

SDAHPERD Journal

Volume 24, Number 2 Fall, 2009



Be An Action Hero!

2009 SDAHPERD State Convention

Rushmore Plaza Holiday Inn, Rapid City

November 4-6

SDAHPERD Journal

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Open

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In this Issue

Messages from the Leadership

President Sheri Keck 4
 Past-President Kelly Knutson 4
 President-Elect LeAnn Vette 5
 Executive Director Gale Wiedow 5
 Statewide PE Survey Alert 6
 Whole Grain Challenge 6
 Central District Leadership Summit 7
 SDAHPERD Convention Overview 8
 SDAHPERD Convention Highlights 9
 SDAHPERD Convention Registration 12
 HECAT Info and Registration Form 14
 The Grant Process: Part I 16
 The Grant Process: Part II 17
 Harrisburg Clinic Reflections 18
 Dept. of Education Updates 19
 Magic Card Trick 20
 "All Politics is Local" 21
 Mileage Club for Students 22
 Back to School with JRFH/HFH 22
 Teaching Can Kill Your Voice 23
 H1N1 Update 25
 School Height/Weight Project 25
 Central District Convention Overview 26
 Central District Conv. Registration 27
 Friend of SDAHPERD Nomination 28
 SDAHPERD Officer Nomination 29
 Constitution Reference: Officers 30
 SDAHPERD Membership Application 31



Cover art from the public domain
(Microsoft Office Online).

SDAHPERD Aims:

- (a) To provide leadership essential to the continued development and improvement of sound and effective programs in the professionally related fields
- (b) To assist in research and experimentation and to disseminate information secured through these projects
- (c) To work cooperatively with other associations at the state, district, and national levels for the improvement of the profession
- (d) To advance the standards and quality of teaching in South Dakota in health, physical education, recreation and dance
- (e) To promote a healthy lifestyle among the citizens of South Dakota

Journal Goals:

- To provide structure and encouragement for collaboration among South Dakota practitioners
- To encourage practitioners to collaborate in systematic inquiry which addresses significant South Dakota problems
- To express the joy, fun, and satisfaction which can be realized by South Dakota practitioners
- To express the significance of our professions to South Dakota
- To help practitioners deal effectively with their complex professional lives
- To provide a "Sounding Board" for peer review and comment on practitioner's stated viewpoints
- To provide practitioners with current information on what is going on in the profession
- To keep practitioners informed of current legislative initiatives and actions that will impact on the professions
- To identify, discuss, and analyze current issues and trends of importance to practitioners in their respective professions

Letters to the Editor:

Editorial correspondence and comments are welcome. The Journal reserves the right to publish, in whole or part, all letters received. All letters received will be considered the property of SDAHPERD. Please address editorial correspondence to the Editor.

Subscriptions:

The Journal is offered as a membership benefit to members of the South Dakota Association for Health, Physical Education, Recreation and Dance. It is not available on a subscription basis to non-members. Single copies are available at a cost of \$5.00 per copy by writing to the Editor.

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President's Welcome!

Greetings! I chose the theme "Be An Action Hero" for the 2009 SDAHPERD state convention because I believe Physical Educators are the schools' Action Heroes. An Action Hero is a person of strong moral character who has a willingness to serve others without expectation of reward. Action heroes (superheroes) are ordinary people who have developed their natural abilities to excel in life. They are people who have turned their greatest abilities into super powers. "Action heroes" believe in the youth of our community and wish to serve and support this valuable resource. Action Hero simply means discovering our true gifts and using them to lead incredible lives. In the process, we bring ourselves tremendous fulfillment and joy through what we do – Teach!

I look forward to seeing al of you at the convention!!

Sheri Keck
Rapid City

Be an Action Hero! Pay It Forward!

Pay back someone who has inspired you or someone who needs to be inspired!

For just \$25.00 you can purchase a membership for a new teacher, a teacher who has inspired or helped become a better educator. Lifetime members can get a new educator involved in a great association. Your gift will empower a fellow professional to experience the benefits of being apart of a positive, proactive group of like-minded educators.

Continue the giving, pay it forward. Membership forms may be found on the SDAHPERD website or enclosed in this Journal. Actions Speak Louder Than Words!



From the Past President

Greetings SDAHPERD members! I can't believe that another year has gone by and it is time for the fall convention in Rapid City. This summer I had the opportunity to attend the wellness policy assessment training "Policy in Action" held July 13th & 14th in Sioux Falls. The training was organized by our South Dakota Coordinated School Health and Team Nutrition programs. The team put a great deal of time into organizing this opportunity for our state. Several schools took part in the training and I heard some great ideas of what schools are doing to improve overall school health and wellness. I would like to thank Coordinated School Health and Team Nutrition for all the efforts they have made over the years and will continue to make for the health of children in South Dakota. We are very lucky to have such a great group in our state! I would enjoy hearing what other schools in our state are doing to improve the health and wellness of their students. If you have any great ideas that you are willing to share please send an email to kelly.knutson@k12.sd.us. If you are looking for ideas to improve your school wellness policy, log on to doe.sd.gov/oess/cans/nutrition/stories.asp. I am looking forward to seeing you at the fall convention!

Kelly B. Knutson
Past President



President-Elect's Message

I had a great time this summer attending LDC in Washington D.C. in June. It was a fun and educational trip. Meeting with other PE professionals from all over the U.S. and listening to ideas and projects was very motivational. Seeing the wheels of the government spin and meeting with people from our senator's and representative's offices was an awesome learning experience. Many thanks to Gale and his vast experience for making it a very enjoyable day on the "Hill".

Then in July, I had the privilege of attending the Central District Summit at Mahoney Park in Nebraska. Again, the professionalism, the ideas and the *laughs* were plentiful. Meeting and working closely with the leadership in our District was SO much fun and the brainstorming that took place and the project plans discussed, sent me home excited to get going to build our profession.

Working with Sheri on the convention for this November has been a fun-filled project, too. Sheri is SO full of energy and fun ideas that this convention will be one you DEFINITELY won't want to miss!!

My message to all of you....Get involved in a leadership role. The leaders in our profession are the most fun, energetic and positive group of people you could ever hang out with. TRY IT...YOU'LL *LIKE* IT FOR SURE!! Hope to see you ALL November 4-6 in Rapid City!

LeAnn Vette
Spearfish



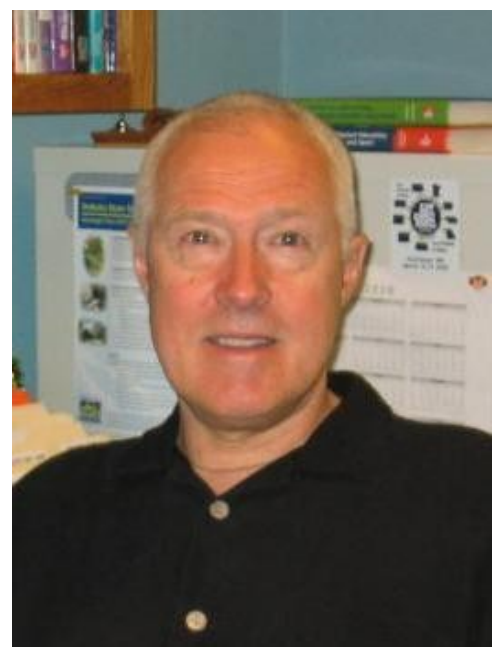
Don't be a "Black Hole"

We used to joke about a former administrator's office as a Black Hole, a place where things were sent and were never heard of or seen again.

I bring this up as a both a confession and a challenge. It is a confession, because too often, I am given information that might well be of use to SDAHPERD members and I fail to share it. I offer it as a challenge to you, because I suspect that many of you also read something, attend a conference, or talk with others who have this great activity or lesson, something lots of others who do what you do could also use, but it never gets shared.

So my pledge and appeal are: 1) I'll do a better job of sharing, and 2) I would ask you to do the same. Please take a few minutes to send me a note when you see or hear something that will help us all do a better job of preparing our students for a more healthy and productive future.

As far as sharing goes, the SDAHPERD Journal is an obvious vehicle for sharing ideas. But, as a professional association, we do a number of things that promote professional development, ways to stay on top of what's happening in South Dakota and in our field, and ways to help you keep up on (or better yet, one step ahead of) changing times.



Continued on the next page

Coming to Your Inbox this Fall!

Melissa Cran
Graduate Student, SDSU

I would like to take the opportunity to invite and encourage you to participate in an online survey that will be emailed to you this fall. As a part of my graduate studies at South Dakota State University, I am surveying K-12 physical educators in the state of South Dakota.

Physical education has seen many changes especially in the last five years with development of state and national standards and federally mandated school wellness policies. This survey is designed to discover who is teaching and what is being taught in physical education, analyzing both the strengths and weaknesses of physical education programs in South Dakota.

Please take the time to complete this survey. The results will be made available and I hope this information will be useful and valuable to physical educators in advocating for physical education, curriculum development, and professional development, as well as helping those in higher education shape future teacher preparation.

If you have questions, feel free to contact me at melissa.cran@sdstate.edu.



Black Hole continued from page 6

In addition to the Journal, one of SDAHPERD's greatest resources is our web site – sdahperd.sdstate.org. Patty Hacker and I spent lots of time on semester break last year completely updating the site. The 'Resources' tab has a variety of links to sites that address health, physical education, recreation and dance, as well as sport and other areas. Check it out! And if you find sites that you think would be of interest to others, let Patty or me know!

