



**You have three choices in life: give
in, give up or give it all you've got!**

Author unknown

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President's Message By Carol Peters



Where has the time gone? Each year seems to go faster and faster as President of MPETA. It's been a busy year with all the MPETA usual events and the planning of the PHE Canada National Conference. I'd like to acknowledge the retirement of two long standing MPETA board members: Doug Gawiak as Norman West Regional Rep and Jane Ed-

strom as Secretary. Thank you for all the contributions you have made to MPETA and I wish you well on your retirement!

This next year will be an exciting year for MPETA as we host the 2013 PHE/MPETA National Conference in Winnipeg on October 24-26, 2013 at the University of Manitoba. We hope that many of our physical educators will register and take part in this great professional development opportunity, as this will be our

MPETA SAGE Conference this year. Thank you to the conference co-chairs: Luc Therrien and Dave Bard and their committees for all the planning and meetings that are taking place.

I'd like to thank all the MPETA board members for all their work in helping put on the TUCK, SAGE, and FAR SIDE workshops this year. A special Thank You to outgoing board members: Christian Brunel and Lindsay McLeod. Especially a BIG THANK YOU to the Winnipeg School Division for hosting SAGE 2012, the MPETA Awards committee for hosting the MPETA Awards Night, the MPETA Journal committee, and to Katja Smutny, our Schools Physical Activity Coordinator for all her work in organizing the MPETA activities for the year. Everyone in Physical Education has a part to play in keeping our students and staff leading Active Healthy Lifestyles!

Have an active and healthy Summer!

Editor's Message

By Darla Armstrong



Finally, a time to clear your head and relax over the next couple of months! A couple things, however you may want to keep in mind as you are lounging at the beach and enjoying some personal time:

One, the National Conference is coming to Winnipeg in late October! Registration for that event is open online

so if you have not already registered, you might want to do that on a rainy day so you can get into your desired sessions!

Second, perhaps take some time to write an article for the journal about camping, relaxation and stress reduction or even a successful game you have played with your family and might want to try in September with your students!

Have a great break!



Ralph Clark – Manitoba Representative to PHE Canada Board of Directors May 2013

Registration for the 2013 PHE Canada - MPETA National Conference, "Fields of Plenty, Fields of Play" is now open. You can register for both the conference and pre-conference by going to www.phecanada.ca/events/conference2013/registration

Passport for Life is an online assessment tool that supports the assessment, development, and advancement of physical literacy among students. It measures physical literacy across four components: Active Participation, Living Skills, Fitness Skills, and Movement Skills. The Grade 3-6 program is scheduled to launch in September 2013.

This year at the PHE Canada 2013 National Conference, there will be an excellent pre-conference opportunity for teachers interested in learning more about

incorporating dance into their classrooms. 'Dance Literacy: Create, Observe, Assess' will be an interactive half day preconference session led by members of PHE Canada's Program Advisory Committee on Dance Education. The goal of this session is to provide generalist and physical education teachers with a toolbox full of ideas, techniques and the confidence to implement dance into the classroom. Additional information can be found: goo.gl/MJZv7

The Physical and Health Education Journal (PHE Journal) Special Edition on Dance Education will be released this spring in conjunction with International Dance Day. This Special Edition is now available for pre-order!

PHE Canada membership structure transition. All federally incorporated *not-for-profit* (NFP) associations are working towards compliance with the *Canada Not-for-profit Corporations Act* (CNCA) by October 17, 2014. A key component for PHE Canada is to review its current membership structure – ensuring that the structure will meet the requirements of the CNCA, and ensuring the appropriate rights for PHE Canada members. PHE Canada has been advised that having a non-voting membership category is not desirable. Current voting and non-voting members will be notified of the proposed changes prior to the May 2013 AGM.

MPETA Updates | June 2013

2013 National Conference

Don't forget to register for the 2013 Physical and Health Education National Conference hosted by MPETA and PHE Canada on October 24-26th at the University of Manitoba! To register, visit the PHE Canada website at: www.phecanada.ca/events/conference2013

MPETA Membership

Be sure to renew your MPETA membership for the 2013-2014 school year! The membership form is available at: mpeta.ca/Membership/ or you can get your membership when registering for the 2013 National Conference!

Full Membership	\$25
Student Membership	\$15
Retired/Associate Membership	\$15

2013-2014 Programs available to MPETA Members:

Professional Development Funding

Special Funding—MPETA has set aside funds to assist teachers in attending the 2013 PHE Canada National Conference:

- » up to \$300 available for teachers toward Full Conference Registration only
- » up to \$100 available for students toward conference registration
- » must be full MPETA member to apply (*students must have student membership*)
- » members who accessed PD funding in 2012-2013 may still apply for PD funding this coming year but only for the PHE Canada Conference on a secondary list
- » first come first serve basis
- » receipts must be submitted along with a journal article before funding is received

To apply, go to: mpeta.ca/resources/grants/

NEW Functional Fitness Charts

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

Intramural Equipment Grant

this grant program is for the purchasing of non-traditional Intramural Equipment. There will be 20 grants of up to \$300 available for the 2013-2014 school year. To apply, go to: mpeta.ca/resources/grants/

Girls Forum

Each year, MPETA sets aside funds to help support Girls Day Events in Manitoba Schools. These events vary based on local needs but should include opportunities to be physically active. For more information, contact us by phone at 204-926-8357 or by email at mpeta@sportmanitoba.ca

Lunch Boards

These boards/posters/banners are designed to help parents, caregivers, older students and adults understand healthy food

choices and use information on food packages to help make decisions. Each board includes shopping tips for busy on-the-go people. The following are available for purchase: Drinks, Fruits and Veggies, Milk, Grains & Lunch. MPETA members are eligible for a \$50 rebate. To order lunch boards, go to: mpeta.ca/resources/

Geocaching Loaner Program

Are you looking to do some Geocaching with your class? MPETA has partnered with Healthy Schools *in motion* to offer the Geocaching Loaner Program! For more information, go to: mpeta.ca/resources/

MPETA Journal

Quarterly publication with interesting resources and articles on games, activities, teacher experiences, upcoming workshops & conferences, etc. As an MPETA member, the journal will be mailed to your home.

