabata workouts, Fidget Spinner Fitness and AMRAP (as many reps as possible). All activities (available on his website) are engaging to students and keep them moving.

Besides the sessions, the expo was extraordinary. Two spaces with different demos going every 30 minutes (Drums Alive was my favourite). And mini sessions (on the hour) at the GOPHER booth. Totalling up my sessions, demo activities and mini sessions, I attended 16 different PD opportunities in 3 days!!!

Thank you PHE MB for supporting my professional development.



Myself and Pete Charrette



# Physical and Health Education National Conference

## Whistler, BC, May 17 – 19, 2018 Report

Jason Desgagnés - École Constable Edward Finney School  
Seven Oaks School Division

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The 2018 Physical and Health Education National Conference was held in Whistler, BC May 17 – 19. The conference provided an opportunity to network with colleagues from across Canada and discover new initiatives and dynamic ideas to create an inclusive learning environment.

Waneek Horn-Miller gave an inspiring and empowering keynote address. From her inspiring journey as an Olympian to her vision with reconciliation and her key role in the National Inquiry into Missing and Murdered Indigenous Women and Girls. Waneek's message was to find the strength and resilience to pursue and achieve your goals and provide a safe and active learning environment for all students.

The program offered a variety of interesting sessions such as...Integrating Intercultural Physical Activity Games into PE ---- First Nations Games and Activities ---- Supporting Individuals with Autism in Physical Activity Environments ----

Here are some games and resources that you can share with your colleagues.

### Games:

Tree Hawk

In Sweden this game is called Tradhok.

Equipment: Hula hoops, scarves, baton or pinnies

How to play:

\*In this game participants are tree hawks looking for a tree (hula hoop).

\*To start the game remove 2 hula hoops from the floor. The 2 participants without hula hoops become tree hawks without a tree. Give each of these participants a scarf, baton or a pinnie to identify themselves.

\*Have participants sit inside their hula hoop and silently communicate to another participant by signaling that they want to trade places. Participants can only run to the hula hoop of the person they communicated with.

\*Once participants leave their hula hoops to switch places, the extra tree hawks try to run to an empty tree. If 1 of the extra hawks makes it to a tree before the other hawk, then the scarf or baton will be given to the new hawk, who will then say I am the new hawk. The game continues....

\*If played outside...instead of using hula hoops, participants run around and touch a structure on the playground or school yard.

Gentle Always Wins (mini tug of war)

Equipment: 12 short ropes (approx... 2m), 12 rubber spots (markers)

How to play: Students partner up with one rope between them, sitting in a squatted position on a spot with their feet close together. Each participant holds the respective end of the rope with the slack in the middle. For safety, the students are not allowed to wrap the rope around their hands. On the cue "go", students pull the rope trying to pull their partner off balance without moving their feet off their spot/marker.

Visit the following websites for great resources.

<http://www.cnh.bc.ca/wp-content/uploads/2017/02/Activities-for-everyone-everywhere-An-Intercultural-Physical-Activity-Guide-FINAL-20161.pdf>

Canuks Autism Network

Dedicated to enriching the quality of life of families living with autism

<https://www.canucksautism.ca/>

# Ginette Lafreniere-Oak Park High School



I had the pleasure of attending this national Physical Education conference with support from PHE MB. I was very impressed by both the selection and quality of sessions offered as well as marketplace set up and equipment demonstrated.

I taught a Leadership Physical Education course this year which involved my students planning activities and teaching our special needs students at Oak Park. I chose an adaptive inclusive session, ***Inclusive PE: Strategies for Including ALL***, which offered adaption ideas that will help to support my leadership class. Conference tip: It was a SPARK PE workshop which I would highly recommend as they do a draw for all the equipment demonstrated following the session.

Inclusive Physical Education classes may involve some adaptations to organization, time, boundaries and equipment. Here are some adaptations for each area:

## PLANNING INCLUSIVE PE LESSONS

### Organization

- modify the purpose or objectives of the activity
- demonstrate/model the activity
- change the number of players on a team
- add oral prompts

### Time

- slow the pace of the activity
- provide rest periods on a regular basis
- adjust the tempo
- allow more time to complete tasks
- allow less time for activities to allow for success

### Boundaries

- define the boundaries with large and/or colorful markings
- decrease size or distance of activity area
- modify the play area for students
- remove any hazards or obstacles that could lead to injury

### Equipment

- use different size/weight/texture of balls
- use of Velcro®
- larger goal or target
- lower goal or target
- scoops for catching

When considering teaching skills you must consider limited strength, limited speed, limited coordination and accuracy and limited balance. Here are some adaptations for each area:

