



# Gym Shorts

Winnipeg School Division Physical Education Newsletter

Happy New Year! I've had school years go fast before but I cannot believe that its February already!

Check out the new feature on the last page. I ran out of central people to highlight so thought it might be fun to do an article on a Physical Education Teacher each time. Dorothy put all of your names into two piles, one for elementary and one for secondary teachers. I'll pull one from the pile each time. Don't worry, obviously you can refuse, and if you do agree, I will send it to you for approval prior to the final printing.

This month I pulled from the elementary pile, and the "Lucky Winner" is Laura Kelsch, so turn to the back and check her out!

## Fitness Testing—Should We?

Do you spend a lot of time on fitness testing in your classes? How do you use the results? Read on.

Two researchers from the University of Manitoba, Joannie Halas and Greg Gannon, were hired by MEY to do a Review of Literature on Best Practices Related to Fitness Development. Their findings were startling. I was so amazed by the information that I emailed Joannie and had it checked over before I wrote anything!

The first finding is that a review of literature written in the last five years shows that for children, fitness tests are more a measure of their maturity and genetic make-up than their fitness! Further to that, given the same program and given that

different students work equally hard at that program, each will improve at an individual rate. Their results may show lots of improvement or no improvement at all. For those who do improve, some may improve quickly at the beginning and then plateau while others may not show improvement for an undetermined time but may then show incredible improvement.

What does this mean for our classes? Well, the first thought is that this is one more reason why students should not receive a mark for their fitness scores. It might also mean that it is not fair to assign a mark for improvement. The larger question is "Should we fitness test at all?"

Given this information, I can see no reason to do fitness testing of

any kind, but I guess we will need more information before cutting out something that has always been an integral part of our program. What is really important, though, is that teachers spend time explaining to kids that each person is individual in how their body reacts to any kind of activity and that they can't expect to improve at the same rate as their friends.

For the purpose of this study, the term child is not really defined but implies a period prior to the growth spurt as opposed to a chronological age. For adults, fitness testing is still an accurate measure.

We are really going to need to talk and read as a profession to get a better handle on what this means for our programs.

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## More Websites

[Primusweb.com/fitnesspartner/jumpsite/calculat.htm](http://Primusweb.com/fitnesspartner/jumpsite/calculat.htm)

[www.acefitness.org/fitfacts/fitfacts\\_list.cfm?CFID=739116&CFTOKEN=64433622](http://www.acefitness.org/fitfacts/fitfacts_list.cfm?CFID=739116&CFTOKEN=64433622)

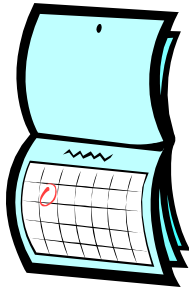
[Schools.eastnet.ecu.edu/pitt/ayden/physed8](http://Schools.eastnet.ecu.edu/pitt/ayden/physed8)

The student can fill in their weight and duration of exercise (eg. pick one minute) and then click on any activity to determine how many calories they burn off. This is great if you are teaching that "old and tricky" formula *Calories In - Calories Out = Fat*. There is a huge selection of activities from sports to walking, to home repair to occupational type activities.

I know that is a long thing to type but it might be worth the effort for secondary teachers. There are a lot of fitness programs (13 for cardio alone) and several are alternate type activities. There are also articles that students can use for research such as how to buy a treadmill or sneakers! This would be a good site for students working on Fitness Management (GLO 2)!

This site is well suited to the elementary phys. ed. teacher. It has lots of games, ideas for integration of other subjects (although you need to be careful as they are not based on Manitoba Curriculum) and neat field day ideas.

**Coming Soon - The Winnipeg School Division Phys. Ed. Homepage is back up - there isn't much there yet but it is "Under Construction."**



## On Deck

**Wed. Feb. 5** 1-3:30  
K-8 Phys. Ed. North Literacy  
Project @ Stanley Knowles

**Tue. Feb. 18** 4:30  
Elementary Speed Skating  
Races @ The Winnipeg Arena

**Mon. Mar. 3** 12:15-1:30

Senior High Department Heads  
@ Prince Charles ERC Room A

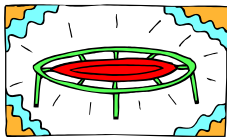
**Mon. Mar. 3** 1:30  
Senior High Athletic Council @  
Prince Charles ERC Room A

