

SDAHPERD Journal

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SDAHPERD Journal

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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.

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President's Message

LeAnn Vette
2010-11 SDAHPERD President
Spearfish Middle School

I would just like to share with everyone some of the exciting things that are taking place through SDAHPERD!

We had a great time at the convention in November being "Action Heroes"! I hope those of you who were able to attend took home some great ideas to put in to **ACTION**.

In January our board met and got some new projects underway. One group prepared a display board to represent some of the many great things that are being done in physical education, health, recreation and dance to better our communities and the health of our youth. The display was on exhibit at the Health Expo in Pierre on February 1st.

Another group made plans to send a short survey to fellow professionals to see if there might be a better date to have our state convention to enable more people to reap the huge benefits of attending the sessions, meeting the exhibitors, learning about their new products and spending quality time sharing with others from across the state and nation.

A third group drafted a letter to administrators asking for names and information about health, physical education, recreation and dance personnel in their schools and communities that are worthy of recognition for jobs well done. We know there are LOTS of people in our great state of SD who work tirelessly to keep our communities fit and healthy and we're hoping to hear about more of you!



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 a part 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!**

Sheri Keck
Past-President



A fourth group began plans to contact new graduates and young professionals to gather information and make matches with mentors to get a strong support system and network in place throughout the state.

AND the entire board did lots of brainstorming on people and topics for the Central District Convention – "**The Hills Are ALIVE**" to be held in Rapid City, February 10 – 12, 2011.

Your board is hard at work for all of you. If you have input concerning any of the projects mentioned or have projects or things you would like to see happen through SDAHPERD, please contact one of the board members. The organization is here for you!

LeAnn



Past-President

Sheri Keck
Rapid City Stevens

The convention is over and I have passed the gavel to the very capable hands of LeAnn Vette. It was an honor to serve as your SDAHPERD president. Thank you for the opportunity!

I hope you enjoyed the convention and were able to network with your fellow professionals, share in the knowledge of our very capable presenters and, it goes without saying, you had a great time! I personally was impressed by the quality of the presentations, the attendance and the participation by all. A special thank you to LeAnn Vette, Annette Johnson, Rose DuBois, Randy Hagen and Gale Wiedow.

I would love to see the “Pay It Forward” program continue to grow. Members can get a new educator involved in our great association. Continue the giving we started this year. Your gift of \$25.00 will empower a fellow professional to experience the benefits of being a part of a positive, proactive group of like-minded educators. Membership forms may be found on the SDAHPERD website or in this issue of the SDAHPERD Journal.

I invite you to mark your calendars for the Central District AAHPERD convention February 10-12, 2011 at the Rushmore Plaza Holiday Inn in Rapid City. I have been asked to be the Central District convention manager and I am honored to serve in this position for such a great organization. I look forward to the challenges and experiences that are sure to come. Please feel free to contact me to share ideas or assist you in any way.



Be your school's Action Hero!!!



Editor's Notes: Eyes straight ahead? Or should I be checking the rearview mirror?

I've been spending a lot of time this semester on the road—visiting student teachers, attending SDAHPERD board meetings and taking part in Central District Convention activities. I know that it's important to keep an eye on the road ahead, but I'm also aware of the fact that an occasional glance in the rearview mirror is also important to my driving safety.

This issue of the SDAHPERD Journal will also heed that tidbit of driver education advice—keep an eye on the road ahead, but take some time to reflect on the past as well.



This is an exciting time to be actively involved in the health and physical education profession, as events at the national level are beginning to acknowledge that what we do in our schools is of tremendous importance to the future health and well-being of our citizens. The creation of 'Let's Move' and First Lady Michelle Obama's leadership in addressing the childhood obesity epidemic is certainly a promising event, as are other national campaigns such as the NFL Play 60 program, the Kids Walk to School initiative and our own South Dakota Schools Walk program, and others. People are beginning to recognize that what we do is important.

But a quick look in the rearview mirror is also in order. As Sheri mentions in her article above, the SDAHPERD state convention in Rapid City was one of the best (maybe even THE best!). You'll find articles in this issue from our keynote speaker, selected articles from other presenters, as well as some follow-up pieces from exhibitors. Reflections on the awards banquet are also included, as well as other highlights from last November. An interesting reflection.