## **Skills**

### **Limited Strength**

- change movement requirements
- shorten distance to toss object
- use lighter equipment
- use shorter and lighter striking implements
- use deflated balls or low-bounce balls
- allow students to sit or lie down while playing
- allow students to monitor their own energy levels

### **Limited Speed**

- change locomotor pattern
- make safe areas in tag games
- change distance for different students
- equalize competition among teams

### **Limited Coordination and Accuracy**

- use stationary objects for kicking/striking
- decrease distance for throwing, kicking, and striking
- make targets and goals larger
- use scarves, balloons, bubbles to enhance visual tracking skills
- use larger balls for kicking and striking
- use softer, slower balls for striking and catching

### **Limited Balance**

- provide chair, bar or buddy for support
- teach balance techniques (widen base, use arms)
- increase width of surfaces to be walked
- use carpeted areas rather than slick surfaces
- teach student how to fall
- place student near wall for support
- lower center of gravity
- allow student to hold another person's hand

Here are some sport specific adaptations that can be used at any level:

## Sports

### Basketball

- use a smaller, lighter ball
- use a different type of ball (e.g., playground ball)
- use a lower goal
- use a goal with a larger circumference
- modify rules
- use smaller playing area

### Bowling

- use a lighter ball
- use fewer number of pins
- allow students to push ball while sitting
- use ramp
- allow three tries instead of two
- use empty milk jugs as pins
- create lanes with cones

### Hockey

- use oversized sticks
- use lighter sticks
- use larger ball or puck
- increase size of the goal
- use smaller playing area
- modify rules
- do not use goalies

### Racquet Sports

- use oversized racquets
- use larger objects to strike
- use a lower net
- allow students to sit

- eliminate the net
- allow a drop serve
- hit off a tee
- use soft or bright ball
- use a balloon instead of ball or birdie

### Soccer

- use a lighter, larger ball
- allow students to use a hockey stick instead of kicking the ball
- use smaller playing area
- allow students to play with a buddy
- allow student to walk to ball or roll wheelchair to ball
- use larger goal

### Softball

- use a lighter, larger ball
- use a lighter bat
- use shorter distance around bases
- use one base
- allow more than three strikes
- use batting tee
- allow more time to get to bases

### Volleyball

- use a beach ball or balloon
- allow students to sit on the floor
- use lower net
- use no net at all
- use smaller playing court
- allow ball to bounce once before hitting
- allow unlimited number of hits
- allow more than one try when serving

I look forward to using some of these adaptive ideas with my leadership students in the future as we continue to work with all of students including those with special needs.

# PHE National Conference 2018

The National Conference provides an opportunity for delegates to network with colleagues and increase their knowledge and skills to foster healthy active living for children and youth in the school, family and community.

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

## Here is a glimpse of my Journey:

**Wednesday May 16** – Arrived at Whistler, settled in.

## Thursday May 17

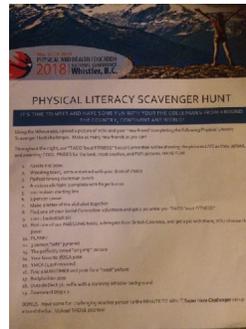
I had the day to myself until 4:00 pm. I acquainted myself with Whistler village, walked a lot, quaded up a mountain and went zip-lining.



At 4:00, I met up with my friend Brian McMillan who introduced me to other physical education specialists in Manitoba. We registered for the conference and checked out the exhibitor marketplace. The marketplace was host to the sponsors of the event along with other sports and healthy businesses that cater to physical education teachers and

health professionals. The sponsors were Gopher sport, Fitness for Life, True sport, Rookie Rugby, Boks, The co-operators, and the National Ballet School of Canada. In the marketplace, I was able to get ahold of many resources and see some of the newest gym equipment and practices across the US and Canada.

5:00 pm I attended the welcome reception and opening ceremonies with my new friends. We heard a couple of speeches and welcoming remarks from PHEBC (Physical Health Education BC).



9:00 pm. We went to the evening social event. Here we took part in a scavenger hunt where we had to create images with groups of people, such as making the

MB sign, plank with a partner creatively etc.. We were able to connect with many educators.

## Friday May 18

7:30am started with a volunteer active living session through BOKS. I attended and started my day with an hour-long yoga session.

8:30 am breakfast was ready, my friends and I met up for the 9:00am welcome ceremony featuring our keynote speaker,



Olympian Waneek Horn-Miller. I was able to meet her beforehand and she gave the most inspirational, empowering keynote which addressed her life story of resiliency, perseverance, respect, inclusion, and achievement. I posted our

picture together on the PHE app and many people were envious of me as she did not leave many in the room without a tear in their eyes. Standing ovation! A great way to start the conference. Just Google her!