**Wed. Mar. 12** 3:00  
Junior High Athletic Council @  
Prince Charles ERC Room A

**Fri. Mar. 14** 1-3:30  
Elementary PD Workshop on  
Dance with Sue Zajac

**Thur. Mar. 20** 1-3:30  
Curriculum in Motion Project

**March 31–April 4**  
Spring break



The following two changes have been made to the **Safety Guidelines for Physical Activity in Manitoba Schools**:

Page 41 - Gymnastics/  
Trampoline

Supervision, bottom of the column - amend **Trampoline can only be taught by a Level II to a Level I NCCP. In addition, under special rules, it should say that the certified instructor and the teacher will NOT teach inversions to classes.**

Page 165 Wrestling (Interscholastic)

Special Rules/Instruction - amend **for Middle Years from one to two rounds per match with a 30 second break between rounds and delete the line "Only "down" wrestling is permitted." For Senior Years, the maximum length per round is 3 min., two rounds per match, 30 sec. break between rounds.**

Please make the changes in your copy of the guidelines. If

you do not have one (every physical educator and principal must have one!) call Dorothy at 788-0203 ext. 121 and she will send it to you.

Remember that these guidelines are not policy, but if you are doing something that differs from what is in there you must talk to your principal first. The bottom line is that you must be able to show why what you are doing is safe even if it differs from what is stated in the document.

## More research news

Maybe you already knew this but it was news to me!

I read in the Dec. 2002 edition of the Physical Education Digest that static stretching as a warm-up actually impedes performance in power and strength activities. Apparently, "an active warm-up stimulates the nervous system, getting it ready for competition-specific activity" as well as "warms and loosens the muscles within the exact range

of motion they will be used."

The article further states that research has shown "that power and strength are reduced after static stretching because of a reduction in muscle activation and contraction ability at the cellular level."

Does this mean athletes should not do static stretching? In a word, no, but it is most valuable after a workout or competition when the muscles are warm in

order to increase range of motion They should be done before activity only in cases when a particular muscle is unusually tight and requires loosening.

The article suggests that dynamic stretching prior to any strength or power activity will increase performance, and of course is important for the reason that we all know stretching is important (injury prevention etc.)

## Stretching



Last minute addition: The teachers at the Elementary Workshop on Fri. Jan. 23 requested information on what Slant stands for. Following is what I was told: **S** = Sit up, **L** = Lean forward, **A** = Activate your mind, **N** = Note what the speaker is saying, and **T** = Track the speaker. Thanks to Karen Pellaers for calling this in!

**SLANT**

## Equipment Swap Shop

River Heights is looking for 2 of the old black volleyball standards. If you have a couple sitting in a corner, contact Bonnie

McEachern at River Heights. (488-7090)

I have 3 hurdles (orange metal with the attachable wooden

cross-bar) and 10 possession arrows to give away. Call Dorothy at Prince Charles if you are interested. (788-0203, ext.121)



**Reminder—If you have equipment that you would like to give away, swap or sell to a school, or if there something you are looking for, let me know and I'll put it in the next edition.**

*Do you want to clean out your equipment room?*

## Skis and Snowshoes

Care of skis and snowshoes

Now that schools are able to use this winter equipment, it is important to make sure that it is properly cared for. The main thing is not to use them unless there is a good base of snow! Taking a class out where all that is available is hard ridges of ice cuts the gut in the snowshoes and wears the bottom off the skis. As these items are

extremely expensive to purchase and maintain, we cannot afford for this to happen. Next, make sure that the boots are allowed to dry before putting them back in the boxes. We have all "smelled the result" of packing leather away when it is wet. In addition to the offensive odour, the leather dries out and cracks. Prior to sending the equipment to the next school,

please make sure that the pairs are put together in some way so the next teacher doesn't have to start from scratch when they arrive. Finally, if you need to replace the lock, please call Dorothy with the serial number and combination.

Please do your part to make sure that this equipment lasts as long as possible so we can continue to share it.

*To book these items, fax Anne Underwood at College Churchill (452-0290) or email her at [aunderwood@wsd1.org](mailto:aunderwood@wsd1.org)*

## Curriculum in Motion

The grade 5 team has finished their second session and they seem to be very excited with the results so far!

While the facility issue is always big, these teachers have made a commitment to try to teach one academic class per cycle in an active way.

Students always enjoy the active classes. (I particularly like the comment from one student - "I didn't know math could be fun.")