And so—focus on the future—but don't forget to glance back! Gale Wiedow, SDAHPERD Executive Director, Madison

Fighting Childhood Obesity in South Dakota

Dr. Andrew Shim
Dakota State University

If you haven't already heard, on February 9th, President Obama signed a memorandum establishing an official task force to combat childhood obesity. The first lady, Michelle Obama, has been given authority to develop an action plan to handle this growing crisis among our nation's youth within the next 90 days.

This new program called, "Let's Move" will give parents the support they need, provide healthier food in schools, help our kids to be more physically active, and make healthy, affordable food available in every part of our country. One of the goals of

the "Let's Move" campaign is to double the number of children in the 2010-2011 school year who earn a Presidential Active Lifestyle Award (PALA) from the President's Challenge by engaging in regular physical activity. It is time to initiate the President's Challenge into your curriculum and become a major supporter for "Let's Move". Contact your South Dakota State representative for the President's Challenge, Andrew Shim at Andrew.shim@dsu.edu

For more information about the President's Fitness Challenge Program, go to: <http://www.presidentschallenge.org> or to obtain further information about "Let's Move", go to <http://www.letsmove.gov>



A variety of activities, resources, YouTube videos and related information is available at:
<http://www.letsmove.gov/kids/index.html>

LET'S MOVE!

Healthy Choices Healthier Schools Physical Activity Accessible & Affordable Healthy Food

SIGN UP FOR EMAIL UPDATES

KIDS' COLLECTION

Obesity rates tripled in the past 30 years, a trend that means, for the first time in our history, American children may face a shorter expected lifespan than their parents.

We need to get moving. Join First Lady Michelle Obama, community leaders, teachers, doctors, nurses, moms and dads in a nationwide campaign to tackle the challenge of childhood obesity.

Let's Move! has an ambitious but important goal: to solve the epidemic of childhood obesity within a generation.



AAHPERD Pledges Support for First Lady's Let's Move

The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), whose 22,000 members are teaching America's children how to make healthy decisions about eating and physical activity throughout their lives, pledges its support of First Lady Michelle Obama's "Let's Move" initiative. Since its founding in 1885, AAHPERD has worked to establish healthy school environments that include high quality health and physical education programs as an essential element for our children's physical, academic and social success.

According to AAHPERD President Dana Brooks of West Virginia University, "AAHPERD applauds the foresight of the First Lady in energizing the national fight against childhood obesity. We, the leaders and members, will do everything in our power to support the "Let's Move" initiative on behalf of healthy, active lifestyles for our nation's children and an end to the obesity epidemic."

An alliance of five national and six district associations as well as a Research Consortium, AAHPERD's organizational vision is to create a society in which all individuals enjoy an optimal quality of life through appreciation of and participation in an active and creative, health-promoting lifestyle. AAHPERD members include professionals working in elementary and secondary schools, higher education, administration, research, youth programming, dance, coaching, sport management, health education, public health, fitness, choreography, therapeutic programs, community recreation services, and other movement-related fields. Examples of specific federally-funded programmatic activities implemented by Alliance associations include:

A 5-year cooperative agreement with the Division of Adolescent and School Health (DASH) of the Centers for Disease Control and Prevention (CDC) and the National Association for Sport and Physical Education (NASPE) to increase the quality and quantity of youth physical activity opportunities. The multi-faceted project contributes positively to the health, education, and well-being of youth by reaching children, adolescents, family members, physical education coordinators and teachers, community organizations, educational administrators and policy makers, media, and the general public with cutting-edge information and resources about healthy lifestyles.

The Head Start Body Start National Center for Physical Development and Outdoor Play (HSBS), was created through a \$12 million federal grant to NASPE and the

American Association for Physical Activity and Recreation (AAPAR) from the Office of Head Start, Department of Health and Human Services. The purpose of the center is to increase physical activity, outdoor play and healthy eating among Head Start and Early Head Start Center children, families and staff. HSBS has mobilized a cadre of 240 physical activity professionals nationwide from NASPE and AAPAR to provide consultation to Head Start centers. Through the National Center, Head Start staff learn how to incorporate more physical activity throughout the day. The development of multi-layered support ensures that programmatic changes promoting healthy lifestyles can be sustained.