Follow us on Twitter

MPETA is now on Twitter! Follow us at: @MPETA_news for the latest news and happenings at MPETA!



Special Olympics Manitoba

Special Olympics Manitoba provides sport programming for Manitobans with an intellectual disability. Our organization benefits greatly from the presence of volunteers within our programs, and in turn, our volunteers gain valuable transferrable skills and experience, while knowing they are making a difference in their communities and having fun!

Coaching Opportunity

**Need a fulfilling experience during the summer?
Why not coach with Special Olympics Manitoba?**

We are looking for enthusiastic and motivated volunteers from all seven regions of Manitoba to help coach our athletes in the sport of soccer, softball, golf, and bocce from May to September.

- » No experience required
- » Training is provided
- » Must be able to commit 1-2 hours once a week and some weekends for competitions
- » Screening is part of the application process

For more information and to fill out an application form, please visit our website at: www.specialolympics.mb.ca
You can also contact the Special Olympics Manitoba provincial office at:

Ph. **204.925.5628**

Tf. **1.888.333.9179**

E. som@specialolympics.mb.ca

Boost Conference Highlights

By Keith Redfern, Fort Richmond Collegiate

We had the good fortune to receive Professional Development funding to attend the BOOST Conference in Palm Springs, California. We were fortunate to hear Paul Tough speak about his book *How Children Succeed*. He argues that non-cognitive skills like curiosity, conscientiousness, optimism, self control and grit are better indicators of success than I.Q. test scores or marks in school. We highly recommend that you take the time to read his book.

Session 1: Chris Ortiz was the presenter and has a company called "High Five". He presented a session called "Spice Up Your Program with a Little Adventure." Adventure education is based on the philosophy that people learn more effectively when they actively participate and feel a sense of control over what they are learning. The session highlighted the use of "Ubuntu" cards and many opportunities for group interaction and group play. Here are a few of my favorite ice breakers.

Ice breakers

High 5 Mingle—you will have to come up with a specific hand-shake that represents the following descriptors:

Have everyone get a partner to be their High 5 partner.

Make sure everyone has a partner.

Do a "high five". Tell everyone to remember who his or her partners are.

Find a new partner to be your "Top Gun" Handshake partner.

Find a new partner and do the "baked Potato/French Fry" handshake.

Find a new partner to be your "Ankle Shake" partner.

Have the group go back to earlier partners in between new partners to review and practice the different handshakes.

Chris has run this 1 of 3 ways:

1. Just do partners and have a large group move around as quickly as possible and meet a lot of folks.

2. Each time they get a new partner, they spend some time discussing a topic with them to really get to know the partner.

- Top Gun Partner = Favorite movie
- High 5 partner = Personal Object story
- Baked Potato/French Fry Partner = Favorite meal

- Ankle shake partner = biggest adventure you have been on.
- This is a slower version but gets the group interacting. He has also revisited the partners at the end of the day to do a little processing and changed the questions to reflection questions based on the day.

3. Partner Activities I have also had the partner pairs do quick paired activities.

- One Handed Shoe Tie – Partners tie shoe with one hand each
- Snoopy and The Red Baron – Stand arm length apart, Red Baron tries to tag Snoopy's hand with moving feet
- Tiny Teachings – teach your partner some simple trick or skill
- Wiggle Waggle – Palm together finger bent, twist hands trick.

Initiative Task:



Bull Ring—Bull Ring apparatus is a small welded ring with one length of cord attached for each participant (usually 6 to 10 participants). The participants may only touch the last 10 cm of the cord. A ball is placed on the ring and is then maneuvered by the group through an obstacle course of sorts Bull Ring Barrel of Monkeys - Hang one monkey from the center bull ring. Then the group tries to pick up as many monkeys as they can from the pile of monkeys. Set a goal, try to match it...

Great Monkey Rescue- Hang one

monkey from the center bull ring. The group tries to pick up as many monkeys as they can from the pile of monkeys. Place a monkey in a bucket or other container and have them try to make a chain of monkeys long enough to rescue the one in the bucket. Play dough or masking tape works well to make the monkey in the bucket stand up straight. Alternatively, you can have them attempt to make the longest chain of monkeys possible.

Bullring Swap—You will need 2 bull rings one with a larger ring and one with a smaller ring. I also recommend having the strings on one of the rings longer than the other.

- This initiative problem can be done with 2 groups of 6-12 each. One group has the small bull ring with a tennis ball on it. The other has the empty large bull ring. The two groups work together to get the tennis ball from the smaller ring onto the larger ring.

Bringing Meditation into Your School

By Kristin Schiach

I recently attended the BOOST Conference in Palm Springs California. The workshop that caught my eye was called “Meditation for Daily Living” by Jeffrey Zlotnik, founder of the “Meditation Initiative” in San Diego California.