The BIG ONE, the best professional development opportunity in the state for health and physical education teachers, will take place November 4-6 in Rapid City. The SDAHPERD state convention provides an opportunity to reinforce the fact that you are not in this alone! South Dakota is a state filled with small schools, both K-12 and colleges/universities, and it's easy for us to feel as though we have no support system. But – when we meet face-to-face, we have a chance to share the good and the bad, to tap into the experience of others, to recognize that we share common challenges and that we can find collective solutions. The opportunity to hear from experts in our field gives us the tools to strengthen our skills. Come to the convention and see old friends, network with others and maybe even have a little fun! Be An Action Hero! Plan now to join other SDAHPERD members at the Rushmore Plaza Holiday Inn at the end of the first week in November!

Gale Wiedow
SDAHPERD Executive Director
Madison

Go for the Whole Grain Challenge

People who eat whole grains reduce serious health risks like heart disease, Type 2 diabetes, digestive cancers, and stroke plus they help with weight control. *Dietary Guidelines for Americans* recommends that half the grains we eat—or about 3 servings per day—be whole grains. Here's your chance to practice eating more whole grains and to have a little friendly competition at the same time!

The next Healthy Challenge will count servings of whole grains and will be held September 15 – October 15. You can join the friendly competition as individuals or as a team of family, friends or co-workers. Sign-up begins now by going to www.HealthySD.gov and clicking on the link on the opening page. The Challenge is all web-based and each participant needs their own email address to participate.

To make it easy to participate, the Department of Health in collaboration with the South Dakota Wheat Commission, Bob's Red Mill Natural Foods, and Hodgson Mill will provide a whole grains cookbook, a measuring spoon, and a sample of whole grain cereal as an incentive for joining the challenge. At the end of the challenge, 10 randomly selected participants will receive a special prize.

Get a team together today and help improve your health!

Kristin Biskeborn, MPH, RD, LN
State Nutritionist
South Dakota Department of Health

Join us at the 2009 SDAHPERD Convention!

Rapid City, November 4-6—Rushmore Plaza Holiday Inn



"Work Day Walk, Waddle, or Wun...Run"

Join us on Friday, November 6 during the SDAHPERD Convention at 7:15 a.m. for a 2 mile "Work Day Walk, Waddle, or Wun...Run."

- Entry fee - donation.
- All proceeds will be given to a local charity.
- SDAHPERD socks for all participants.

A continental breakfast will follow completion of the event.

A sampling of convention breakout sessions:

Katie Cole from Lincoln, NE is doing a fly fishing session:

"Fly Fishing in Schools" - Cast a Fly, Catch a Student; a new, pilot-to-national program. The ten day "Fly Fishing in Schools" foundation curriculum is taught in school gymnasiums and meets 4 National Academic Standards. Incorporated into the curriculum is a unique and engaging target system, which not only assists teachers in teaching their students how to flycast, but provides students the opportunity to learn about; flies, fish species, entomology and beyond. The curriculum is expandable beyond the 10 day foundation and is suited for grades 6-12 and in colleges/universities.

Joseph Garvin from Wabasha, MN is doing

"Classroom Management Skills So Effective a Principal Would Envy Them!" Learn the five components that researchers say should be in every classroom. Participants will learn to ask once and get what they want 80-90% of the time. Participants will learn to increase instruction time, academic learning, and decrease discipline challenges even if you are a veteran, new teacher, or coach.

In-depth workshops on archery, golf and tennis. Breakout sessions on weight training, yoga, kayaking, western dance, technology applications in physical education, health education, training techniques, and MORE!!

For details, turn the page and read on!!

SDAHPERD Leadership Attends Central District Summit

SDAHPERD was well-represented at the Central District Association of the American Alliance for Health, Physical Education, Recreation and Dance (CDAAAHPERD) Leadership Summit held July 19-21 at Mahoney State Park in Ashland, Nebraska. Sally Scherrer, Executive Director for Central District resides in Hill City and is a past President of SDAHPERD and has also served as the association's executive director. Sheri Keck, SDAHPERD President, LeAnn Vette, SDAHPERD President-Elect, Annette Johnson, Chair of the Central District Retiree Network, and Gale Wiedow, SDAHPERD Executive Director were in attendance.

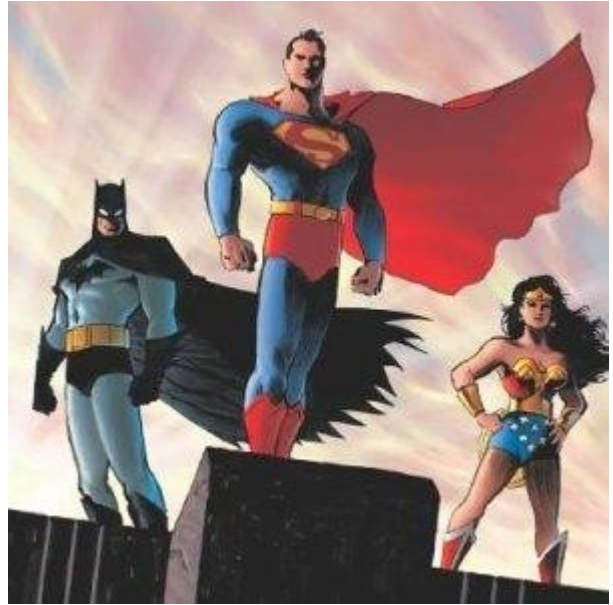
The Leadership Summit was first held at Sylvan Lake Lodge in the Black Hills. The Summit will return to South Dakota next summer, following a four-year stint at Mahoney State Park.

Representatives of all nine Central District states were in attendance at the Summit. The nine states in Central District are South Dakota, North Dakota, Wyoming, Colorado, Nebraska, Kansas, Missouri, Iowa and Minnesota.



Five SDAHPERD members attended the Central District Leadership Summit in July. They are (L-R): Sally Scherrer, Hill City; Sheri Keck, Rapid City; LeAnn Vette and Annette Johnson, Spearfish; and Gale Wiedow, Madison.

Join us at the Rushmore Plaza
Holiday Inn in Rapid City on
November 4 - 6 for the
2009
SDAHPERD Convention
Be An Action
Hero!



The South Dakota Association for Health, Physical Education, Recreation and Dance (SDAHPERD) invites you to attend the 2009 state convention in Rapid City. SDAHPERD is dedicated to providing quality professional development opportunities for K-12 and higher education teachers by offering in-depth sessions that provide the latest information available related to improving the education of our children and the promotion of active, healthy, creative lifestyles. We recognize and embrace our unique role in addressing the needs of the whole child.



Keynote Speaker - Terry Eckmann, Ph.D.

Dr. Eckmann presents internationally on topics related to health and fitness. She is certified by ACSM, ACE, and the Ken Cooper Clinic. Dr. Eckmann writes for *Club Success*, *IDEA Health and Fitness Journal*, and the International Council on Active Aging's *Active Aging Journal*. Eckmann is a contributing author for the *ACSM Personal Training Manual* and *Human Kinetics' Health Fitness Management* 2nd Edition. She serves as President of the North Dakota Association for Health, Physical Education, Recreation and Dance and is a member of the Advisory Board for the International Council on Active Aging. Eckmann actively engages students in research at Minot State University. Her research interests include emotional intelligence, weight management, exercise adherence, older adults and exercise, and other fitness/wellness related issues.

Academic credit will be provided. Watch the SDAHPERD website for details.

Find out more by visiting the SDAHPERD website at: <http://sdahperd.sdstate.org>

Convention Highlights

In-depth clinics that focus on -

Health Education: Marlene Tappe, National HECAT Trainer and Marilyn Jensen, USD

Tennis: Tony Stingley, USTA Northern School Tennis Coordinator

Archery: Curt Robinson, South Dakota Department of Game, Fish and Parks

Golf: Ty Moran, Central Plains Director, The First Tee™

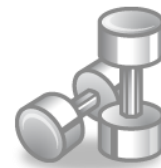
Breakout Sessions -

- Physical education instruction
- Health Education
- Student sessions
- Recreational activities
- Dance
- Technology
- Outdoor recreation
- Fitness
- Brain-based research and the contribution of physical activity to academic performance
- Classroom management
- Equipment
- And MORE!



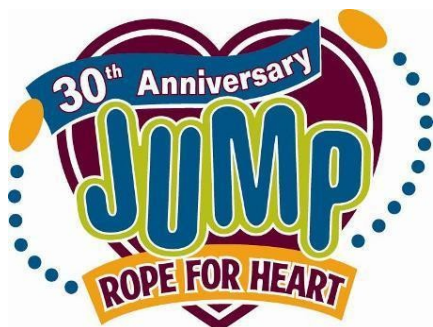
Exhibits -

- Physical education and fitness equipment
- Educational resources
- Curriculum enhancements
- Other products and services for teachers and coaches



And most importantly – Networking!

- Share common concerns
- Find solutions collectively
- Identify new resources
- Reinforce your commitment to students
- Make new friends



Join us for a celebration of 30 years of

Jump Rope For Heart

During the last 30 years, JRFH has provided millions of dollars for heart research through the American Heart Association and has provided much-needed support for health and physical education programs in schools in South Dakota and across the nation.



**NATIONAL ARCHERY
IN THE
SCHOOLS PROGRAM**

A NASP training will be conducted at the 2009 SDAHPERD Conference in two 4-hour sessions beginning on November 4th from noon to 4 p.m. and concluding on November 5th from 8 a.m. to noon. This training will allow teachers to become NASP certified and make them eligible for grants that will cover 75% of their costs in purchasing NASP equipment. The training will be limited to 15 participants. All materials will be provided.

To register, contact Curt Robertson at the South Dakota Department of Game, Fish & Parks by phone 605-773-4506 or email curt.robertson@state.sd.us.