The National Highway Traffic Safety Administration (NHTSA) awarded AAPAR \$324,000 to develop and implement a bicycle safety program. Teachers and recreation professionals will use this engaging curriculum to teach safe bicycling to children in elementary school, middle school, high school, and recreation centers. Riding a bike represents a milestone in a child's physical and psychological development, and can lead to lifelong physical activity, a lifelong commitment to physical fitness, and a lifelong interest in healthy, energy-efficient transportation. This nationwide 3-year program will make a significant contribution to childhood obesity prevention by steering children toward safe, fun, self-powered transportation and recreation through bicycling.

The associations and research arm of AAHPERD also set national standards for physical, health, and dance education; promote research-based best practices; demonstrate that physical activity enhances academic achievement; and partner with many other health and education-based organizations, including the American Heart Association for our partnership of the Jump Rope for Heart and Hoops for Heart programs.

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Your Brain On Exercise

Talking Points for the PowerPoint on the SDAHPERD Website at: <http://sdahperd.sdstate.org/PowerPoints.Conv.09.htm>

By Terry Eckmann, PhD

Associate Professor Minot State University

It was both an honor and a pleasure to be a part of an AMAZING SDAHPERD State Convention—Wow!! Sheri and the convention planning team along with an amazing group of presenters gave attendees even more tools and strategies to be “Action Heroes” and make a difference across South Dakota.

The session “Brain on Exercise” is posted for member use on the SDAHPERD website. This article will provide you with talking points you can use when you give the presentation to administrators, teachers, PTA, or your students.

Your Brain on Exercise Intro Slide

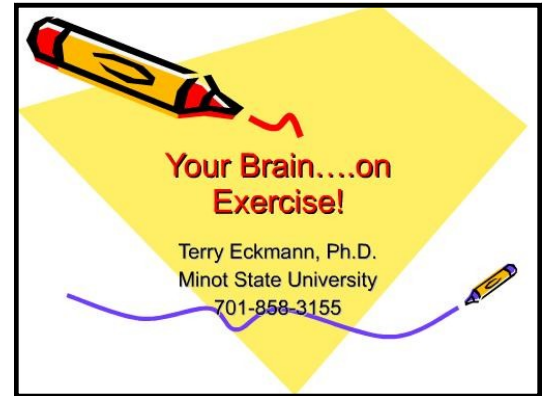
We all know that exercise makes us feel better. Today we will explore why, as we discuss how exercise increases brain health and enhances lifelong learning. What’s good for the body is good for the brain! To keep our brains at peak performance we need to participate in aerobic exercise in our training heart rate zone for at least 30 minutes a day three to five days a week....more is better!!

BDNF Slides

Aerobic exercise stimulates the production of brain-derived neurotrophic factor (BDNF), which causes neurons to communicate with each other more efficiently helping the brain to process information. Before 1990 there were a dozen papers published on BDNF, there are now 5,400 +. Ratey (2008) suggests that BDNF is miracle grow for the brain as it fosters growth of dendrites, particularly in the hippocampus of the brain where we store short-term memory. Dendrites facilitate the transmission of signals between neurons in the brain, so with more dendrites the brain can take in and use information more efficiently and effectively.

Neurogenesis in the Hippocampus Slide

Neurogenesis is the process of stem cells dividing and developing into functional new brain cells, or neurons, in the brain. Neuroscientists believe that BDNF produced with aerobic activity grows brain cells in the hippocampus of the brain (Ratey, 2008). The hippocampus is the part of the brain that gathers incoming information from throughout the brain, cross-references that information with stored information, and puts the information together to send it to the prefrontal cortex for processing (Madigan, 2004). The prefrontal cortex is the front part of the brain and it functions as the brain’s library and chief executive officer.



Regular Exercise Strengthens the Cardiovascular System Slide

Regular exercise strengthens the cardiovascular system. Aerobic and strength training activity cause the heart, lungs, and muscles to work more efficiently together. With regular aerobic exercise (in the training heart zone) the heart becomes stronger and more efficient. The heart is able to fill more efficiently with oxygenated blood and as the left ventricle becomes stronger the stroke volume (amount of blood pumped out of the heart) increases. The lungs are able to take in and transport more oxygen and the muscles are able to extract and use oxygen more effectively. There is also an increase in capillary density throughout the body and brain creating more blood flow so our muscles can move and our brain can function! The brain uses approximately one-fifth of the body’s oxygen (Wolfe, 2001).