Before this school year, I didn’t know much about meditation besides the breathing exercise I have my students do during yoga classes. At Fort Richmond, we are lucky to have an educational assistant, Judith Burch, a certified mediation instructor. After getting to know her and learning about her expertise, I thought it would be great to try with my classes during a stress management unit. The classes she did were amazing. I was nervous about the students not respecting the topic and their maturity throughout the classes but I was pleasantly surprised. There was one particular student (who would be the first to admit that PE class is not her favorite subject) who loved it so much she went home and taught the breathing exercises to her mom to help her reduce stress. Judith’s classes not only had a positive effect on my students, but also on me. I immediately felt the benefits to my own health and well-being but I didn’t think this was something I could teach students, until I went to Jeffrey’s workshop at the BOOST Conference.

As with most workshops, I believe we always hope there is something simple we can immediately add to our teaching practices that won’t take hours of planning before implementation. This is exactly what I found in “Meditation for Daily Living.” Jeff explained that most people think meditation is not something that would interest them; if you Google meditation, you will mostly likely find a website “selling” meditation or a link to some sort of religious/spiritual program. Meditation is for everyone, it’s free and as simple as taking a few



minutes out of your day to pay attention to what keeps us alive—your breath. Distractions, stressors, people, and negativity will always be there, but if we can learn to calm ourselves for a few moments a day through breathing exercises, our reaction to stressors will become more positive.

As stated on the Meditation Initiative website, their “approach of using meditation as a mindfulness education has been well received by the public and private school systems, as well as many other institutions.” In addition to schools, Jeff has worked in colleges, hospitals, prisons, military groups, and group homes for victims of domestic violence.

I could go on about the benefits of bringing this into a school, but I want to share something you can try right away for yourself, your family or your students! Jeff has done this with people as young as three years old, so any grade level can work. We talked a lot about students being distracted as that is inevitable, but with practice and letting those distractions from our students happen, we can achieve goals for stress relief and focus. The following

is a guided script given at the workshop, which we are allowed to share with others. Reading through the script is easy and I suggest trying it yourself first, and then bringing it to other people.

Beginning Meditation

- » Start with taking three deep breaths
- » As you settle into a natural rhythm of the breath, knowing throughout the practice you will hear sounds inside the room, sounds outside, these are not distractions, not disruptions, simply what’s happening around us as we sit and breathe. (30 second pause)
- » Begin to notice the mind as it wanders, jumping from thought to thought. Gently guide the attention and focus to the stomach or chest. As you breathe in, feel them rise; breathing out, feel them fall. (30 second pause)
- » Simply continuing this practice, observing sensation of breath (30 second pause)
- » Where is your mind? Are you stuck in the past? Jumping to the future? Release that thought, returning attention

- to the breath (30 second pause)
- » Breathing in, follow the breath in, breathing out, follow the breath out (30 second pause)
- » Where is your mind? Gently guiding attention back to the breath (30 second pause)
- » Letting go of expectations or judgments of your practice, just sitting and breathing (30 second pause)
- » Breathing in, feeling the stomach rise. Breathing out, feel the stomach fall (30 second pause)
- » Learning to be comfortable in stillness (30 second pause)
- » Knowing what it is like to just sit and

- breathe (30 second pause)
- » Again, taking three deep breaths
- » Slowly open the eyes, slowly begin to move

A brief paragraph from the handout regarding what to do after meditation is as follows: “The most important part of practice is right now, after, when you realize that any sort of quiet, still, peace, calm that you feel or any sort of busy or racing mind you may have now has nothing to do with anything I said, has nothing to do with how you sit or cross your legs and it has nothing to do with the sound of a bell. It has everything to do with your own mind and your own mind’s reaction to an external situation. What we realize from

the practice of meditation is that things happen and we react, more things happen, more reactions. This is our life every day, every moment regardless of who we are, where we come from or what we believe in. Most people respond to meditation quietly, peacefully. But the question is how do you respond to everything else that happens in your life?”

The Meditation Initiative is a non-profit organization in San Diego, California. The website is www.meditationinitiative.org. If you are interested in looking at the handout I received in its entirety (explains what to do prior to meditation, posture and after meditation), please email me at krshiach@pembinatrails.ca.

Raising Self Esteem through Fitness Activities

By Dan Poperechny

From May 1-4, several colleagues and I from Fort Richmond Collegiate attended the BOOST Conference in Palm Springs, California.

I had the pleasure of attending a two hour session titled “Raising Self Esteem through Creative Fitness Activities” with clinician, Sandy Slade. Our main focus for the session was getting kids active in a small space. We had approximately 50 adults in a regular banquet room and were able to participate in a variety of activities using minimal equipment. All of the activities were based on the concept of “not every child is athletic, but every child deserves to have a positive experience being physically active.”

A large portion of the session dealt with the development of basic skills such as hand-eye coordination, crossing the body’s axis and general physical movements. We worked on these skills using a sequence of actions with juggling scarves to the sound of music. Several of the sequences involved a partner or a group as well.

Here is what one of these sequences would entail:

Each person needs one scarf:

1. Begin by simply tossing the scarf up and into the air with one hand. Use both dominant and non-dominant hands. Whatever hand you throw with you must catch it with the same one.
2. Next, throw the scarf with one hand (dominant or non-dominant) and tap you opposite shoulder before catching the scarf again.
3. After throwing the scarf, tap both shoulders then catch.

4. Throw, tap ankles and then catch.

We then did a hand-to-hand sequence which consisted of a series of different passing directions

1. Pass the scarf from hand to hand— gradually increase speed
2. Pass the scarf around one leg and then the other—switch directions!
3. Pass the scarf around your waist – switch directions!
4. Pass the scarf around your ankles
5. Begin to combine leg, waist and ankle passes together.