The First Tee National School Program

Launched in 2004, The First Tee National School Program trains physical educators to introduce children to the game of golf and The First Tee Nine Core Values™ during regular physical education classes.



The First Tee National School Program provides elementary schools with a complete golf program appropriate for today's physical education students and teachers. The program centers on four primary areas: 1) lifelong activity, 2) character education – personal and social responsibility, 3) motor skill and concept learning, and 4) developmental approach to learning

Each participating school receives* three products and services:

- **Equipment:** developmentally appropriate golf equipment
- **Curriculum:** created using the framework of the National Association for Sport and Physical Education (NASPE) National Physical Education Standards
- **Teacher Training:** professional development training for participating physical education teachers

* Selected fees apply


Two separate 4-hour trainings will be provided: Wednesday, November 4 from noon to 4 p.m. and Thursday, November 5 from 8 a.m. to noon. Attendance at only one session is required for certification.



Tennis Anyone??

As part of its mission to promote and develop the growth of tennis, the United States Tennis Association is dedicated to introducing tennis to children of all ages at schools across the country. Starting in 1984 under the leadership of Arthur Ashe, the USTA Schools Program has brought the joy of tennis to millions of students in schools across the United States. The USTA provides the training and resources necessary to implement the program and relies on dedicated teachers, coaches, parents and administrators like yourself to put the program into action. A 4-hour training program will be conducted on Thursday, November 5 from 8 a.m. to noon.

The Convention at a Glance

	Wednesday, November 4	Thursday, November 5	Friday, November 6
Morning 8 to Noon	Registration begins at 10 a.m. and continues throughout the day	USTA Tennis First Tee National School Program (Repeat) National Archery in the Schools Training: Session 2 (con't from Wednesday) Breakout sessions: Dance, fitness, health education, college student sessions, technology	7:15— "Work Day Walk, Waddle, or Wun...Run Breakout sessions: technology, fitness, classroom management, Geocaching, fitness, 'Bag of tricks' and more! Jump Rope for Heart 30 th Year Birthday Party
Afternoon Noon to 4	Health Education Curriculum Analysis Tool (HECAT) Training First Tee National School Program (Repeated Thurs) National Archery in the Schools Training: Session 1 (con't on Thursday morning)	Breakout sessions: Brain and exercise, fitness, health education, technology 'Active learning' sessions: Kayaking, fly fishing, spin classes, water aerobics, yoga, skating, and more!	Departure for a safe trip home with a bundle of new ideas, renewed enthusiasm, and a network of new resources! Have a great year! 
Evening 5 to 9	Opening session and Social	Annual Awards Banquet and Key-note Presentation	

Shoot Hoops, Have Fun and Help Save Lives

Students love the excitement of Hoops For Heart events, and schools love knowing that students are learning healthy habits and community values. The benefits of physical activity, healthy eating, and staying away from tobacco are just a few topics that these educational programs cover, all while raising funds to fight heart disease and stroke. Students learn about heart health while learning to play basketball, satisfying the National Association for Sport and Physical Education (NASPE) Standards of Physical Education.



DID YOU KNOW?

- Obesity among our nation's youth has tripled in the last two decades.
- On average, American children and adolescents spend nearly 4 hours watching television every day.
- Obesity and physical inactivity are major risk factors for cardiovascular disease.
- A number of studies have shown that increased physical activity is linked to better school performance.

Learn how your school can support cardiovascular research and save lives.

Call 1-800-AHA-USA1 or visit americanheart.org.



2009 SDAHPERD Convention

Registration Form

"Be an Action Hero!"



Important Information:

Members registering for the 2009 convention must do so by Mail.

SDAHPERD does not currently have access to electronic fund transfers.

Your registration must be **postmarked by OCTOBER 5th** to receive the Early Bird registration rate (see page 2). After October 5th, you must submit full payment, or you must register on site **with payment (check or cash)**. Members registering on-site will not be guaranteed meals.

1. You must be a current member of SDAHPERD. (See 'Membership Categories' below)
2. Complete the following information (please print or type):

Please provide the following information (please print):

Name:	School/Organization:
Home Address:	School/Organization Address:
City/State/Zip:	City/State/Zip:
Home Phone:	School Phone:
Home Fax:	School Fax:
Home email:	School email:

Employment/Student Information (Check all that apply)

- Student
 Elementary
 Middle School
 Secondary
 College/University
 Other

Interest Area (Check all that apply)

- Health
 Physical Education
 Recreation
 Dance
 Adapted PE
 Athletics/Coaching
 Other _____

Membership Categories (select one)

<input type="checkbox"/> I am currently a member	Student:	<input type="checkbox"/> \$10 per year
Professional: <input type="checkbox"/> \$25 per year	Retiree:	<input type="checkbox"/> \$10 per year
Associate: <input type="checkbox"/> \$25 per year	Lifetime:	<input type="checkbox"/> \$200

Membership Publications/Communication

Would you prefer to receive the SDAHPERD Journal by: Mail Email

Which address would you like your Journal mailed to: Home School

Do you want to be a member of the South Dakota AHPERD List Serve? Yes No

Continued on Page 13

SDAHPERD Journal

3. PRE-REGISTRATION FEES: Includes Wednesday evening opening General Session followed by a social, Thursday luncheon, Thursday evening banquet, and Friday lunch.

Early Bird Registration (must be postmarked October 5th)		After October 5 and On-Site Registration Print out this form, complete, and bring with you; all attendees must be paid in full before attending convention sessions.	
Student/Retiree Registration	\$45.00	Student/Retiree Registration	\$55.00
Professional/Associate Registration	\$100.00	Professional/Associate Registration	\$115.00
Membership: Student/Retiree	\$10.00	Membership: Student/Retiree	\$10.00
Membership: Professional/Associate	\$25.00	Membership: Professional/Associate	\$25.00
Total Amount:		Total Amount:	
I plan to attend the Health Education* Curriculum Analysis Tool (HECAT) Training on Wednesday noon-4 pm (if NO , leave blank)	<input type="checkbox"/>	I plan to attend the Archery in the Schools* training on Wednesday noon-4 and Thursday 8-noon (if NO , leave blank)	<input type="checkbox"/>
* No additional fee for HECAT, see registration form		* No additional fee, for registration info, see NASP Info	
I plan to attend the First Tee Training* on Wednesday OR I plan to attend the First Tee Training* on Thursday (if NO , leave blank)	<input type="checkbox"/>	I plan to attend the USTA School Tennis Clinic* on Thursday from 8-noon (if NO , leave blank)	<input type="checkbox"/>
* No additional fee, for registration info, see First Tee Info		* No additional fee, for registration info, see USTA Info	

Payment: Send check or money order payable to **SDAHPERD** to:
Gale Wiedow, SDAHPERD Executive Director
820 N. Washington Street, KC 135, DSU
Madison, SD 57042-1799

Questions: Contact Gale Wiedow, gale.wiedow@dsu.edu, 605-256-5096 or 605-291-9778.

Hotel Reservations

Rushmore Plaza Holiday Inn (<http://www.rushmoreplaza.com/>)
505 North Fifth Street • Rapid City • South Dakota • 57701

Hotel Room Rates

Room Type	Single Rate	Double Rate
Standard	\$64.00	\$64.00
King Leisure	\$64.00	\$64.00
King Executive	\$74.00	\$74.00
Plaza Suite	\$94.00	\$94.00

- Call the Rushmore Plaza Direct: 605-348-4000 or toll free at 888-465-4329 (888-HOLIDAY)
- When making your reservation please state that you are with the SDAHPERD Convention.
- Reserve your room by October 4th. Rooms will be released to the general public 30 days prior to the convention.
Reserve your room today!!

Health Education Curriculum Analysis
Tool (HECAT) Training
Noon – 4:00 p.m. (MDT)
Wednesday, November 4, 2009
Rushmore Plaza Holiday Inn
Rapid City, SD



Sponsored by: Coordinated School Health in the Departments of Education and Health and the South Dakota Association of Health, Physical Education, Recreation and Dance (SDAHPERD)

To Register for the HECAT Training

To register online, go to the following link:

http://www.surveymonkey.com/s.aspx?sm=0YCDC1o8LL_2fkgcmf1eVOHQ_3d_3d

Coordinated School Health in the Departments of Education and Health will be hosting a **Health Education Curriculum Analysis Tool (HECAT) Training** as a pre-convention session to the South Dakota Association of Health, Physical Education, Recreation and Dance (SDAHPERD) State Convention to be held November 4-6, 2009 in Rapid City, SD. For details about the convention go to

http://sdahperd.sdstate.org/SDAHPERD_Convention.htm

The **Health Education Curriculum Analysis Tool (HECAT)** is an assessment tool for examining school health education curricula. The **HECAT** can help school districts conduct a clear, complete, and consistent analysis of health education curricula based on the National Health Education Standards and CDC's Characteristics of Effective Health Education Curricula. The **HECAT** results can help schools select or develop appropriate and effective health education curricula and improve the delivery of health education.