Gets Oxygen and Glucose to the Brain Faster Slide

The brain requires oxygen to function. After sitting for 15-20 minutes the brain begins to downshift. A short walk or a brain energizing activity can enhance the brain’s ability to focus. Glucose is the major energy source for the muscles and the sole energy source for the brain. Moving increases blood flow to the brain. When we exercise aerobically the hormone insulin-like growth factor increases, helping the blood to deliver glucose to the brain (Ratey, 2008).

By the time you reach this slide your audience will have been sitting for at least 10 minutes so it is time for an energizer! I recommend the song Move Your Body by Eiffel 65. Movement activities can include:

Move your hands (shake, open and close to fist, wide five to narrow fingers), Move your head (shake it side to side and forward and back)

*Move your hips (side to side, double bumps, in a circle)
Sport Moves: Catch and throw a ball, dribble and shoot, ready position and swing a bat, ready position and swing a golf club, set and spike a volleyball*

Do a Dance: The Point (John Travolta), the Twist, The Swim, The Hitchhiker,

Shoulder Rock 4 and Circle the arms reaching together to the right and around

Continued

Your brain ... on Exercise! (continued)

Repetitive Gross Motor Movement Strengthens Dendritic Branching

Cotman (2002) and Ratey (2008) report that regular aerobic exercise stimulates production of BDNF, which in turn stimulates the growth of dendrites. Neurons that have more dendrites more efficiently transfer information throughout the brain. The more complex the movement the more dendritic growth, dendrites can even grow dendrites (like trees growing new branches) <You can use your arm and hand to model a neuron. Your hand is the cell body, your arm the axon, and your fingers the dendrites. To demonstrate secondary dendritic growth you can put one hand on top of another.> The more dendrites we have the more information we can transfer and store in our brains.

Exercise Improves mood and elevates stress threshold slide

Our bodies have many “built in” safety systems. One of them is “the stress response”, also known as the fight or flight response. When we perceive a threat our body responds by sounding the alarm that causes the adrenal gland to release hormones to prepare us to deal with the threat. The hormone epinephrine, or adrenaline is pumped into the bloodstream to increase heart rate, blood pressure and breathing frequency. At the same time cortisol levels are increasing. Cortisol is a long-acting stress hormone that helps to mobilize fuel, increase attention and memory, and prepare the body for the challenges of maintaining a balanced system. When our body consistently perceives or feels stressed cortisol becomes a very toxic hormone and begins to (among other things) erode dendritic branches and the connections between them (Ratey, 2008).

Exercise actually helps to raise the fight or flight threshold so we don't “feel stressed” over the little things. Exercise creates a sense of control and increases self-confidence. Endorphins, the body's feel good hormones, help to create a positive mindset. When we exercise regularly a hormone called atrial natriuretic peptide is produced in the heart and this hormone sends a message to the brain to quiet the feeling of stress and the body's response to it. (Ratey, 2008; Amen, D)

Stress and Learning Slide

Jensen (2008) is one of many educators and neuroscientists that have demonstrated the negative effects that stress has on learning. When the brain perceives a threat it is difficult to focus on new learning. For optimal learning to occur the body and brain should be in a state of relaxed alertness. Stresses and worries kids bring from home, fear of poor academic performance, even feelings of the teacher not liking a student can, distractions from perceived bullying or other social issues going on between children can distract from the ability of the brain to

focus. Regular exercise can help the brain to focus and distract from ruminating about troubles and worries.

Exercise Improves Learning on Three Levels.....

Exercise increases flow of blood to the brain which nourishes the brain with the oxygen and the glucose it needs to be alert which enhances attention and motivation to learn. Regular exercise stimulates the production of hormones and proteins called neurotrophic factors that facilitates transfer of information between the synaptic junctions of neurons. Regular aerobic exercise stimulates the neurogenesis or development of new nerve cells in the hippocampus, the part of the brain that processes and stores new information.

Research Concludes.....Slide

Quality physical education programs provide the exercise experiences to stimulate growth of nerve cells. A vigorous physical education class can optimize learning by increasing blood flow to the brain bringing much need oxygen and glucose need to function efficiently.

The next three slides are an overview of NASPE's Quality Physical Education Checklist. They are self-explanatory and provide a national guideline for what physical education programs should look like.