Next, find a partner. Draw an imaginary line down the middle of the floor. Each person stands on either side of the line approximately four feet apart.

1. Using music, pass the scarf back and forth using whatever hand you prefer. Continue to pass back and forth until the music stops. Once music stops, whoever has the scarf must chase the other person and tag them.
2. With your partner, stand shoulder to shoulder and pass the scarf up and over both of your heads and catch it.
3. Stand back to back, pass the scarf up and over both of your heads and catch it.

The next activity uses a group of students; group number can vary.

1. On the ground, scatter the letters A-Z. For this, Sandy used laminated construction paper. With each letter, have a corresponding exercise station. For example, for the letter “A”, have 10 jumping jacks as the exercise.

2. Give words out to each group. Because of time restraints we only did 4 letter words, however, larger words may be used.
3. Once each group has a word, start playing music and get each group to search amongst the room for the letters to their word. If my groups word was “boat” for example, we would travel as a group to the letter “B”, do the corresponding exercise, then travel to “O”, do the corresponding exercise, etc.
4. The first group to complete their word is the winner

We did a few variations of this activity as well. For one of

them, each group would be stationed around the perimeter of the room. When the music started, one group member at a time would have to run/skip/jump/etc. out to the center of the room where the letters were scrambled. They then would find the first letter of their word and run/skip/jump/etc. back to their group and instruct them what exercise they would have to do. The group would perform the exercise for the required number of repetitions then the next member would go and retrieve the next letter. This would continue until the word was completed.

Games and Activities Using Pedometers

By Viktor Messejnikov, Samuel Burland School

The pedometer is increasingly used to quantify physical activity in children and is an excellent way of motivating students to be active. Pedometers can be used to measure students' activity during specific physical education activities, or during the school day. Pedometer activities can help students enjoy physical education class while introducing them to an important fitness tool. Even though physical education teachers often use pedometers in their lesson, some are unsure how to make pedometer activities fun. Here are some games and activities that were presented by Mr. Gilbert Bagaman (Teacher at Children's Day School, San Francisco) at the California State Physical Education Conference, March 2013. (*All games and activities begin with each participant having a pedometer set to 0000 and clipped to the waist.*)

Tag games:

Pedometer Tag (Gilbert): One person ('it') attempts to tag another person. However, in order for the “tagged” person to become the next 'it', their score on the pedometer has to be lower than the current 'it' person's score. Object of the game: there are two ways of not becoming 'it'. Avoid being tagged or having a very high score on the pedometer. It is recommended that a new 'it' be chosen within one minute. Hint: pick someone with a high pedometer score. **Kelly's Variation:** *after each tag, change pedometers with the other person.* **Betsy's Variation:** *tag people but add up their pedometer's count. The first person to read 300 without going over is the winner.*

Partner Tag: Have one partner run off with a 3 second head start, then have second partner try and tag the first partner. If tagged, both check their pedometer score. If the second partner's score is higher, then the first partner is not “it”. But if the first partner's score is higher, then the second partner has to give a 3 second escape time to the first partner and attempt to capture him/her again.

Garret Freeze Tag: One person is “it” throughout the entire game and should attempt to tag everyone else. If tagged, a player has to stand in place and continue doing the Francesca. If another player that has not been tagged comes too close, the frozen person can tag that person and then become free. The game ends when all players are frozen, and the winner is the person with the

highest pedometer score.

Dance Games:

Hula Dance Off: Each participant wears two pedometers, and then dances to the “Hula” for one minute. The challenge is to have the same score on each pedometer afterwards.

Freeze Dance: All participants dance when music plays, and freeze when it stops. The “Judge” (usually the instructor) plays and stops the music, and will rule on who failed to stop their movement at the stop of the music. The consequence for not stopping is having to stand next to the judge for 10 seconds without moving. The winner of this game is the person with the highest step count.

Dance Party: A secret number is written down as the winning step count before the game. Participants then dance to a song played, noting that the winning number is relatively high, and will require considerable movement. The winner is the participant whose pedometer step count matches or is the closest to the secret number. Note: this game removes the competitive aspect where the fastest win, and allows all who actively engage in the game a fair chance of winning.

Step Count Control Games:

10, 20, 30, 40, 50 or More: Students all line up shoulder to shoulder

der and then attempt to bounce in place exactly ten times to get a pedometer score of 10. If successful, they move up to the next line without resetting their pedometer and bounce ten more times to reach an exact score of 20. This continues until someone reaches the 50 line. A player may only check their pedometer once in each line. If any score other than the goal is obtained, the player must go back to the first line, reset their pedometer, and try again.

Simon Says: Simon will say a random (low) number, and everyone will step and try to get to that exact number. If successful, participants get one point. Without resetting the pedometer, Simon will then say a high number and everyone will then try to step and reach that number. If successful, they will get another point. Participants, for the first few numbers, will only get one chance to check to see if they reached the stated number. The next few numbers are large, and are under a time limit. Participants will get to check their pedometer as often as they wish, but must reach the exact number before time expires. The winner is the one with the most points.

Eric's Activity Clock Tag: Play partner tag with one partner chasing the other. The pedometer is set on Activity Clock. At the end of two minutes, the partner with the higher activity time wins; in the case of identical times, the partner who is "not it" at the time wins.

Partner and Smell Group Games:

Guess my Score: On "GO", have partners begin moving in place. The challenge is to be able to count your partner's number of steps and then accurately guess their score when directed to "stop". The winner is the person that comes closest to getting their partner's score correct.