My first session started at 11:00 am and it was Move Think Learn PHE Canada and NBA Canada. These organizations partnered up to develop a new resource built off the success of PHE Canada's Move Think Learn series. Where it uses TGFU (teaching games for understanding) approaches and the NBA skill Practice supplement that encourages participants to develop sports skills through tactical gameplay problems and engaging skill practice experiences.

<https://www.basketballmanitoba.ca/>

Here is the resource:

<https://www.basketballmanitoba.ca/2017/10/nba-and-phe-canada-release-move-think.html>

At 12:30 I took part in Dance Spectacular

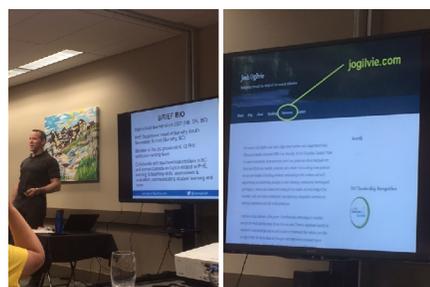
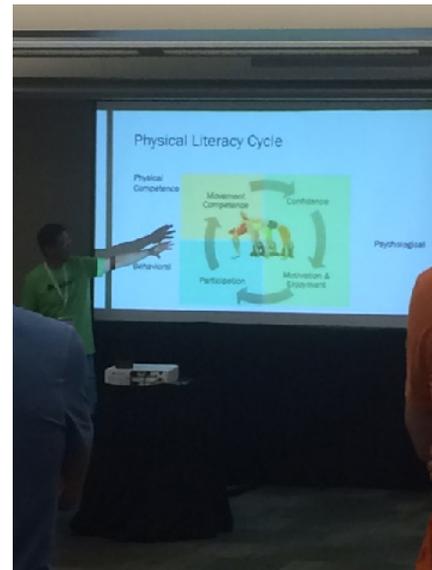
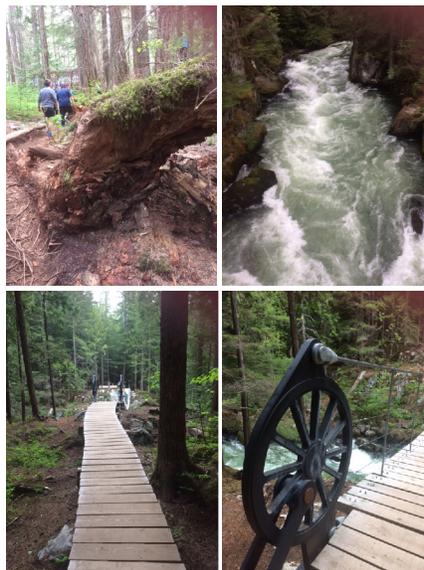
The ExtravaDANSE promoted and educates delegates about the value of dance as an educational, recreational, and therapeutic endeavor. Here we saw the results of quality dance education and programs performed by students of all ages. We were also able to take part and learn the choreography for dance day 2018.

2:00 pm, I decided to skip out on Swatball as this is something that I am



sure I can find and figure out on my own and went to Teaching Dance for understanding. This is the newest and latest model for teaching Dance in Physical Education. Here I was able to learn by taking part in Dancepl3y! Worked with the founder and program director of Dancepl3y, Melanie Levenberg. I have never been so motivated to teach dance in my life! This session was sooo much fun, it is a super engaging simple way to teach dance. I want to get the teacher training! Check this out: <https://www.dancepl3y.com/>

3:15 I went to Assessment in HPE: strategies and practices that motivate, engage, and Place students at the center of their Learning Practices. This session presented practical and easy to use strategies to form an assessment foundation leading to practices enhancing student motivation and engagement



in their learning. Here is Josh Ogilvie's webpage, session powerpoint and example assessments included: <https://www.jogilvie.com/>

Since we had an hour and a half until the Awards Banquet and Ceremony Dinner. We decided to go for a hike to check out the train wreck. Not knowing how steep of a decent we had to go, we barely got back in time to get ready for the semi-formal event! Just as we sat down, supper was served!

**Saturday May 19**

9:00 am Fundamental Movement Skills Assessment Simplified. This ongoing logistical challenge for teachers has been efficiently assessing FMS, which form the basic building blocks to developing physical literacy. A simple structure was provided to enable teachers to focus on student learning rather than evaluation and reporting. Here we went over basic skills, fundamental movements, and then

skills.

10:15am Teach Resiliency: A whole school approach

With an ever-present need for trusted resources to support student and teacher mental health, PHE Canada launched Teach Resiliency. This innovative online portal provides resources and supports to promote and strengthen the well-being of educators and their students. We received

to playing flag Rugby.