2004 Research Review is cited in SPARK by Ratey Slide

Professionals ranging from kinesiologists to pediatricians reviewed over 850 studies on effects of physical activity on school age children. The studies focused on obesity, cardiovascular fitness, blood pressure, depression, anxiety, self-concept, bone density, and academic performance. The panel recommended all children participate in one hour or MORE of moderate to vigorous physical activity a day.

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Classroom Management Skills So Effective a Principal Would Envy Them!

By
Joseph Garvin

I had the honor of presenting this past November in Rapid City, South Dakota. I enjoyed meeting the officers, who were more than willing to assist me in presenting a successful break-out session. South Dakota is a beautiful state, and second to none in regard to their physical education teachers. After my session, I enjoyed meeting the physical educators, with which I had a chance to discuss some of the components I had covered in my presentation. Please note the following break-out description and the five components from my presentation.

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. Conflict is an inevitable part of growing up. Can you stand tall and not take the “debate bait?” Teachers on average are losing 5-9 hours a week on low level behaviors. Participants will learn to increase instruction time, academic learning, and decrease discipline challenges even if you are a veteran, new teacher, coach or recreation leader.

Please note the five components:

1. Do you have students who challenge in your school? Conflict is an inevitable part of growing up. Self Control is how to remain calm and respond correctly, and the instructional climate will remain positive. Self control strategies are designed to assist the teacher in remaining calm and deliver the curriculum, no matter what condition the environment is in.
2. The most unchallenged assumption in schools today is that kids are coming to school ready and willing to learn. We have a whole generation of kids today that are showing up to school unsocialized. The second component is called Teach-To's and they can be traced back about 40 years. Many administrators will make the statement that in the first days of school it is critical that you teach the behaviors, but don't provide guidelines on how to establish behaviors. We have the format for this and want to share it with you.
3. The third component is called Refocus. With refocus, you can learn to wipe out 80 -90% of the pesky, classroom misbehaviors. In every classroom across America and every home children challenge teachers and parents, and one of

our beliefs that I alluded to earlier is that conflict is inevitable. Very functional teachers will learn to ask once, and have high standards and normally get what they want. Refocus is powerful.

4. Classroom Arrangement. This portion provides teachers with 25 different arrangements for teachers to utilize, all of them having been created by master teachers from across the country.
5. The final component is Unconditional Positive Regard. In this segment, we teach teachers how to treat kids with dignity and how to find a way to like every child. Why? If you treat kids unconditionally, if every child knows that he or she is a guaranteed member in your classroom no matter what, they are less likely to challenge and more likely to work for you. Developing a positive relationship with students pays dividends in the classroom that is measurable through their work and their attitudes towards staff and peers in the school.

I teach elementary physical education, DAPE, and coach football and girls basketball in Lake City, Minnesota. Please note if you have any questions, don't hesitate to contact me. jgarvin@lake-city.k12.mn.us



2009 SDAHPERD State Convention

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

Special guests at the SDAHPERD convention included Super Girl (LeAnn Vette), Wonder Woman (Sheri Keck), and the infamous Super Man/Clark Kent, Kelly Cook, President of the Central District Association of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

Dr. Terry Eckmann (below left) served as the Keynote Speaker at the annual Awards Banquet.



Friendly faces were commonplace in the exhibits area.

The convention schedule supplemented classroom presentations with break-out sessions at the Rapid City Swim Center and Ice Arena. Sessions included spinning (above) and curling (below). Other sessions included kayaking, water aerobics and self-defense.



2009 SDAHPERD AWARDS

The following people were recognized at the annual Awards Banquet during the SDAHPERD Convention in Rapid City:

- Rob Ingalls, Elementary Teacher of the Year, Tea Elementary, Tea
- Chris Andersen, Middle School Teacher of the Year, Patrick Henry Middle School, Sioux Falls
- Rose Dubois, High School Teacher of the Year, Rapid City Central High School
- Randy Hagen, K-12 Health Educator of the Year, Rapid City Central High School
- Vicki Semmler, Dance Educator of the Year, Washington High School, Sioux Falls
- Gale Wiedow, College/University Physical Education Teacher of the Year, Dakota State University, Madison
- Carmen Robinson, South Dakota Pathfinder, Yankton Middle School, Yankton



Vicki Semmler receives the Dance Educator of the Year Award from Sheri Keck, SDAHPERD President.