Who's the Fastest/Slowest? In groups of 4 or more, have one person stand in the middle with the other group members forming a small circle around him/her. On "Go", the members of the circle will begin moving, and then pick out the person with the highest score after the command of "stop" is given. The challenge can also be done with the middle person picking out the person with the lowest pedometer score.

Synchronized Partner Jump: With a partner or in small groups of 3-4, all will jump in sync together for one minute. Check to see if you can match your partner's/group's score. Object of activity: It allows participants to check their pedometer to insure it is in good working order.

Large Group Games:

Weakest Link Organize groups of 5-6 participants. Number each group. On "Go", each participant attempts to rapidly step in

place to achieve the highest score within their group. The person with the highest score moves to the next group that is numbered lower. The challenge is to eventually get into and stay in group #1. The person with the lowest score in group #1 is expelled to the group that is numbered highest.

Red Light, Green Light, One Two Three! One person is designated as the "Caller" and positioned at the center of the basketball baseline. All the other participants assemble behind the opposite baseline. When the "Caller" shouts "Green Light", all participants move forward closer to the baseline the Caller is standing on. All must stop on the command "Red Light." The caller and the other participants move in place. After the command of "Red Light", the caller checks his/her own pedometer score and shouts it out. Any participant with a lower score has to return to the starting line. The pedometers are not reset. The objective is to be one of the first three to reach the baseline of the "caller". However, the first two people that cross the finish line may not move anymore. The person with the highest score of the first three that cross will become the next "Caller".

Knock Out Basketball Play a regular basketball Knock Out game, but with all participants wearing a pedometer. After 4 players have been knocked out, everyone stops to check pedometer scores. The lowest score from the players still "in" is declared, and those players that are "out" but have a higher score may replace that players that are "in" but have lower scores. The same process is repeated after 4 players are eliminated. There are two potential winners in the end: the person who actually wins the game of knock out, and the person with the highest pedometer score. It may even be the same person.

4 Squares: Play 4 Square as normal, but when a player is eliminated, the pedometer score of the player who got him/her out must be higher than the score of the player that's out. If it is not, then the person with the lowest score of the other three playing is out. Note: Strategically, the person with the lowest score needs to be aggressive in trying to knock someone out. This way, they're safe from elimination.

Mr. Gilbert Bagaman's YouTube **Games and Drills using Pedometers:**

www.youtube.com/watch?v=tpmykl1eLvs

www.youtube.com/watch?v=SpvjPTPm15M

www.youtube.com/watch?v=tAbfCeGQus8

www.youtube.com/watch?v=IttWkBzb8BU

The Power of Play

By Jeff Bowes

Martha Kaufeldt Keynote Speaker at the CAHPERD State Conference, Santa Clara, California | www.beginwiththebrain.com

Big Ideas

- Play is joyful, natural, and necessary for developing **healthy** brains
- Play and physical activity can help promote problem-solving, creativity and develop students' social skills necessary for the 21st Century.
- Teachers can promote play, curiosity, and engagement by using novelty, humour, challenge, and movement

Benefits of Play on the Learning Brain

- ParentingScience.com (Gwen Dewar, PhD, 2008)
- Play opportunities improve memory and stimulate growth in the cerebral cortex
- Play, movement, and exploration trigger the secretion of BDNF=growth in brain cells
- Frequent play breaks help kids pay more attention to academic tasks.
- Five Characteristics of Play ("Freedom to Learn" by Peter Gray)
- Play is self-chosen and self-directed
- Play is activity in which means are more valued than ends
- Play has structure, or rules, which are not dictated by physical necessity but emanate from the minds of the players
- Play is imaginative, non-literal, mentally removed in some way from "real" or "serious" life
- Play involves an active, alert, but non-stressed frame of mind

Social Benefits of Play

- Through play, children acquire a range of social savvy and expertise:
 - » How to take turns and share
 - » How to negotiate power struggles
 - » How to cooperate and form alliances
 - » How to concede with grace.

Martha has created a great resource that has numerous examples of how to integrate play opportunities into the classroom:
www.beginwiththebrain.com/resources/Kaufeldt%20Handouts%20NAGC%202012.pdf

Safety Report

Laurel Hanna, Safety Chair

Here in Manitoba, we have the luxury of having not one but two safety documents. Unfortunately this can cause some confusion, YouthSafe Outdoors: Manitoba Field Trip Resource vs. Safety Guidelines for Activity in Manitoba Schools. I hope to clear up some of this confusion. MPETA was involved in the development of the two documents with a variety of sponsors, some sponsors overlap both documents. The Safety Guidelines document came first and was a purchased copyright from OHPEA of best practices in physical education. The Safety Committee with input from physical education teachers, supervisors and Sport Governing Bodies altered, condensed and added a Manitoba flair to the document. The Safety Guidelines has just gone through the review process and is now back on line. The YouthSafe Outdoors: Manitoba Field Trip Resources is a licensed document in which an expert in the Legal Liability of Outdoor Education, Dr. Glenda Hanna was hired to develop the resource for Manitoba. It is a legally defensible research document taking into account numerous court cases across Canada and Manitoba. It came as a result of a young child drowning in a Winnipeg City pool while on a school field trip. This document being based in legal liability is a stronger resource; very comprehensive with a wealth of information not only on field trips but in many activities we do in physical education classes. We cannot simply blend the two documents due to the different nature of ownership, the YouthSafe Outdoors: Manitoba Field Trip Resource has a license agreement that limits access to only teachers in Manitoba. It cannot be on the internet and cannot be altered except by the author. So as you go through the Safety Guidelines and see referrals to YouthSafe, please check out the information. If you require a copy of the YouthSafe document contact your principal or MPETA office.