<https://rookierugby.ca/en/>

12:30 Closing Ceremonies. See the highlights, hear the stories, feel the warmth and joy of a great time had.



a tour of the portal.

<https://www.porticonetwork.ca/web/teach-resiliency>

11:30 Rookie Rugby

One of the most fastest growing sports for kids in schools and communities around Canada. We experienced the Rookie Rugby Curriculum and worked up

# 2018 SHAPE America National Convention & Expo – Nashville, TN

Philippe Chabot – École Regent Park - RETSD



Thank you to PHEMB and the Professional Development Fund (RETTA - RETSD) for the funds I received to attend the 2018 SHAPE America Convention & Expo in Nashville, TN March 20 – 24, 2018. There were many informative and innovative sessions offered by enthusiastic experts in the field of Health and Physical Education. The convention this year was held at the Music City Convention Center downtown Nashville next to the Bridgestone Arena. Next year's conference will be held in Tampa Bay, FL in April 2019.

With an early start at 7:30 am each morning, a wide variety of sessions for P.E. teachers, health teachers, coaches and university students in the field of P.E. were offered from Tuesday to Saturday. A mobile device was a must to be able to use the official App of the conference. The participants were able to move from one session to another; that said, the large selection of sessions was overwhelming at times. Choices were difficult to make as participants were eager to attend as many sessions as possible. However, by using the Convention Center room, Shape America was able to accommodate many participants at one time.

**Exposition:** A great way to spend flexible time was to visit the Expo. Participants were able to see the latest trends and tools to replicate in the classroom, the gymnasium, or on the playing field. Also, for three consecutive days, companies (Polar, Sportime, DOM, US Games, Drum Alive, GOPHER, etc...) had kiosks in a large open space not far from the Expo for

participants to receive information and try out their equipment.

Here are some highlights of a few sessions.

## **Create Your Own Tech Adventure: Exploring Digital Tools**

In this session we had the opportunity to Choose Our Own Tech Adventure. At the start, each presenter had a short pitch of the topic he/she was going to be sharing. Each presenter set up in a corner of the room. After the pitch, attendees visited the corner that was hosting the topic they wanted to know more about. 17 presenters for this session in one room with 4 corners A, B, C, and D with a rotation every 20 minutes. If after a few minutes the topic was not of interest to you, you moved to another corner. This was called vote with your feet and check another mini-session.

**Plickers:** Plickers is a classroom response App that teachers can use very easily without having devices for each student. The App recognizes the cards, records the teacher assigned to the student, and captures the answer that the student chooses. Can be used in P.E. at the beginning of the class or at the end of the class to gather valuable information. This App is free. You can download the card free of charge; however, a durable matte-laminated version of the standard set is also available for a cost on Amazon.com.

<https://www.plickers.com/>

**Team grouping Apps:** We the opportunity to hear about two popular Apps. Team Shake (Cost \$1.39) and Classroom



Teammates by iDoceo (\$2.79). Overall, both are very good, each person had the chance to explain how they were using these Apps in their P.E. class. You only need to add the students' names once and you are set for the year or you can import your class list. The Classroom Teammates is the App with more options. The recommendation by the presenter was to choose the one you think would suit your classroom needs.

<https://itunes.apple.com/ca/app/team-shake/id390812953?mt=8>

<https://itunes.apple.com/ca/app/classroom-teammates-by-idoceo/id1196782739?mt=8>

## **Welcome to the T.O.Y. Luau Middle School Style! Presenters: 6 teachers from across the states.**

We explored a few ways to warm-up followed by a discussion about the pros and cons of the different types of warm up sessions. We did a Roll and Run Fitness Circuit with 10 stations using no equipment. We did the Wave Fitness – Tabata style, a great way to involve a large group of students/class at the same time. We also did Brain Breaks, which was very interesting. Simple as an activity but you really need to use your brain. The command is simple at the beginning Walk and Stop. Next, you reverse the instructions to follow. So when you hear Walk you Stop, Stop you hear Walk. As you add different commands, it becomes more difficult. This was a very good session overall! Here a few warm-up we did:

## **Student- Designed Games: Promoting Active Involvement in Physical Education**

During this session, we played a simple game of "Catch the Flag". The presenters made modifications to the game before each round by taking a player out, changing the size of the play area, adding new equipment, adding zones, etc... He showed

**Get in Groups of 4 and have a seat.**

Pick 1 of each of the following  
You will rotate through all 4

1. Cardio or whole body exercise (done in place like Jumping Jacks)
2. Lower body(legs) Strength exercise
3. Upper body strength exercise
4. Core strength exercise

When you have picked all 4 exercise Stand in straight line one behind the other

**Wave Fitness-Tabata Style**

20 sec on 10 off 3x then move forward  
Get the form, set a record, challenge yourself