The **HECAT** is customizable to meet local community needs and conform to the curriculum requirements of the state or school district. **HECAT** modules address the following curricula:



- Alcohol and Other Drugs
- Healthy Eating
- Mental and Emotional Health
- Personal Health and Wellness
- Physical Activity
- Safety
- Sexual Health
- Tobacco
- Violence Prevention
- Comprehensive Health Education

Alternate Registration Option

Mail, fax or email the registration form provided on the following page at least three days prior to the training date to:

Coordinated School Health
SD Department of Education
700 Governors Drive
Pierre, SD 57501

Fax: (605) 773-3782 Email: Karen.Keyser@state.sd.us

Alternate Registration Option

by Mail or Fax



HECAT Training

November 4, 2009
Rapid City, SD

Name:

Title:

Does your position serve schools district wide? Yes No

If no, please list the attendance centers (school buildings) that you serve:

Name of School District or Agency:

Address

City

State

Zip

Home Phone

Work Phone

Fax

Email

Notice is further given to individuals with disabilities that this training is being held in a physically accessible place. Please notify Coordinated School Health within two weeks of the training if you have special needs for which this agency will need to make arrangements. The telephone number for making special arrangements is (605) 773-6808. Please indicate request of alternative formats and/or interpreters:

Disk Braille Large Print Interpreter Other Access Request

Please list any special dietary concerns:

**For additional information contact the Coordinated School Health staff at
773-6808 or 773-3261**

To learn more about the HECAT visit: <http://www.cdc.gov/HealthyYouth/HECAT/index.htm>

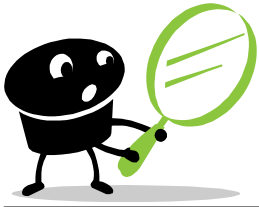


CDC Home Search Health Topics A-Z

National Center for Chronic Disease Prevention and Health Promotion

Healthy Youth!

Health Education Curriculum Analysis Tool (HECAT)



Simple Steps to Get You Going in the Grant Process

Part 1: Grant Searching

Dr. Scott Klungseth, SDAHPERD Vice-President for Sport & PE
9-12 Health/PE Beresford School District

Over the last few years, I have talked to many physical educators, recreation leaders, and health educators that have great ideas. However, many of them indicate that they don't have the time, the resources, or the knowledge to make their idea become reality. Many times this specifically means project funding. They know their district, like most, is financially strapped and the chances of new projects receiving funding is slim. This is especially true for subject areas not considered core educational areas. In most of these situations funding must come from outside resources. Since most districts in South Dakota don't have part-time or full-time grantwriters, this means the teacher is responsible. The process of obtaining outside funding is really two-fold: (1) Searching and (2) Writing. This article deals with step 1 – Grant Searching.

When an individual or group begins to search for project funding they should consider the 8 Myths about Grants described by Louis Bowers (2005) in *Physical Educators' Guide to Successful Grant Writing*.

- Myth 1: Grants are Like a Sweepstakes – Based on Luck
- Myth 2: A Grant Proposal can be Prepared in One or Two Days
- Myth 3: Persons Receiving a Grant Will Make More Money
- Myth 4: Persons with Grants Work Less
- Myth 5: Ask for More Funding Than Needed to Leave Room to Negotiate
- Myth 6: Funding From Multiple Sources for the Same Proposed Project is Available
- Myth 7: Hiring a Grant Writer is Unethical
- Myth 8: There is No Grant Funding Available for Physical Educators

When searching for outside funding there are typically five different sources that might be able to meet your needs: community foundations, private foundations, corporate foundations, professional sources, and government agencies. Typically, the local community foundations and local corporate or professional resources provide you with a better chance of receiving funding. However, private foundations and government sources generally provide opportunities for larger sources of funding.

The actual process of searching for funding sources can be overwhelming. This is especially true in using Internet search engines where you might get hundreds of thousands of results in a search. None of us have the time or patience to surf through all of these to find the few that are actually relevant.

When searching for local funding sources, typically the best way to search is through word of mouth, personal networking, and good old-fashioned footwork. Ask administrators, business managers, and other school officials what resources in the local area are potential financial resources. Good sources of collaboration may be local hospital and health systems, fitness centers, booster clubs, PTA, community education programs, and varying youth programs. Collaborating with any of these entities could open additional avenues of funding. Two other potential sources for grant announcements are the South Dakota Department of Education website and the SDAHPERD website.

When searching for more regional or national funding sources the Internet is one of the best resources, however, like indicated above, large search engines typically will not provide the best results. There are better avenues in using the Internet to identify funding opportunities. Most of the common physical education vendors (Gopher, Flaghouse, S&S, Project Adventure, etc...) and physical education technology vendors (POLAR Education, Bonnie's Fitware, Healthfit, various pedometer companies, etc...) as well as PE specific sites such as PE4Life and PECentral, have direct links and/or updates on grant updates specific to our field. With several of these vendors you can sign up for email updates or listservs that include grant announcements. Because these vendors rely on your business for their financial survival and understand educators need for outside funding they can be very helpful in the grant process.

Associations can be a great source for grant announcements specific to our various health and wellness related fields. Some of these associations include the National Association for Sport and Physical Education, American Association for Health Education, American Heart Association, and the American Association for Physical Activity and Recreation. If you are looking for funding for specific sport related resources, check out the specific sports governing association website (United States Tennis Association, United States Soccer Association, etc.) or give them a call. Other websites for all-around grant announcements in the field of education include:

<http://www.fundnetservices.com>

<http://www.schoolfundingcenter.info>

<http://www.schoolgrants.org>

Bowers, L. (2005). *Physical educators' guide to successful grant writing*. Reston, VA: National Association for Sport and Physical Education.

Simple Steps to Get You Going in the Grant Process

Part II: Writing Grants

Dr. Scott Klungseth, SDAHPERD Vice-President for Sport & PE
9-12 Health/PE Beresford School District



Part I of this article described the grant searching process. Hopefully some of the information in that article helped you in either understanding the grant searching process or helped you in successfully identifying potential grants.

Over the last several years I have had the good fortune of successfully writing grant applications at the local, state, and national levels. These include a Carol M White Physical Education Program (PEP) grant (federal), a ING Financial Unsung Heroes grant (corporate foundation), and a No Child Left Inside grant (state) among others. Additionally, I have twice served as a grant application reviewer for the PEP grant process. Each of these experiences has helped me to learn more about the grant writing process. This article is designed to provide some hints and suggestions to help you with this process. Throughout this article you will see reference to two outstanding books; *Physical Educators Guide to Successful Grant Writing* and *Grantsmanship and Fundraising Fundamentals*. Each of these books was written specifically for people in the health, physical education, and recreation fields by people in these fields. I cannot emphasize enough how helpful these two books have been to me and I highly recommend them to you.

According to Bowers (2005), there are five general characteristics that are found in grant proposals that receive high ratings from reviewers and are subsequently funded by grant agencies at the local, state, and national levels.

1. The grant proposal is written exactly according to grant guidelines.
2. The proposal identifies an important need or research question and/or an innovative solution or design.
3. The project is cost-effective.
4. The proposal is well organized and clearly written.
5. The proposal is concisely written and looks professional.

Smith, McLean, and Coles (n.d.) provide the following suggestions for the grant writing process.

1. Read the proposal guidelines carefully.
2. Do the necessary preliminary work.
3. Discuss the proposal with the various local people and agencies that will be involved in the project.
4. Make early contact with the office/department in your agency that will be responsible for the administrative details of proposal submissions and project fund management.
5. Begin by making an outline of the overall proposal components

6. Get critical reactions to this initial outline from agency personnel and others who may be involved with the project.
7. As the proposal is being written, a careful review by these same people should be very helpful.
8. If various sections of your proposal are to be written by different people or departments, identify one person to take responsibility for integrating the sections and doing the final editing work.
9. When letters of support are required, be quite specific in indicating what is needed from the people writing them.

There are a few additional key suggestions that I would like to share based on my personal experiences that are not listed above.

1. Start the process early. Do not wait until the last minute – don't even wait until the grant announcement is posted if at all possible. Create a generic grant outline specific to your project or idea. You can fill in grant specific details later. If you know that a particular grant is given each year, start your process early based on the previous year's (or funding cycle's) guidelines. Most grant guidelines stay close to the same year-after-year. Once the new funding cycle announcement comes out you can go back and make necessary changes, updates, and adjustments to your proposal. This will help you to not feel as overwhelmed as if you are just starting the proposal with the deadline already looming.
2. Use previous successful grant proposals. Contact individuals, groups, or organizations that have been successful in receiving the specific grant that you are pursuing. I have found no better aid in drafting a grant proposal than a successful proposal from past grant cycles. On the particular organizations or grant announcement website there is typically a link to or list of past grant recipients and sometimes descriptions of the successful projects. Contact someone at the successful grant entity, describe who you are, why you are contacting them, if they can offer any advice regarding the particular grant, and if you could obtain a copy of their successful proposal. I usually use email when possible to allow the individual to respond on their own time, and I will always include a statement asking if I could contact them by phone with any additional questions. The worst that can happen is no response or an email back saying "no" and you have only lost a few minutes in sending an email.

Continued on next page

Reflections On the Harrisburg Physical Education Summer Clinic, 2009

Ronette Costain, SDAHPERD Vice-President-Elect, Sport and Physical Education

I want to begin by telling you a little bit about myself and my school district so you can understand how this first ever Physical Education Summer Clinic came about.

You see I am going into my 15th year teaching in Harrisburg and that means I must renew my teaching certificate again! Well, that started my search for classes I could take. To my disappointment (once again) the choices for PE teachers was limited.

That got me thinking, so I went and talked to my curriculum director, Dr. Kip McKee and told him about my problem and that I had an idea for a summer clinic so that PE teachers across the state who might coach or have other conflicts

with the date of the SDAHPERD convention in November could benefit. He agreed that there was a need and got the administration's approval to go ahead and helped me get it for credit. I ran with it and with the help of the rest of the PE staff in Harrisburg, we conducted the first ever summer clinic.

We are one of the only schools that can say we are growing in enrollment at a speed that we can barely keep up with. When I started here in 1996 K-12 was all in one building and there were just two P.E. teachers in the district. Now there are seven of us. We have also added four new buildings (2 elementary, 1 middle school and this year a new high school). I can't even tell you how many staff members we have now as I don't think I know half of them. So you see things are always changing here.