Intramural Equipment Grant

Stevenson-Britannia School » Nancy Chapman and Curt McKinnon

After attending a Yoga Kids training workshop last August, I was looking forward to incorporating yoga into the classroom in a child-friendly way. Thanks to the purchase of a class set of yoga mats, we've been able to move beyond simple stretching breaks to combining postures in sequences. The mats give the students a nonslip surface for their standing and balancing poses, as well as letting each child enjoy their own personal space. Two Grade 2/3 classrooms have regular weekly yoga sessions. They have become very adept at moving tables

to one side and setting the mats up in a classroom, and then putting everything away at the end of the session. We began with exploring and practicing some of the postures. The "animal poses" are particularly popular, and our very first sequence was an enactment of the animals mentioned in Bill Martin Jr.'s "Polar Bear, Polar Bear, What do You Hear?" We have also begun to learn sequences to both energize and calm us. Two other Grade 2/3 classrooms were introduced to yoga as part of their "Healthy Living" studies. Presently,

every classroom in the school (Kindergarten to Grade 5) is participating in introductory yoga classes led by an instructor through our divisional program, "The Integrated Arts".

The deluxe yoga mats were purchased from Marchant's School Sport at a cost of \$ 17.00 a mat and our school received 30 mats for \$641.50. The intramural grant covered \$300.00 of the cost while additional funds came from our school PE budget.

Sargent Park School

» Gina Florendo

One of the sessions I attended at SAGE 2012 was *Methods for Teacher Yoga to Children and Youth* with Darlene Sveinson. The session was informative, active, and I was totally motivated to incorporate it into my program at Sargent Park. In fact, I was so inspired that I enrolled in Darlene's two day workshop at Yoga Centre Winnipeg to learn more techniques and activities.

With the MPETA Intramural Grant, we were able to purchase a class set of yoga mats. Twenty-eight yoga mats from XS Cargo cost \$275.03 including tax. Since I had cleared the shelves at XS Cargo, I had to purchase one more mat at Wal-Mart for \$11.20 including tax. All mats were purchased within the MPETA Intramural Grant.

The mats were used during our yoga sessions in grade 2 to 6 physical education classes. After students were introduced to yoga in class, grade 5 and 6 students participated in extra yoga sessions before school. During these sessions, they created their own

yoga sequences using the yoga cards provided free from Movement Skills Manitoba www.movementskills-manitoba.com/pdf/YogaCircuitCards.pdf. They also followed yoga videos projected on the gym wall.

Yoga Board Game – the yoga mats are placed in a circle and represent spaces on a board game. Each mat has a card with a yoga pose on it. There is also a "meditation station", where students watch the sand falling in an hour glass. The students move yoga mat spaces according to the number rolled on the die/dice. The students perform the pose on their mat for 30 seconds. Then the teacher rings a bell and the student at the meditation station rolls the die/dice and the process is repeated. Large foam dice work really well.

The use of yoga mats really provide the students with a full yoga experience. They love choosing a mat, rolling it out, and rolling it back up at the end of the session. Thank you MPE-TA for your support!

Chancellor School

» Tracy Payne-Barrett

Equipment: 3 TRX Bands

Cost: \$315.00 plus shipping and handling

\$300.00 paid for by the School Intramural Equipment Grant

\$15.00 paid by our school equipment budget

Purchased from www.trx-suspensiontraining.org

Activity: Fitness for the Fun of it Club

We set up a Fitness Circuit in the gym. The TRX's were used as one station. We also had other stations with Medicine Balls, Dynabands, etc and instructions at each station. Our focus was primarily on resistance training. Why? I was fortunate to attend a conference where Dr. Michael Colgan was speaking. He said that so many programs focus on cardiovascular training but according to Michael Colgan if we want to maximize our heart, bone and brain health, we need to be doing resistance training and eating the right amount of protein.

We did Pre-Training Fitness Challenge Tests and compared their results to the Post-Training Challenge Tests so that the students could measure their progress. We offered the program to grade 5 and 6 students. The TRX bands definitely provided a "Fun" factor to our Intramural Fitness for Fun Club!

Intramural Equipment Grant

Fort Richmond Collegiate » Hillary Johnson

Students at FRC have been working up a sweat while learning the performance art of Hooping Mondays at lunch at Fort Richmond Collegiate.

After purchasing 20 weighted Hoops with the MPETA School Intramural Equipment Grant and some extra funding from the school, students at FRC have been learning new ways to get active with weighted Hula Hoops. Unlike the run of the mill Hula Hoop, these specialty weighted hoops are used in the growing performance art called Hooping. The grade 11's and 12's have the opportunity to use this activity block towards their Phys. Ed Credit. The class has even gained a few drop-in students who couldn't pass up the opportunity to give it a try. During this activity block, students are being led by FRC Graduate Emily McDougall, who picked up Hooping after being invited to a community based class by a friend. After attending one class, Emily went on to attend more classes, and practice on her own using 'YouTube' videos as inspiration and as a teaching tool.

The first Hooping class this February began with just getting used to the new hoops; they are a bit heavier than the plastic hoops that are common in most Gym storage rooms. These specialty hoops are handmade and come in a variety of sizes and colorful patterns from 36" to 42". The total cost of 20 weighted hoops (5 - 36", 10 - 39" and 5 - 42") came to \$440.00. The Hoops were purchased from a local Winnipeg woman who has an independent business

with a large line of handmade Hoops to choose from.