Cardio/Whole body- Jumping Jacks or Cross Jacks

Lower Body- Air Squats or Squat Jumps

Upper Body- Your best Push Ups or High Plank Shoulder Touches

Core- Crunches or Alternating Crunches

**Roll and Run Fitness Circuit 10 stations**  
No equipment

1. Start with a partner at one of the cones
2. Roll the little dice.
3. Do that many of 1 of the exercises listed.
4. When finished roll the big dice.
5. Jog clockwise the number of cones listed.
6. Touch the top of each cone as you go by

Stations: Jacks, Questions, Lunge, Planks, Green zero=10, High Knees, Crunches, Squats, Green zero=10, Squat Thrusts, Questions, Mountain Climber

us the key points when students designed games. Also he talked about the different templates: to create Tag games, for target games, to create invasion games, and also to create striking and fielding games. For striking, the template is: How do you score? How do you get out? What implements will be used? How does the batter receive the ball? Where do batters hit from? What is the shape of the field and what are the boundaries? When do teams change from batting to fielding?

Overall, it was a good session with the opportunity to explore different types of games.

**PhysEd Faves 2.0: Minds BLOWN in 120 minutes! By Scott Williams, Andrew Wymer**

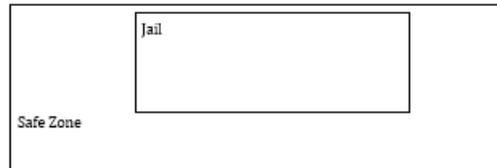
This session was a lot of fun; a great cooperative game you can do with your students to warm-up, for Fun Fitness activities, regular games, etc... Great active session, I learned new activities that I can do in my class to help my students be more active. Here a few activities/games:

**INSTANT ACTIVITIES**  
**22 Skadoo**

**Description:** Awesome cooperative game that requires teamwork, strategy, and is a hilarious blast! Can also be used as an instant activity.

**Equipment:** 3-4 noodles for taggers. Tape/cones marking playing area.

**Preparation:** Use tape or cones to make two rectangles (one inside the other) to form the three zones of the game: jail, tagging, and safe. Basketball/volleyball court lines can be used to establish zones as well.



**Rules:** Start with approximately half of the class in jail. The helpers start in the safe zone and try to free their classmates from jail by giving them 22 handshakes. The player in jail is responsible for their handshake total as they may not receive all 22 shakes at once. Taggers patrol the area and attempt to tag the helpers as they are assisting those in jail. Helpers report to jail if tagged or if they accidentally step onto the jail line. Taggers must stay outside jail lines and run around the jail area when chasing helpers.

**Variations:** \*Helpers may shake the hands of two different players at the same time. \*Two helpers may shake the hands of one jailed player at the same time. \*Students are instructed to "make it awesome!" by ensuring there is a balance between the jailed and helpers. Ex: If there are too many helpers, students can run into jail and make the game more fun. \*Jail is not inactive! Jailed players should run around the jail area to spots that are not closely guarded by taggers and communicate with the helpers in the safe zone. \*Academic Infusion-Play 100 skadoo and have students count to 100 by 5's or any other method of skip counting you wish to incorporate.

**One Direction/One D**

**Description:** Great instant activity tag game that really makes you think on your feet! (Modified from Project Adventure/Chip Candy)

**Equipment:** None

**Preparation:** Get a partner.

**Rules:** Runner takes off with a 5 step head start. S/he can only turn right and must go AT LEAST 5 steps in one direction before turning. The round is over when the chaser, who also can turn right only, catches the runner. The chaser must obey the same rules as the runner but does not have to take the same path.

**Variations:** \*Both runner and chaser can only turn left. \*BEST VARIATION-Runner can only turn one way while chaser can only turn opposite direction. Tons of fun and thinking with this extension!! \*Academic Infusions-Quick review of cardinal/intercardinal directions: I tell my students they can only move in cardinal directions, NWES, and cannot travel in a diagonal path (intercardinal directions), such as SW or NE. -All turns must be 90 degree turns.

**360 Degrees of Awesome!**  
**(or Frantic Football)**

**Description:** Awesome throwing/catching activity that can serve as an authentic assessment opportunity.

**Equipment:** Pinnies, for one team, 2-3 buckets, scoreboard of some sort, plenty of gator skin balls, footballs, etc.

**Rules:** Offensive team divides in half, with one half being quarterbacks and the other wide receivers. QBs stay inside the halfcourt circle and try to complete passes to the WRs who are moving to open spaces all over the basketball court. The QB then becomes a WR and the previous WR takes the caught ball and heads to the circle to become a QB. The defense tries to prohibit successful catches.