Grants (continued from page 17)

3. Utilize your vendors. If you know the particular vendor(s) that you will work with if a grant proposal is successful, ask if they provide grant writing assistance. At a minimum, many vendors can provide detailed information on a particular product(s) or service(s) that you are interested in. This can include specific information regarding quality, how the product or service works to meet content standards, research base of their product, and price packaging. All of this information is necessary for most grant proposals and can save you significant product research time. Some vendors provide detailed grant writing services. This service may include help writing the portion of the grant specific to their product or service, some proof reading assistant, and in some cases assistance with writing the entire grant proposal.

There is no denying that grant writing is time consuming. It is important to keep your focus on the ultimate goal—the wonderful things you can accomplish when your project is funded. Utilizing the suggestions and characteristics listed above will hopefully help you in designing a proposal that increases your chances of being funded.

Bowers, L. (2005). *Physical educators' guide to successful grant writing*. Reston, VA: National Association for Sport and Physical Education.

Smith, S. H., McLean, D., Coles R. C. (n.d.). *Grantsmanship & fundraising fundamentals*. Reston, VA: American Association for Leisure and Recreation

We held our clinic at our high school gym with 12 speakers that did a great job of presenting a wide variety of topics. They spoke on everything from technology in the classroom to students with special needs and making them successful. Our school provided breakfast and lunch. We had 46 teachers attend and we were very happy with how many people attended the clinic and thought it went very well. Of course we are always looking for ways to improve it for next year and one thing we want to do is find a better way to get the word out that we are doing this clinic annually. We are already in the planning stages for next summer and I welcome any ideas or input from those that attended or those that are interested in coming.

So if you see this and you would like me to add you to my distribution list, please e-mail me at ronette.costain@k12.sd.us. I would also welcome ideas for topics and any suggestions on who we can get to speak.

I hope you all have a great school year and I will write again with the dates and times of the clinic for summer 2010 once they are set. I look forward to hearing from you and hope to see even more of you next summer!

Wishing you all Good Health,

Ronette Costain
Harrisburg Explorer Elementary Physical Education Teacher
Harrisburg High School Volleyball Coach



Youth Advisory Group Gets Involved in Local School Wellness Policy Implementation

Kari Senger

SD Department of Education

Coordinated School Health, in partnership with SD Voices for Children's Youth Advisory Council, is empowering youth to become active in the implementation of the school wellness policy at their local district. Advisory group members received training in regard to USDA wellness policy requirements, implementation strategies, and assessment tools.

Schools are required to address the following in their local school wellness policy: 1.) nutrition education; 2.) physical education and physical activity, 3.) other school based activities, and 4.) nutrition standards for all foods served. The Youth Advisory Council members will use an assessment tool to determine the implementation level of these required components at their local district.

Members on the Youth Advisory Council include represent the following districts: Aberdeen, Arlington, Britton, Brandon Valley, Flandreau Public, Harrisburg, Haakon County, Meade

County, Pierre, Rapid City, Spearfish, Vermillion, Watertown, and Winner. For more information about SD Voices for Children and their Youth Advisory Council go to: <http://www.sdvoicesforchildren.org/yac.php>.

For more information on the school wellness policy requirements, go to: <http://doe.sd.gov/oess/schoolhealth/policydevelopment/index.asp>



District Teams Attend “Policy in Action” Wellness Policy Training

Kari Senger

SD Department of Education

Coordinated School Health in partnership with Child and Adult Nutrition Services sponsored “Policy in Action!” wellness policy training on July 13-14 in Sioux Falls. Over 100 participants attended as a part of their school district team to learn how to evaluate their current school wellness policy and develop an action plan for improvement. Team members included teachers, administrators, school nurses, food service, community members, dietitians, and students.

The training highlighted success stories from schools across South Dakota that have improved school meals and increased physical activity to create a healthier environment for their students. District staff members are encouraged to review their local wellness policy based on the required components outlined in the model wellness policy (<http://doe.sd.gov/oess/cans/index.asp>) and determine what improvements could be made to their policy language or the implementation of the policy.

For more information on school wellness policy and resources for promoting nutrition and physical activity see the links below:



Coordinated School Health:

<http://doe.sd.gov/oess/schoolhealth/index.asp>

Child and Adult Nutrition Services:

<http://doe.sd.gov/oess/cans/index.asp>

Healthy South Dakota:

<http://www.healthysd.gov/>

Funding Opportunities:

<http://doe.sd.gov/oess/cans/nutrition/fundingprojects.asp>

On line Training Videos:

<http://doe.sd.gov/oess/cans/training/wellnesspolicyvideo.asp>

<http://www.healthysd.gov/HealthyKids/default.aspx>

Resources:

<http://doe.sd.gov/oess/cans/training/wellnesspolicy.asp>

<http://www.healthysd.gov/Schools/Resources.aspx>

Magic Card Trick

Marilyn Jensen, Instructor, Division of HPER
University of South Dakota

I would like to share an activity with the SDAHPERD audience. The activity is called "The Magic Card Trick". The activity has multiple uses. It may be reproduced because the source is anonymous. I generally use this activity at the end of a Life Skills Curriculum Training or my Elementary Health Methods class at the University of South Dakota because like the directions indicate; participants have just worked Magic with the card trick, now as future educators, they will go forth and "work magic" with children.

I would think that if someone were asked to do something at an in-service, this would be a great way to end.

Enjoy!!!



Materials: Deck of card (one per table or one per every 6 people)

1. Place a deck of cards on each table. Ask a volunteer at each table to open the deck, remove the jokers, and set them aside. Then shuffle the deck and pass it to the person on the left.
2. Deck holder- You will now start the trick. Make one pile of cards on the table by dealing one card, face down, for each letter in the phrase, "pick me." (Cards must be dealt into a pile, NOT spread out on the table.)
3. Pick up the last card dealt onto the table, look at it and show it to the others. Remember this card.
4. Put the last card face-down on the table pile, and drop the rest of the deck, face-down, on top of the pile of cards that lie on the table. Pass the deck to the person on the left.
5. Make a pile of cards on the table by dealing one card, face down, for each letter in your first name.
6. Take the remainder of the deck and drop it, face-up, on top of the pile of cards that now lie on the table. Without turning it over, pass the deck to the person on the left.
7. With cards face-up, make a pile of cards on the table by dealing one card, for each letter in your mother's full maiden name- first and last.
8. Without turning it over, drop the rest of the deck on top of the pile of cards that lie on the table. Pass the deck to the person on the left.
9. With cards face-up, spell out the name of the street on which you live.
10. Take the remainder of the deck and drop it, face-down, on top of the pile of cards that now lie on the table. Pass the deck to the person on the left.
11. The group must now recall, and state, the card that was selected at the beginning of the trick. (pause) It is the job of the person now holding the deck to magically find this card.
12. With cards face-down, spell the word "magic," placing one card on the table for each letter.
13. Turn over the next card in your hand.....



Congratulations team.... you have just worked Magic!

“All Politics is Local”

Gale Wiedow
Madison

I've been an AAHPERD member for 35 years, having joined as a graduate student in 1974, when other four student colleagues and I jumped into a van on the campus of the University of Northern Iowa and headed for the national convention in Anaheim, California. I've been a SDAHPERD member since 1981.

For much of my time in the profession, a primary concern of the profession has been 'advocacy.' Collectively, we have debated its meaning, we have questioned who has the responsibility for being 'an advocate' for our profession, and we have tried a variety of strategies to put theory into practice. We have raised our national dues to provide funding for advocacy efforts, we have created a variety of committees, staff positions, and legislative action events, and we are convinced that we have to let people know that what we do is important. It's important for our kids, it's important for our communities, and as we are seeing in the media every day, it's important to the federal economy and to the long term health care costs of our country.

While we have seen some successes on the national level, like the passage of the Carol M. White Physical Education Program Act (the PEP grants), we have a long way to go. The pending reauthorization of the Elementary and Secondary Education Act (ESEA) of 1956, labeled during the Bush years as No Child Left Behind (NCLB), will set educational priorities for the next eight years. Bills introduced by Senator Tom Harkin (D-IA) and Congressman Ron Kind (D-WI) in the U.S. Senate and House of Representatives respectively, amend ESEA to incorporate health and physical education and other health-related components. Their bill, the Fitness Integrated with Teaching Kids Act (FIT Kids Act) is bill S.634 in the Senate and H.R.1585 in the House. You can find a summary of the FIT Kids Act on the SDAHPERD website on the Resources tab under Physical Education.

So, how do we influence federal legislation? Well, the old adage suggests that we need to act locally - in our own communities - it's up to us to provide quality programs that generate student, parent, administrative and community support. We need to start by advocating for quality in our own schools, because: 'All politics is local.'

'All politics is local' is a quote often attributed to the late Thomas P. (Tip) O'Neill, Jr., former Speaker of the House. But Tip didn't coin the phrase ... it was passed down to him.

Tip revealed the true attribution of the quote in his 1987 autobiography, *Man of the House*. Tip's father, Thomas

O'Neill, Sr., shared this wisdom on the occasion of the only election loss in his son's lifetime--a run for the Cambridge City Council.