When getting comfortable with these new hoops, the class had to learn which way they naturally 'hooped'. Once they learned to Hoop around the waist in the direction that was comfortable, their next maneuver was to learn how to hoop the opposite direction – this is much harder than it sounds! After learning a few basic moves, the class was encouraged by their instructor Emily who put on a short demonstration of some of the things they would be learning in the classes to come.

In the next few lessons students progressed quickly to doing overhead lifts and a few other complex movements while maintaining a spinning hoop – on their waists, arms, hands, in front of them, overhead and even behind their head.

The class has grown in size and skill since it first began in February, and they have 2 more sessions with Emily before the end of the activity block. This new and exciting mix of dance and circus art is already growing in popularity and would not have been possible without the grant from MPETA.

Excellent Videos and information on Hooping can be found at: www.hoopcity.ca

Local information on classes and support can be found at: centralcanadiancircusartsclub.wordpress.com/

JUMP at the chance to make dinner time, family time.

Mix, dip, place, repeat - even young children can help prepare these tasty salmon stix. Quick, easy, and loaded with omega-3 fats, this fun salmon feast frees up your evening for a family bike ride, or a long leisurely stroll.

Super Salmon Stix Makes 6 servings.

Ingredients

- ½ cup (125 mL) whole-wheat flour
- 1 Tbsp (15 mL) wheat germ
- 2 tsp (10 mL) chili powder
- ½ tsp (2 mL) pepper
- 4 egg whites, lightly beaten
- 1 Tbsp (15 mL) canola oil
- 1 Tbsp (15 mL) lemon juice
- 1 ¼ cups (300 mL) panko crumbs
- 2 Tbsp (30 mL) grated lemon zest
- 1 ½ lbs (750 g) salmon fillet, cut into 1"x 3" pieces (2.5 cm x 7.5 cm)

Directions

Preheat oven to 400°F (200°C). Lightly spray canola oil on a foil lined baking sheet. **Mix**, in a shallow dish, whole-wheat flour, wheat germ, chili powder, and pepper. In a second shallow dish, combine eggs whites, canola oil, and lemon juice. In a third shallow dish, mix together panko crumbs and lemon zest. **Dip** salmon sticks in flour mixture, then into egg mixture, and finally into panko crumbs. **Place** salmon sticks on baking sheet. **Bake** for about 10 minutes until fish flakes easily when tested with a fork. Do not overcook or fish will be dry.

From Quick and Healthy Kids' Edition Volume 1 ©The Heart and Stroke Foundation.



Nutritional analysis per slice

Protein 29 g	Fat 8 g	Saturated fat 1 g	Sugar 1 g
Carbohydrate 17 g	Fibre 3 g	Cholesterol 50 mg	Sodium 135 mg

Calories 260

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For more information call 204.949.2000 or 1.888.473.4636
jumpropeforheart.ca



HEART &
STROKE
FOUNDATION



Landmark Elementary School

» Kailey Penner

Golf In Schools Program is a Canadian-wide program designed to deliver Physical Education Learning outcomes through the sport of golf. Golf In Schools Program includes learning resources for Grades 1-3 and 4-6, containing 9 and 11 lesson plans respectively. The program also includes a visit to your school by a golf professional. Full pricing of the program with the equipment costs \$475.00. Additional funds will come from the Physical Education equipment budget at our school.

The equipment package includes:

- » 9 Right-Handed Irons
- » 3 Left-Handed Irons
- » 9 Right-Handed Putters
- » 3 Left-Handed Putters
- » 10 Red Super-Safe Foam Balls
- » 10 Yellow Super-Safe Foam Balls
- » 20 No Bounce Balls (5 each of red, green, blue and yellow)
- » 60 Anti-Slip marker cones plus stand
- » 10 Marker Flags (various colours)
- » 10 Putting Cups
- » 20 All Surface Tees
- » 10 Pairs of Foot-Tees
- » 2 Make-A-Hoops (12 sections)
- » Tri-Golf Wheely Bag Kit

There are many activities that can be done with this equipment to support students' fundamental movement skills in golf. The students enjoy every opportunity they get to improve their golf knowledge and skills. The great thing about this equipment is that it can be used both inside and outside, any time of the year. For more information on the program, including sample lesson plans for grades 1-6, visit www.nationalgolfschools.com.

Steinbach Christian High School » Jamie Rogalsky

In February of this year, we purchased a Tchoukball kit from Sportfactor. The total cost of the equipment (taxes and shipping included) was \$471.04 which included 2 frames, 2 size 2 balls, 2 size 1 balls and 1 instruction manual. The additional funds came from our PE budget.

Initially, I was quite skeptical about this game, particularly over concerns that we would be teaching students to not play defense, but to just allow the other team to throw the ball against the tchouk whenever they wanted to do so. But this year we had a student teacher at our school that helped to teach this game in a different school last year, and he convinced us that this would be a good investment for our program. The first few times we used the equipment, the students loved it mostly because they could throw a ball against a mini trampoline and see the ball catapult across the gym. As they learned more about the sport, their Tchoukball skills quickly increased. Aside from improving their throwing and catching skills, they figured out how to use a variety of offensive strategies to gain points by changing their passing and throwing angles. We also learned some very good defensive techniques that students will easily be able to transfer into other sports and activities. To counter my skepticism, these defensive plays quickly became the highlights and best-kept memories of the game. They learned to move into proper position to catch the ball, and some became very adept at making an exciting diving catch to save the point. Several students claimed this to be "the best sport they had played in school so far." Some of the guys even chose to do this activity as part of a JV Boys Basketball wind-up. Thank you for allowing us to purchase this equipment, it will be an activity we will continue to pursue in our school.