Defense will have to communicate regarding strategy. Match up/person-to-person or zone? Every person for themselves? The QBs and WRs switch often, so it is very hectic keeping up with everyone!

Timed rounds usually work best for this game ensuring everyone gets equal time on offense and defense.

**Scoring:** When successful, the QB runs to the scoreboard (can also use beanbags in buckets, dry erase board tallies, etc) and registers the score before becoming a WR.

**Variations:** Point zones-1 point if caught in basketball court, 2 if caught outside, 3 if caught off the wall.

Add different types of balls or objects to be thrown (octopi, oversized footballs, etc) that are worth DOUBLE when caught.

# Physical Literacy Day on April 27

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## General Thoughts

The entire day was fabulous. I really enjoyed each of the sessions and it felt so good to get out there and participate in the activities with colleagues and other educators in Winnipeg, Manitoba. It was also really nice to spend the day at the Sport for Life Centre. This gave us the opportunity to check out the newly renovated and upgraded facility.

## Fit Kids Healthy Kids

There were a variety of activities that we participated in this session. They were awesome, as they can be played with little equipment and also with any age level or grade level. As PE teachers, we had a ton of fun and I know my students did too when I came back and had them play these games in their classes too.

## Polyspot Run

The class forms a large circle in the gym and each player stands on a poly spot. There is also one poly spot in the middle of the circle and this is where one player stands and will start the game. When the middle player yells “GO” everyone including the player in the middle must run to a new spot (but the center spot is off limits). The last player without a spot will then begin a new round from the centre spot. The goal is to steal a new spot and not become the last player and end up in the middle. The activity can also be played with different variations. The teacher/leader can change the instructions beforehand to have players moving to any spot, only go in certain directions (right/left), or even can only move two spots over, etc...

## Protect the Pin

This game is also set up in a large circle

and in the middle there are 3 small hula hoops with either a pin or a block in each hoop. The game starts with 3 goalies who each need to protect one hoop/pin. The goalies are allowed to stand inside or anywhere around their hoop. The goal is to protect or block any balls from knocking over their pin. The rest of the players are standing on a poly spot around the circle and their job is to roll a ball and try to knock over a pin. They can also make a pass to another player in the circle if they do not wish to throw at the pins. If any player hits a pin they switch places and become the new goalie. The teacher/leader can also change the instructions for this game and can use a throw only, or a throw and a roll.

# School Intramural Grant

Kylee Colwell

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École Dugald School thanks PHE MB for our brand new Rhino Skin dodgeballs. We purchased three sets of six multi-coloured balls for \$290.00 through the grant from GOPHER. Not only are we able to use these balls for dodgeball games, but many other activities as well! In a K-8 school, these balls get used for just about everything and it was nice to get a couple new sets.

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

**Ball Tag:** The objective of the game is for each player to try and be the last player left that has not been tagged by a ball. Start with one dodgeball and add more to make the game increasingly difficult depending on ability level of the students.

**How to play:** tagging players attempts to tag the other players with a dodgeball. The ball cannot be thrown at players as a tag – taggers must be holding the ball in their hand when they tag someone with it. Players cannot run with the ball, but can pass it around and find position themselves close to runners once they have gotten rid of it in order to catch it again once more and tag another runner. When a player is tagged, they join the tagging team. Non-tagging players are not allowed to interfere with the ball – they cannot block a pass). The game is finished when all players have been tagged.

Questions to ask your students: what strategies did you use to hit the moving targets? How did you avoid being tagged? What communication skills worked best as a tagger?

**Catch Me If You Can:** The objective of this game is to outscore your partner in this warm up game that also helps to practice catching skills. This game works best where there is lots of room height-wise (ie.outside). For set up, have a line of cones along the middle of the playing area, and at either end. Divide the class into two teams – they have a partner on the other team – and have the teams line up from each other about two meters apart (this is the starting line). Each pair should have a dodgeball that will sit on the middle line. Have the groups wearing pinnies to tell them apart.

**How to play:** leader calls out one of the teams colours and all the members of both teams run up to the middle, throw their object as high as possible while their partner waits to catch it. After throwing the ball, the thrower then runs to the designated line as quickly as possible before his/her partner can catch it. A point is scored each time a player makes it to the line before their partner catches the ball. Emphasis should be placed on high, straight throws as well as making sure runners run in a straight line. First to seven points wins.

**Variations:** Award two points for making it to the line before the catch and one point for a successful catch. You may also subtract points for a poor throw to discourage players from making throws that are too difficult. This would change the total points required for the game to end, resulting in a higher point value.

Thank you PHE MB!