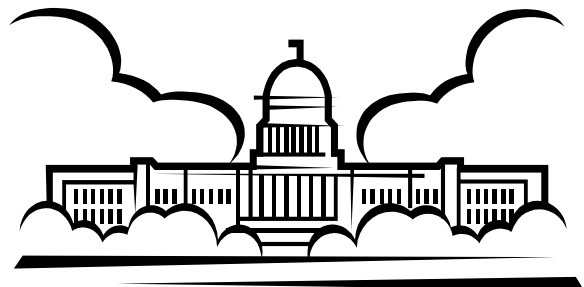
"This was the only race I ever lost in my life, but in the process, I learned two extremely valuable lessons. During the campaign, my father had left me to my own devices, but when it was over, he pointed out that I had taken my own neighborhood for granted. He was right: I had received a tremendous vote in the other sections of the city, but I hadn't worked hard enough in my own backyard. 'Let me tell you something I learned years ago,' he said. 'All politics is local.' "¹

So what does this mean in South Dakota? It means that we have to think globally but act locally. We need to recognize that our influence is earned through long-term commitments to quality programs for our students and that, over time, members of the community will value and support our programs. This support is affirmed at the school board level when the board refuses to cut health and physical education, and lends their support to maintaining a health and physical education graduation requirement statewide. It is affirmed at the polls when the community supports a bond issue to build new activity spaces. It is affirmed when influential individuals in our community are willing to voice their support for health and physical education with state and federal lawmakers. It starts with us, at the local level. We need to do our best everyday to assure that future generations of students have access to quality health and physical education programs.

Step up – Be an Action Hero! Advocate for health and physical education!

¹ (retrieved 8/10/09 from http://www.geekbooks.com/all_politics_is_local_6.html)

² Thomas "Tip" O'Neill—a longtime Speaker of the House in the U.S. Congress—once declared, "All politics is local." He was explaining how the problems and concerns of towns and cities around the country affect the actions of their representatives and senators in Washington, D.C.



Mileage Club for Students

Theresa Adel
Belle Fourche Elementary Schools

This last school year I started a walking club with my Elementary students at South Park Elementary School in Belle Fourche and I would like to share the details of the program with you. The kids loved it! I would like to thank the SD Schools Walk Program for the incentives that I used for the program.

How does it work?

1-4 grade students can walk the yellow line on the playground (8 laps around = 1 mile). Each time a student completes a lap, he/she will get their mileage marker card punched (8 punches = 1 mile). On the first day of participation, students will receive an eight inch colored chain with a foot charm from the SD Schools Walk Program. Additional charms can be earned as the student reach designated milestones. Students in grades 1-4 will earn charms at the 5, 10, 15, 25, 30, 50, 75, & 100 milestones.

When do the students walk?

Students walk during their morning and/or afternoon recess times.



Who runs the program?

Student volunteers, from grades 2nd, 3rd, and 4th, are in charge of punching the mileage cards each time a student walks by the starting line. At the end of each month the students bring their mileage cards to physical education class and I keep a running tally for all students and distribute charms to students who reach the designated milestones. I also make a calendar for the volunteer punchers so they know when they are on duty.

Where did I get the incentive charms?

I ordered the charms through the South Dakota Schools Walk program. The foot charms, numbered mile charms, and the chain bracelets were all free. The website for the South Dakota Schools Walk program is

<http://www.doe.sd.gov/oess/schoolhealth/sdwalks/>

Back-to-School!

The 2009-2010 school year marks the 15th Anniversary of Hoop For Heart! All districts, states, and schools are encouraged to celebrate this event in a way that will bring increased awareness and excitement about how much Hoops For Heart has made a difference for people suffering from heart disease and stroke.

Another important aspect of the Hoops For Heart program are the research grants given by the AAHPERD Research Consortium. Five percent (5%) of the funds from the Hoops For Heart program are used exclusively by the Research Consortium to provide researchers in the fields of health, physical education, recreation, and dance with the opportunity to make new discoveries to improve the health and wellbeing of people around the globe.



Be sure to promote the Hoops For Heart 15th Anniversary on your websites, publications, and local press to encourage a community wide event!

Submit stories for The Pulse!

If you have a story you would like to submit please forward it, and any pictures you have to Caroline Taylor ctaylor@aaahperd.org, or Sharon Cassette scassette@aaahperd.org. We're always looking for exciting events to feature as well as heart stories, coordinator tips, and special events. There's no deadline, as all articles received will be considered for publica-



Teaching in the Gym: It Can Kill Your Voice



Dennis M. Docheff, Ed.D.*
Professor of Physical Education
University of Central Missouri
and
Keri M. Docheff, MS, CCC-SLP
Speech Language Pathologist
Whiteman Elementary School

Scenario: It's a typical day in the elementary school gymnasium. Ms. Young is constantly moving about the gym, calling out to students. "Good work, Johnny! Keep that up, Sue. Extend those arms, Sammy." The only break from the constant chatter comes at lunch time, when Ms. Young rests her tired voice and body (except of course on Tuesday, Wednesday and Thursday when she leads the kids in intramural activities). At the end of the school day, Ms. Young leaves the gym with a sore, raspy voice, but she still trudges on to her athletic practice.

Introduction

Like Ms. Young in the scenario above, physical educators often raise their voices to get the attention of their students. Working in a gymnasium (or outside) often requires an elevated voice. Due to the prolonged high level volume associated with teaching in a gym, vocal harm can occur. In a recent issue of JOPERD, Trout & McColl (2007) claimed that teachers are more likely than others to attest to having voice problems, consult a physician or speech-language pathologist about voice problems, and even change occupations due to voice disorders. They stated, "Physical education teachers, in particular, are at risk of vocal problems because they need to talk loudly or shout more than classroom teachers" (p. 12). The purpose of this article is to share information about the vocal health of physical education teachers. In addition, the article provides teachers with ways to remediate a problem voice. Hopefully, this article motivates professionals in the physical education field to an enhanced level of care for vocal health. Needless to say, the information in this article applies to coaches as well.

People may occasionally experience a "loss of voice" (after a sporting event, from a cold, etc.); this kind of voice condition typically returns to normal after a few days of vocal rest. However, the loss of voice due to continued yelling is an occupational hazard for physical educators. Relying on the voice to perform one's job leads to an increased risk of developing long-

term voice problems. Teachers are at high risk because of their prolonged bouts of talking, often at an increased loudness, without sufficient recovery time. In fact, teachers are three times more likely to have voice disorders than those in other professions (McCabe & Titze, 2002). Visual exams of the throat have shown evidence of vocal cord damage (sometimes causing permanent harm) in people who regularly abuse their voices. The physical education teacher may teach up to six or seven hours a day in the classroom before heading off to an athletic practice where the need to be heard increases the demand on an already tired voice. With this daily schedule a teacher-coach's vocal cords are a prime target for tissue damage.

The Vocal Chords

The vocal cords are two soft tissue folds consisting of muscle, ligament and mucous membrane. These vocal folds are located in the larynx, also known as the "voice box". When a person exhales, air comes up from the lungs causing a vibration to the vocal folds, which creates the sounds needed for speech. This vibration does not cause vocal problems – voices were meant to function this way. However, the excessive talking involved in teaching, especially at increased volume, creates excessive strain on the vocal folds, which may result in tissue damage. "For example, the natural tendency when yelling is to increase the pitch as part of the loudness. A higher pitched voice is a result of the vocal folds being tightened and stretched. Add the intensity of a yell, which makes the already tensed vocal folds blow apart and slam together with collision force, and swelling inevitably occurs. Because of the increased irritation and swelling the vocal folds don't vibrate efficiently, resulting in a raspy, hoarse voice" (Docheff & Docheff, 2008, p.19). Teaching in a gymnasium or coaching at an athletic contest requires an increased the vocal effort, compounding the problem.

Vocal Fatigue

Teachers may also experience symptoms of "vocal fatigue". Vocal fatigue occurs when an individual's vocal demand exceeds normal usage (McCabe & Titze, 2002). Fatigue may result in tension or pain in the neck and shoulders, a tightness in

(continued)

Teaching in the Gym (continued)

Vocal Fatigue

Teachers may also experience symptoms of “vocal fatigue”. Vocal fatigue occurs when an individual’s vocal demand exceeds normal usage (McCabe & Titze, 2002). Fatigue may result in tension or pain in the neck and shoulders, a tightness in the throat, pain when swallowing, or an increased need to cough or clear the throat. Teachers may experience changes in pitch, or possibly a complete loss of voice; a fatigued voice can sound hoarse or raspy, or may have a “breathy” quality.

Sometimes, those experiencing vocal fatigue find that their voices return to normal in a day or two. Yet, continuous periods of excessive vocal fatigue may lead to ulcers in the throat, vocal nodules, or vocal polyps. When this occurs, teachers begin to hear and feel the effects of the damage placed on their voices. This may even cause professional implications for physical educators, ultimately resulting in periods of sick leave or even the possibility of leaving the profession.

However, there are exercises teachers can do to prepare for the exhaustive vocal work in the gym. Like leading students in warm-up routines to prepare for exercise or play, a “vocal warm-up” prior to extensive bouts of teaching can improve voice quality and reduce the risk of injury to the voice. Docheff & Docheff (2008) suggested the following four vocal warm-up ideas for physical educators:

Vocal Warm-ups

1. Lip trills – With the lips loosely together, release air in a steady stream creating a trill or raspberry sound. Try voicing a “b” sound, holding it steady as the air moves past the lips. Lip trills release tension in the lips and connects breathing with speaking.
2. Tongue trills – while holding the

tongue behind the upper teeth, exhale and trill the tongue with an “r” sound. Next, hold the sound steady and move up and down the pitch scale without going beyond what is comfortable. Tongue trills also release lip tension and also connects breathing and speaking.

3. “EEE tones” - Sustain the vowel sound “eee” for as long as possible. Focus on making the voice sound extremely forward in the mouth, almost a nasal quality. EEE tones warm up the vocal folds.
4. Sirens – Round the lips as if sucking in spaghetti. Exhale and make a “woo” sound, causing a vibration or a buzzing feeling on the lips. Use the “woo” sound to glide from your lowest note to your highest note, then from highest to lowest while maintaining the buzz on the lips. Sirens encourage a slow engagement of the muscles in the larynx and stretches the vocal folds.