Westgrove School » Nicole Clement

This year at Westgrove School we used the MPETA grant to purchase jumping balls. I first saw them featured in an article in the MPETA journal from Pam May at MacGregor Elementary School. They looked unique, great exercise and a lot of fun. We purchased the Party Pack (28 Balls for \$239 + \$99 shipping = \$338). Additional funds came out the PE budget. The site company was wonderful to deal with www.jumpingballs.com and the equipment came in less than 2 weeks. We are using the Jumping Balls for Intramural Indoor Soccer. We play with multiple soccer balls and every student (including goalies) are on the Jumping Balls. Students may stay on the ball the entire time (no standing to kick or running to get a ball). I love hearing the giggles by all students as they do squats for a half an hour! And the comment the next day, "My legs hurt!" Even the students, who are not as engaged in soccer, are jumping

up and down on the balls to the music.

I ordered a variety of sizes so all my students K-6 can use them. I chose to get only two colors (red and yellow) to make it easier for teams. I ordered 12 Kids Large (7-9 years old, 20", hold up to 150 lbs), 13 Kids Extra Large (10-12 years old, 22", hold up to 200 lbs) and 3 Adult (29", hold up to 300 lbs). A tip for inflating is that it takes a while. I would do 3 or 4 balls then take a break before I over heated my pump. I did not use the hand pumps (would have taken forever). For storage I cleaned out my loft and am using an old soccer net to contain them (Thank you Pam May for the tip).

My kids LOVE the equipment and are begging to use them outside. We may do in June if the snow melts. Please contact me if you have any questions about ordering nclement@pembinatrails.ca.

Intramural Equipment Grant

Birds Hill School » Bev Ilchena and Marnie Rand-Gadient

We were looking for some new ideas, themes or fun activities to offer in our intramural program at Birds Hill School. We currently offer some of the more traditional intramural activities such as basketball, flag football, volleyball and low organized games. These activities tend to align with our divisional extra-curricular events at the grades 4-6 level. For our younger students we tend to continue with activities being taught in PE classes during their intramural times.



To expand our program and offer students a wider variety of activities during their intramural times, we decided to purchase some juggling equipment. We are begin-

ning to teach some juggling activities to students in their PE classes. Now when they come to intramurals we set out the juggling equipment, just like we would the free time equipment during PE classes and students practice what they have learned in PE classes. We also take the time to teach the students some new "tricks" with the juggling equipment. Maybe someday they can demonstrate their new skills at an assembly in the school. We did this for cup stacking and students in the cup stacking club competed in a tournament in front of the entire school. It is always great when students know they are working towards a goal (cup stacking champion!) when we offer these kinds of activities during intra-

murals. Another use for our new juggling equipment will be during those days when we do not have a gym for PE classes. It is easy to set up small stations and have students working on juggling skills in a smaller classroom setting when they cannot be in the gym.

Equipment we ordered included: Kooshie balls, hula hoops, lemon twists, rubber bounce balls, prism stilt buckets, juggle boxes, devil sticks, spinning plates (Wintergreen Learning Materials)

Other juggling equipment we already have at the school: juggling scarves, juggle balls, bean bags, rings, balance boards, peacock feathers.



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Personal and Social Management Checklist

By Bev Ilchena,
Birds Hill School

Personal and Social Management skills are developed not only in physical education and health classes, but across all other subject areas in a school. Whether a student is in a kindergarten physical education class or grade 6 classroom, they are taught, and have the opportunity to practice, the basics of personal, social and mental-emotional development. In physical education and health classes specifically, there is an opportunity for these skills to be linked to the other general student learning outcomes (i.e., Movement, Fitness, Safety, and Healthy Lifestyle Practices). For example, students will need to learn how to appropriately express feelings and emotions in a fitness activity, competitive game or in an outdoor pursuit. They will need to know how to accept and or invite others, play cooperatively and

respect the rights and feeling of others in all activity situations. Students will use these same skills in their classrooms as they work together.

Here is a personal and social management checklist that I have created for teachers and students. All language in this checklist comes from the personal and social management outcomes in the Manitoba PE/HE curriculum and can be used across the grades. I can see a connection with the learning behaviours around personal management and social responsibility on the new Manitoba report card as well. Perhaps this checklist will foster common/consistent language for students and teachers in a school around personal and social management. I work in a K-6 school, so the checklist fits for all grades that I teach. The checklist can be modified for schools with different configurations of grades.

Personal and Social Management Checklist

Are you?

- | | | |
|-------------------------------------|---|--|
| ✓ Playing Fairly | ✓ Respecting Individual Differences | ✓ Solving Problems in Peaceful Ways |
| ✓ Being Honest | ✓ Showing Empathy | ✓ Recognizing Feelings of Others |
| ✓ Following Rules and Directions | ✓ Respecting Self and Others | ✓ Acknowledging Others Opinions/Ideas |
| ✓ Sharing Equipment, Taking Turns | ✓ Displaying Etiquette | ✓ Appropriately Expressing Emotions and Feelings |
| ✓ Being Cooperative | ✓ Appreciating Diversity | |
| ✓ Accepting Others, Inviting Others | ✓ Completing Tasks | |
| ✓ Showing Consideration for Others | ✓ Taking Responsibility for Own Actions | |