# Rugby

Bev Ilchena

Physical Education Teacher - Donwood School



**ROOKIE RUGBY KIT  
(SIZE 4 BALLS)**



**ROOKIE RUGBY KIT (Size 4 Balls)**

Kit includes  
- 6 x Size 4 Rookie Rugby Gilbert Balls  
- 15 x Red Tag Belts  
- 15 x Blue Tag Belts  
- 20 x Cones  
- 1 x Gilbert Bag Ball

I was fortunate to attend SHAPE America Nashville 2018 National Conference and Expo. My goal was to learn as much as I could about a variety of Physical Activities.

Immediately I was overwhelmed by the amount of people and sessions. On my first day, the General Session with keynote speaker Stephen Ritz, had over 2500 attendees. His enthusiasm, along with the other

attendees, was contagious. I think that is one of the biggest things I got from this conference, everyone was super passionate racing from one session to another, trying to get as much information as they could to bring back to their community. More than once I saw teachers breaking out into spontaneous dances. Soon a group would form around them in the hallways, and yes, they would all start dancing!!! It was fabulous!

My sessions were focused around dance and fitness. The dance sessions ranged from Motown Magic to Imagine Dragons with Dancepl3y. If you haven't already, you must check out [www.dancepl3y.com](http://www.dancepl3y.com) from Burnaby BC. Dance can be intimidating, they make it fun and explorative. It's TdFU (teaching dance for understanding)!

One tip I learned in a fitness sessions was the concept of 'Victory Laps'. When my students are playing a partner target game such as horse shoes or Champions and Challengers, the person who missed would always run a lap then find a new

# How the COPSI Network is Helping Find Future Olympians

In order to ensure that Canada continues its strong placements at major games, it is key that Canada's future star athletes are identified in an efficient and effective manner.

On top of working closely with current and former Olympians and Paralympians, the Canadian Olympic and Paralympic Sport Institute Network (COPSI Network) also helps find Canada's next Olympians through our ongoing work, serving as the official delivery partner for RBC Training Ground program across Canada.

RBC Training Ground searches for young Olympic hopefuls, aged 14-25, across the country through a series of free regional events, where local athletes participate in basic field tests to measure their speed, power, strength and endurance. This testing data is relayed to 8 participating National Sport Organization (NSO) partners who then

use the data to identify athletes they believe have Olympic potential.

Since 2016, RBC Training Ground has tested 5,500 elite young athletes across the country and dedicated over \$1.3M in funding to support promising future Olympians.

## STRONG & GROWING STRONGER

The COPSI Network's connection to RBC Training Ground is a strong one, and growing stronger each year. Canadian Sport Institute Pacific (CSI Pacific) created a talent identification program in 2011 called PODIUM SEARCH™ which had the same aim as RBC Training Ground: to use a series of tests to identify future Olympians. In fact, due to the success of PODIUM SEARCH, RBC used the technical leadership and testing protocols created by CSI Pacific to create RBC Training Ground.

CSI Pacific's Director, Talent Development, Kurt Innes spearheaded the PODIUM SEARCH program and now is the National Technical Lead for RBC Training Ground across the country.

Originally starting with 4 regional finals in 2016, RBC Training Ground has expanded its nationwide search to all 10 provinces and one territory with the aim of continued success at identifying talented young athletes across the nation.

## A NATION OF PARTNERS

RBC Training Ground's other national partners include the Canadian Olympic Committee (COC), Canadian Olympic Foundation (COF) and CBC Sports.

Participating NSO partners include Canada Snowboard, Speed Skating Canada, Athletics Canada, Canoe Kayak Canada, Cycling Canada, Rowing Canada, Rugby Canada, Freestyle Canada.

Visit [www.rbctrainingground.ca](http://www.rbctrainingground.ca) to register for one of the following events in your area:

Date	Venue	Address	Time
Sunday, April 7	Canada Games Sport for Life Centre	145 Pacific Ave	9:00 AM
Saturday, April 13	Brandon University Healthy Living Centre	270 – 18th St Louise Ave	9:00 AM
Saturday, April 27	Thompson Regional Community Centre	274 Thompson Drive N	9:00 AM
Saturday, May 4	University of Manitoba Max Bell Fieldhouse	109 Sidney Smith St	9:00 AM

FOR MORE INFORMATION, PLEASE CONTACT:

Cole Vincent | RBC Training Ground Coordinator and S&C Coach | [cole@cscm.ca](mailto:cole@cscm.ca) | 43



Since 2016, RBC Training Ground has been uncovering and developing Canada's next Olympians and providing them with resources and funding to achieve their podium dreams.