After an exhaustive week (or a single episode) of excessive voice use that leaves a teacher with a hoarse (or total loss of) voice, the best therapy is complete vocal rest for at least 24 hours. This is not often possible, so teachers may choose to eliminate unnecessary talking. It is important not to whisper, a common mistake made by people who have lost their voices. Whispering actually causes more strain on the vocal folds than talking because air passes through vocal folds that are slightly open, creating extra irritation. [An increase in water intake may assist in the recovery from the vocal trauma.] After a week of regular vocal use, if it feels like there is something “stuck” in the throat, discomfort continues, or if the raspy voice is still evident, a visit to an ear-nose-throat specialist (ENT) or Speech-Language Pathologist (SLP) is recommended.

Some symptoms of vocal fatigue can be reduced or eliminated by modifying improper breathing techniques. In addition, proper breathing can improve the quality

and carrying power of a person’s voice. During normal breathing, the abdomen extends first, and little upper-chest movement is noticed. This is the best method of respiration for people with heavy vocal demands because it allows for full expansion of the lungs. Inefficient breathing occurs when the shoulders and chest rise and fall with each breath. This type of breathing makes the body (including the voice) work harder than necessary. This is known as “clavicular breathing” and only uses the upper parts of the lungs (the person doesn’t get a full breath) and it leads to excessive muscle tension in the neck (the home of the voice box). A simple test to determine if one is breathing properly is to rest one hand on the lower abdomen while the other hand is placed upon the chest. As a breath is taken, the abdomen extends; the chest should remain fairly still.

For optimal voice projection, force should come from the diaphragm, instead of the throat. A “diaphragmatic punch” occurs when air is forcefully expelled from the lungs by quickly contracting the diaphragm. This is a safe way to increase the volume level without placing undo strain on vocal muscles. This may take some practice. Place one hand on the abdomen, just below the navel, and apply a series of quick pushes while making an “eee” sound. If the larynx and vocal folds are relaxed, the voice should respond to the hand pressure. With practice, a teacher can increase loudness while decreasing vocal tension, without using a push from the hand.

A normal tendency when raising the voice is to overemphasize the beginning sound of each word. This “hard glottal attack” increases the potential for developing vocal nodules. A teacher can soften these glottal attacks by letting a small amount of air escape before pronouncing words. A silent “h” sound before a word beginning with a vowel reduces the risk of developing nodules

(continued)

Teaching in the Gym (continued)

and is usually not noticeable to listeners. Instead of yelling "Everyone run eight laps," try adding the silent "h" when possible. Example: "(H)everyone run (H)eight laps"

Screaming and yelling is a lead cause of vocal abuse. The easiest fix to this is to simply not yell. However, it isn't likely that teachers will quit yelling altogether when they work in a gymnasium. Teachers project their voices so student can hear and understand; they also raise their voices in certain disciplinary situations or to create emphasis to a point. A healthy, reasonable alternative to yelling is for teachers to use a voice amplification system. It reduces vocal effort and tissue damage from prolonged voice use. In fact, in an opinion poll of 33 teachers who used vocal amplification for at least one week, 97% reported voice production to be easier and 82% noticed improvements in vocal endurance (Jonsdottir, 2002). Some vocal amplification systems are relatively low in cost, portable, require minimal effort to use, and easily adapt from the classroom to athletic arena. An example of a portable amplification system is the ChatterVox (www.chattervox.com).

Tips for a Healthy Voice

There are a few things teachers can do to promote healthy vocal care. The following seven simple strategies can assist physical educators in maintaining a healthy vocal mechanism:

1. Increasing fluid intake--water is the best choice.
2. Resist the urge to raise the voice or yell in the gym.
3. Rest. A rested body responds better to high levels of activity, even at the voice level.
4. Avoid alcohol and caffeinated beverages--they tend to dry out the throat.
5. Prior to teaching, use "vocal warm-ups" to prepare the voice for extended use.
6. Use a "diaphragmatic punch" to project the voice.
7. Use a vocal amplification system in the gymnasium.

H1N1 Flu

With the 2009-10 school year under way, districts should expect that some students and staff will contract H1N1 and/or seasonal flu. At this time, the H1N1 flu virus appears to be no more severe - - and no less severe -- than the seasonal flu. State health officials recommend that schools treat H1N1 much as they treat seasonal flu. Students at high-risk should consult a physician for specific guidance.

For the latest updates on H1Ni, visit <http://www.doe.sd.gov/oess/schoolhealth/H1N1flu.asp>



Conclusion

The purpose of this article was to provide information to teachers so they can take better care of their vocal health. Prolonged yelling can lead to physical damage of the teacher's voice box. If physical education teachers do not take care of their voices, it is possible to cause severe damage. The health of a teacher's voice largely depends on how the voice is used -- or misused. Long-time teachers who use amplification, have healthy lifestyle habits, visit the ENT on an annual basis and use simple vocal hygiene strategies can minimize the potential for voice tissue damage, while maintaining effective teaching voices for many years.

References

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- McCabe, D.J., & Titze, I.R. (2002). Chant therapy for treating vocal fatigue among public school teachers: A preliminary study. *American Journal of Speech-Language Pathology*, 11(4), 356-369.
- Trout, J. & McColl, D. (2007). Vocal health for physical educators. *The Journal of Physical Education, Recreation and Dance*, 78(8), October, 12-14, 50.

School Height Weight Survey Project

The South Dakota Department of Health and the Department of Education ask schools to submit student height and weight data for kindergarten, elementary and high school students. The voluntary program to track childhood obesity in South Dakota has been underway since 1998.

Letters have been sent to school nurses and physical education and health education teachers regarding the instructions for height and weight data collection for the 2009-2010 school year. If you didn't receive a letter, needed forms, and previous years reports. A limited number of scales and/or wall-mounted measuring boards will be available to schools who wish to participate in this surveillance effort. Equipment applications will be due September 25, 2009. Height and weight data will be due to the Department of Health by June 15, 2010.

North Dakota AAHPERD and the Central District Association of the American Alliance for Health, Physical Education, Recreation, and Dance would like to invite you to Fargo, North Dakota, **February 4-6, 2010** for our convention which will help you



Focus Energy to Enhance Teaching

The convention will take place in the Holiday Inn of Fargo, 3803 13th Ave South, Fargo, ND

Keynote:

My foot is cold and I never expected it!

Brent Rasmussen



Sport: Sit Volleyball

Residence: Omaha, NE

Brent's journey began as a dedicated high school athlete. Hard work and good coaching allowed him the opportunity to play college baseball at the University of Nebraska-Omaha where he worked hard to earn academic honors while serving as team captain of the UNO Mavericks baseball team. During his senior year, he was named to the NCC All-Conference team, and soon after was picked up as a free agent for the Omaha Royals. He spent the next three years with the Gulf Coast Royals with big dreams of a future in baseball.

One night on his way home, he noticed a stranded motorist and he stopped to help. As he provided assistance, another car hit him, hospitalizing him for one month and leaving him bed-ridden for an additional five months. The accident caused him to lose his left foot, and left him with a shattered right ankle and a 16' rod in his right femur.

US National Sitting Volleyball:

[Sitting Volleyball](#)

- World Organization of Volleyball for the Disabled Athlete/Player Representative
- 2007 Para Pan American Games Silver Medalist
- Captain of US World Team 2006
- Captain of the USA Sitting Volleyball Team since 2004
- 2004 US Paralympian
- 2003 Para Pan American Game Gold Medalist

Soon after he returned to work in 2002, he received an invitation to play on a new wheelchair softball team a good friend was trying to get launched. After only one practice, he was hooked, and one month later was featured in Sports Illustrated for being named MVP in my first wheelchair softball tournament by hitting .916 with two homeruns, five doubles and six intentional walks. Since that day, Brent has never looked back.

Now Brent is the captain of the U.S. Men's Sit Volleyball team and a World Player Representative for Volleyball for the Disabled. He serves on several non-profit organizations' Board of Directors, as well as his service to the Nebraska Chapter of the National Association of Mortgage Brokers. Also, Brent is president of his own mortgage firm, Mortgage Specialists, LLC, and enjoys his roles as a certified instructor and motivational speaker. Brent works closely with The Hartford, founding sponsor of U.S. Paralympics®, helping to positively change public attitudes and perceptions about disability.

Pre-convention sessions:

- Developing a curriculum on a shoestring - Lois Mauch/Karen Roesler
- No Cold Feet! - Debra Stephenson
- XC Skiing causes No more Cold Feet - Annette Johnson and LeAnn Vette
- Teen choiC Award 4 bst PE prog: comunic8N W teens W fitness 4 lyf (Teen Choice Award for Best PE Program: Communicating with Teens with Fitness for Life) -Jennifer Reeves/Nancy Ruso-Eckland

Contact Kelly Cook (kelly.cook@sccc.edu) or Donna Terbizan (D.Terbizan@ndsu.edu) for additional information.



Central District Association
AAHPERD Convention
Focusing Energy to Enhance Teaching

REGISTRATION FORM

February 4-6, 2010

Convention Hotel: Holiday Inn Fargo

3802 13th Ave S.