One school has students making games from the books they are reading in the MYRCA series and the students are loving it. This idea came from the Quid-

ditch Game that Rodger Lourenzo and his students at Victoria Albert developed. The students apparently can't wait to make the game up and teach it to their peers! Another class in the same school has been using their bodies to make up the map of Canada as fast as they can. After practicing this several times, 21 of 25 students showed improvement in their knowledge of the map of Canada!

Another interesting spin off of the program is in the physical education side. One teacher commented that if he included an academic component to the game or activity, students who

were not normally extremely active really got into the activity. Anything that we can do to engage the ones who don't always give their best effort is a great thing!

This group will have one more session in the spring, after which we will publish a "fancy" document with all of the ideas. These will be made available to classroom teachers who are willing to make the commitment to active learning!

Grade 6 teachers - hopefully next year we will be able to repeat the project with you, so start collecting your ideas now!



*So, What is the probability of two snowflakes that are identical? What weather pattern is good for making snowmen?*

Congrats to **Dave Bard, Jan Watters and Angie Dubois** for being selected to help write the S1 and S2 Implementation Documents! With Jennifer Campbell doing the initial writing of the English version, Winnipeg School Division is certainly well represented at this level!



## Survey Says...

Thank you to the 31 physical educators who took the time to fill out the survey that was sent out. The Pilot Team met and went over all of the responses. After reading and collating the information, the decision was made to leave the K-4 the same for next year.

Roughly 1/4 of all teachers felt that there were some students who were designated as "D" who should have been either "NS" or "I". This is a fairly high

number, but some commented that they thought they would be "better at" the assessment next year and this might not be the case. We will keep a close eye on the results next year to see if the criteria needs adjustment.

The committee will look at the following to try to come up with further information/support for teachers:

- what to do with absences
- more suggestions as to how

to do the CAP testing during your regular class activities

-particular emphasis for the above will be on manipulation skills as these were the ones most commonly identified as difficult

-we will look at how to use the information to help students to improve

More information will be coming. Stay tuned!

## Meet Laura Kelsch

Just about everyone knows Laura, so it is neat that she is the first teacher to be profiled!

I first met Laura at the U of M where she was the Lady Stick of my year in Phys. Ed. We consider her to be living proof that some of our class did end up as "okay" adults!

When asked why she decided on physical education, Laura's story was similar to many of our colleagues...she enjoyed being in the gym so much that she decided she wanted to be there forever! Her high school Phys. Ed. Teacher at Vincent Massey, Eldred Mancer, was her role model and mentor and helped her in her quest to be accepted into the School of Physical Education.

After graduating, Laura taught for 7 plus years at St. James Collegiate. When husband Ken, a physical education teacher until he opted for a comfortable chair and his own phone (guidance at DMCI) and Laura were expecting their first child and decided that Laura would spend the next 8 years at home with Kris and later Dirk. During this time, many of you would have come into contact with

Laura as she worked with student teachers from the University of Manitoba. Some of us were teaching then and some of you puppies like Cindy Mitterdorfer were her students!

Laura got back into the workforce on a permanent contract about 11 years ago, picking up a half-time at Wolesley. She admits that she took the job without ever having seen the gym, but now that they are building a new one, they'll never get rid of her! (That plus the fact that Kris and Dirk are still at home and Ken works half time, so working is a great way to get away from the men in her life!) Laura also works at Lord Roberts, teaching adapted physical education to special ed. students. Laura has really enjoyed having a colleague at school once again and comments frequently on how great it is to work with Blake Smith.

Laura is a great addition to the Winnipeg School Division. She represents us on the Movement Skills Committee (typical Kelsch - she says she gets more than she gives), was on the CAP development and pilot team, has helped facilitate CAP and Assessment workshops for our

teachers and has always convened at least two sports in the Central Division each year for the Elementary Athletic Council.

Its kind of neat when things go full circle. Laura was attracted to Phys. Ed. Because as a student she enjoyed being in the gym so much, and what makes teaching so much fun for her is seeing that in her students. In Laura's words, "it's hard to be a grouch when the kids come in with a smile on their faces and a twinkle in their eyes."

The future, when she finally decides to pull the pin, includes lots of golf! Her knee is ready, her swing needs work, but Laura will enjoy herself wherever she is!



*Ken and Laura  
golfing!*

*"It's hard  
to be a grouch  
when kids come  
into the gym with a  
smile on their faces  
and a twinkle in  
their eyes"*