Events in **50** Canadian cities,  
**10** Canadian provinces and 1 territory

#### RBC Future Olympians



Funding provided to **87** athletes to pursue their Olympic dreams



Athletes competed in over **200** national & international competitions

Athletes have a combined **150** top-10 finishes and **75** podium finishes



#### New in 2019



**34**  
Regional Events



**8**  
National Sports Organizations



**1**  
National Final

## Could it be you?

To learn more and register, visit [rbctrainingground.ca](http://rbctrainingground.ca)

# You Are Stronger Than You Think

Jethro Bartelings

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Thanks to some support from PHE Manitoba, in February, I was able to attend the Strong First Bodyweight (SFB) Certification held at Garden City Collegiate. Two years ago, I attended Strong First's kettlebell certification and learned a lot from the 3-day course. When I saw that Winnipeg would be hosting their bodyweight certification, I had to attend. Thinking about the context of PE class, students need a competence in bodyweight training before they progress to weight based exercises. As well, teaching them solid bodyweight training is giving them a 'gym' that they can take anywhere.

The SFB Certification was a two-day intensive. The focus was on maximizing the body's strength potential via strategies that were employed with bodyweight exercises. The exercises covered were: one-arm push-ups, pull-ups, pistol squats, hanging leg raises, front levers, and handstand push-ups. Let's pause here for a moment- NO, this list of exercises is NOT accessible for 99% of our students. However, the principles and strategies employed to be able to execute these challenging techniques are the same ones you would use to help someone perform more basic techniques. For

example, they could help a student finally perform a proper push-up.

There was a lot covered in this course, but the over-arching principle that stuck with me was simple and effective: 'Get tight'. Tension was stressed as the key to controlling the body and strengthening the technique. Since I've already referenced the push-up, I'll use it to explain how tension can strengthen the technique.

The ultimate goal is to 'maintain plank' as your body moves up and down- ensuring your body stays straight from head to heels.

How does tension come into play? There are three areas you want to contract/creating tension- in order to maintain the plank position and press away from the floor.

1. Abdominals: Imagine you are bracing for a punch to the gut. Tense your midsection, compressing the space between your ribs and your hips.
2. Glutes: Squeeze your glutes like you're crushing walnuts! You'll probably notice that your abdominals will get a stronger contraction as you do this.
3. Forearms: As you press into the floor, go white-knuckled and try to grab a chunk of the floor with your hands.

The final element to maximize the tension in these three areas comes from your breath. Inhale through your nose as you lower and give a sharp exhale through your mouth as you press. It may sound a bit funky, but make a sharp 'tsss' sound as you exhale. This focused breath increases the intra-abdominal pressure and increases your core tension and stability. Think of the exhalation as though it has the power to lift you off of the ground all by itself.

Try it out.

Did you notice a difference? I won't pretend to be an exercise physiologist, but here's a simple explanation for why it should have helped. The three muscle groups addressed have a unique quality in that tension created within them can actually increase the contractile potential of other muscles via a mechanism called 'muscular irradiation'.

There's a simple way to illustrate this. You need a friend willing to hold your hand!

1. Ask your friend to squeeze your hand as hard as they can. Seriously- super hard! (Be sure to have your index finger extended onto their wrist to protect yourself from being hurt.) Remember how this felt.

2. Have your friend squeeze again but tell them to tense their abdominals, as though they are bracing for a punch, and exhale with a 'tsss'. How does this compare to the first squeeze?
3. Repeat this process, but in addition to tensing the core, they need to clench their free hand into a tight fist. If you have an empty plastic water bottle, have them try to crush it. Your hand doing okay?
4. Finally, tell them to tense their abdominals, while clenching their free hand, AND squeezing their glutes for dear life as though minting a coin.

At this point, you may be fearing the hand shaking beast you've created! Seriously though, you should have noticed a substantial increase in their grip strength. This is a simple way to demonstrate the idea of irradiation, when you present the tension techniques to your students.

If a student really struggles with push-ups, have them perform them on some elevation like a bench or bleachers, but get them to use this tension technique. If a student looks like they are close to performing a push-up on the floor, this technique may be the thing that finally gets them a rep (or more!). This technique is not limited to push-ups, so go and experiment with it. They may very well discover that they are stronger than they think.

I hope this article has given you another tool that you can use to help your kids find success. As physical educators, we aren't equipped with very much practical or upto- date fitness knowledge, when we graduate from university. This was the case when I graduated (over a decade ago) and continues to be the case as I speak to new teacher candidates. Unless PHE teachers choose to pursue further education opportunities, they



Photo credit: popsugar.com

aren't as equipped, as they could be, to meet the needs of their students. I believe this pursuit of further knowledge is key for all PHE teachers if they want to provide the most effective and safest fitness experience for their students. Thanks, again, to PHE MB for supporting my pursuit!

I'd love to hear your thoughts on anything mentioned in this article. Feel free to hit me up on social media @misterbeactive on Twitter and Instagram.

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