Phone: 701-280-2700

www.fargond.holiday-inn.com

Be sure to say you are with Central District Association

Deadline for hotel reservation January 12, 2010

www.aahperd.org/districts/cda

First Name _____ Last Name _____
 AAHPERD Member ID# _____ State Member as of 12/31/09 yes ___ no ___
 Mailing Address: _____
 City: _____ State: _____ Zip: _____
 Phone:(H) _____ (O) _____ Email:(required for receipt) _____

Badge Information:

Your Name (as it should appear on badge) _____

Organization or School/State: _____

Cancellation Policy: Send all cancellation notifications in writing or call 1-800-213-7193 Ext. 447 by January 22, 2010
 A \$25.00 processing fee is charged for all cancellations. **No refunds after January 22, 2010.**

Registration Postmark Deadline is
1/26/10

*AAHPERD Membership needs to
 be current through **2/6/10**

*NDAHPERD Membership needs to
 be renewed by **12/31/09**

Registration Fees: <i>(check appropriate fee)</i>	Early Bird 1/11/10	Advance 1/26/10	On Site & After 1/26/10 <small>Meals NOT Guaranteed</small>
Professional Member (AAHPERD and/or NDAHPERD)	___ \$165	___ \$180	___ \$195
Professional Non-Member	___ \$290	___ \$305	___ \$320
Student Member (AAHPERD/NDAHPERD)	___ \$75	___ \$90	___ \$105
Retiree	___ \$75	___ \$90	___ \$105
IF YOU SELECT THIS CHOICE, YOU MUST FAX/MAIL YOUR REGISTRATION			
Dual Members	___ \$150	___ \$180	___ \$195

PRE CONVENTION WORKSHOPS – Thursday, February 4, 2010

\$25 FEE FOR THESE PRE-CONFERENCE SESSION

- ___ Developing Curriculum on a Shoestring - Lois Mauch and Karen Roesler. Fargo Public Schools - 12-3 pm
- ___ No Cold Feet: Everyone Can Dance Like Nobody is Watching- Debra Stephenson, Council Bluffs Schools - 12-3 pm
- ___ Kick, Glide, Slide – XC Skiing - Annette Johnson and LeAnn Vette, Spearfish Middle School - 3:30-5:50 pm

\$50 FEE FOR THIS PRE-CONFERENCE SESSION

- ___ Teen Choice Award for Best PE Program: Communicating with Teens with Fitness for Life. Nancy Eklund, Green River, WY and Jennifer Reeves, University of Arizona – 6 - 9:30 pm

Additional Meals		# Needed	Total Paid
Banquet*	Friday @ \$25.00	_____	\$ _____
Box Lunch*	Friday @ \$11.00	_____	\$ _____
Executive Director Breakfast	@ \$12.00	_____	\$ _____
Special Dietary Needs: Vegetarian	_____	Other _____	

*for guests/family

Register online at: www.aahperd.org/districts/cda

FEES & PAYMENT

If registration fee cannot be mailed prior to 1/26/10, do NOT mail. Register on-site.

Registration Fee	\$ _____
Meals (Extra) Fee	\$ _____
ED breakfast Fee	\$ _____
Pre-Conv. Workshop Fee	\$ _____

Method of Payment

- Check #: _____
 (Payable to CDA/AAHPERD)
- Purchase Order #: _____

Credit Card

- Mastercard
- Visa
- American Express

Credit Card #: _____

Expiration Date (MM/YY): _____

Signature as it appears on Credit Card _____

Print Name as it appears on Credit Card _____

Payment must be enclosed with correct amount to be considered registered.

Total Payment Enclosed: \$ _____

SDAHPERD Friend of SDAHPERD Award Nomination Form

*Friend of SDAHPERD Award (must have 10 years in the profession)

Nominee:		School:	
School Address:			
Home Address:			
Phone (H)		Phone (W)	
Email Address:			

On an attached sheet, please provide information as to why this person deserves the award indicated.
Please remember – nominator is responsible for turning in the nomination papers.

Nominated by:			
Address:			
Phone (H)		Phone (W)	
Email Address:			

Nomination deadline: October 21

See the SDAHPERD website (sdahperd.sdstate.org) for more information on awards

Submit nominations to:
Patty Hacker, Chair, SDAHPERD Awards Chair
46877 Amen Corner, Brookings, SD 57006
605-688-5218 (school) 605-695-1553 (cell)



<h2 style="margin: 0;">SDAHPERD</h2> <h3 style="margin: 0;">Officer Nomination Form</h3>
--

- President-Elect
- VP-Elect, Health
- VP-Elect, General
- VP-Elect, Student
- Other _____

Additional information concerning the election of officers, their terms of office and eligibility for candidacy can be found in the excerpt from the SDAHPERD Constitution on the following page.

Nominee:					
School:					
School Address:					
City:		State:		Zip:	
Home Address:					
City:		State:		Zip:	
Phone (H)		Phone (W)			
Email Address:					

On the back of this page or on an attached sheet, please provide information regarding the qualifications of this candidate for the office for which they have been nominated.

Nominated by:				
Address:				
Phone (H)		Phone (W)		
Email Address:				

Nomination deadline: October 1, 2009

Submit nominations to:
 Kelly Knutson, Past-President
 1175 Dignity Drive, Beresford, SD 57004
 kelly.knutson@k12.sd.us

SDAHPERD Journal

SDAHPERD Constitution

ARTICLE V THE OFFICERS OF THE ASSOCIATION

- Section 1. The officers of the Association shall consist of the President, President Elect, immediate Past President, Treasurer, Executive Director, Vice President of Sport and PE, Vice President elect of Sport and PE, Vice President of Leisure and Recreation, Vice President elect of Leisure and Recreation, Vice President of Dance, Vice President elect of Dance, Vice President of Health, Vice President elect of Health, Vice President General, Vice President elect of General, Student Representative, Student Representative Elect. Non-voting positions: Chair of Awards and Recognition, Jump Rope for Heart Coordinator, and Hoops for Heart Coordinator.
- Section 2. Any member in good standing shall be eligible to hold office, providing criteria for holding that office are met, as set forth in the Bylaws. The exception to this will be the member holding the position of Executive Director of the Association; this position shall be filled according to the Bylaws.
- Section 3. The term of office of the President, President-Elect, and immediate Past President shall be for one year and shall begin with appropriate installation or succession ceremonies during the closing business meeting of the annual conference of the Association.
- Section 4. The term of office for Vice Presidents and Vice President-elects shall be two years and shall begin with appropriate installation ceremonies in the final Board meeting of the annual conference.

ARTICLE VI ELECTION OF OFFICERS

- Section 1. The Past President shall chair the Nominating Committee responsible for presenting a slate of candidates for the Association Board Offices during a general session of the annual state conference.
- Section 2. Qualifications for the Association Board officers shall be set forth in the Division and Section Operating Codes.
- Section 3. All candidates must accept their nomination for an Association Board office prior to inclusion on the ballot.
- Section 4. All officers shall be elected by the general Assembly. A clear majority shall be indicated for one person; otherwise, the two persons with the highest number of votes shall be voted upon. A clear majority shall be simple majority of the voting members present. Members of the Association Board shall take office as per Article V.
- Section 5. The Student Representative and Student Representative Elect shall be elected annually at the state conference.
- Section 6. Vice President-elects for the Division for Recreation and Leisure, the Division for Dance, and the Division for Sport and Physical Education shall be elected in even numbered years at the annual business meeting of the Association. Such Vice President-elects shall succeed to the Vice Presidencies.
- Section 7. Vice President-elects for the Division of Health and General shall be elected in odd numbered years at the annual business meeting of the Association. Such Vice President-elects shall succeed to the Vice-Presidencies.

SDAHPERD Bylaws

ARTICLE III VOTING AND HOLDING OFFICE

- Section A. Only professional, life, and emeritus members shall have the right to hold office and/or vote, with the exception of the elected representative for the student section. The elected representative of the student section shall hold student membership and be entitled to membership and voting privileges on the Associate Board.

South Dakota Association for Health, Physical Education, Recreation and Dance Membership Application



Please provide the following information (please print):

Name:	School/Organization:
Home Address:	School/Organization Address:
City/State/Zip:	City/State/Zip:
Home Phone:	School Phone:
Home Fax:	School Fax:
Home email:	School email:

Employment/Student Information (Check all that apply)

Student Elementary Middle School Secondary College/University Other

Interest Area (Check all that apply)

Health Physical Education Recreation Dance Adapted PE
 Athletics/Coaching Other _____

Membership Categories (select one)

Professional:	<input type="checkbox"/> \$25 per year	Student:	<input type="checkbox"/> \$10 per year
Associate:	<input type="checkbox"/> \$25 per year	Retiree:	<input type="checkbox"/> \$10 per year
Lifetime:	<input type="checkbox"/> \$200		

Membership Publications/Communication

Would you prefer to receive the SDAHPERD Journal by: Mail Email

Which address would you like your Journal mailed to: Home School

Do you want to be a member of the South Dakota AHPERD List Serve? Yes No

Payment: Send check or money order payable to **SDAHPERD** to:

Gale Wiedow, SDAHPERD Executive Director
820 N. Washington Street, KC 135, DSU
Madison, SD 57042-1799

Homemade Games

Can't afford new equipment! Join the club! Bring your homemade sports equipment to the SDAHPERD convention, along with a short explanation on how you made the equipment. A table will be provided to display all items and it'll be fun to see the great ideas physical educators have across the state!!



October is International Walk to School Month

International Walk to School Month gives children, parents, school teachers and community leaders an opportunity to be part of a global event as they celebrate the many benefits of walking. In 2008, millions of walkers from around the world walked to school together for various reasons – all hoping to create communities that are safe places to walk.

In 2007, a record 42 countries participated in International Walk to School Month, the entire month of October is dedicated to walking to school.

Find out more at: <http://www.iwalktoschool.org/>



SDAHPERD State Convention, November 4-6, 2009
Rushmore Plaza Holiday Inn—We hope to see you there!!



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