Rose Dubois (above left) receives a jacket from Sheri Keck in recognition of being selected as the 2009 High School PE Teacher of the Year.

Curt Robertson (below left) received the 2009 'Friend of SDAHPERD Award' for his work with the National Archery in the Schools Program.



Rob Ingalls, Elementary PE Teacher of the Year, is pictured with Marilyn Jensen from USD

Randy Hagen (right) of Rapid City Central was recognized as the 2009 Health Educator of the Year



Chris Andersen and Gale Wiedow (below, left and right respectively) were honored as recipients of the Middle School and College/University PE Teachers of the Year



Disc Golf Grows in Popularity

Submitted by Robert Sullivan

The modern day version of disc golf began in the early 1960's. Courses then were made of objects such as trees, trash cans, light poles, chicken wire baskets, and pipes. The game evolved with the invention of the Disc Pole Hole catching device, introduced in 1975 which is commonly used today. It was in the same year that the first disc golf course was created and disc golf as we know it today was born.

The game has grown rapidly ever since. The game provides low cost recreation for communities, with maintenance costs of the courses also being minimal. The number of courses in the United States has grown rapidly over the last few years, with an estimated 3,000+ disc golf courses in the United States today. Roughly 1,600 courses have been created in the past 3 years. South Dakota has 35 disc golf courses, ranging from 9 to 18 holes. The sport is not only inexpensive to the community, but for players as well. Discs cost anywhere from \$7 and up.



Disc Golf is also an activity that can be used in Physical Education class. Courses can be set up on areas a little bigger than a football field. With tight budgets, holes could be created from standing natural objects or Physical Education equipment strategically placed around the field. Equipment such as hula hoops, cones, or any other types of baskets that may be available work well for the holes. It is a fun game that teaches fine motor skills and sportsmanship.

http://www.discgolfcourses.org/south_dakota.html

<http://www.discgolfassoc.com/park-recreation/index.html>

<http://www.discgolfassoc.com/education/history-of-discgolf.html#>



Members of the SDAHPERD Board of Directors met during the 2009 convention in Rapid City. Board members include (Back Row, L-R): Cheryl Miller, Treasurer; Gale Wiedow, Executive Director; LeAnn Vette, President-Elect; Chris Andersen, VP-Dance; Craig Ullmann, VP-Elect, Leisure and Recreation; Danielle Schlecht, Student Representative, USD; Dave Mudder, VP-Health; Scott Klungseth, VP Sport and Physical Education. Front Row (L-R): Sheri Keck, President; Kelly Knutson, Past-President; Theresa Adel, VP-Elect, Dance; Breon Schroeder, Student Representative, BHSU; and Bob Sullivan, VP, Leisure and Recreation.

Elections during the annual business meeting of the Association resulted in Chris Andersen's election as President-Elect and Breon Schroeder's election as VP for the General division.

**Attention All
Physical Education
Teachers!
You are invited to
be our guest....**

What: Physical Education Summer Clinic

Where: Harrisburg South Dakota (at our NEW high school)

When: June 29th and June 30th

Why: Provide a opportunity for PE teachers to come together and learn new things about and for our profession. COLLEGE CREDIT AND RENEWAL CREDIT AVAILABLE.

There will be more information on the clinic to come. If you would like to be added to my clinic e-mail please contact me at: ronette.costain@k12.sd.us. Please pass the word to any PE teacher you know. We look forward to seeing you all again this summer.

In Good Health,
Ronette Costain
Harrisburg, SD



Presidential Memorandum -- Establishing a Task Force on Childhood Obesity

MEMORANDUM FOR THE HEADS OF EXECUTIVE DEPARTMENTS AND AGENCIES

Establishing a Task Force on Childhood Obesity. Retrieved February 21, 2010 from: <http://www.whitehouse.gov/the-press-office/presidential-memorandum-establishing-a-task-force-childhood-obesity>

Across our country, childhood obesity has reached epidemic rates and, as a result, our children may live shorter lives than their parents. Obesity has been recognized as a problem for decades, but efforts to address this crisis to date have been insufficient. My Administration is committed to redoubling our efforts to solve the problem of childhood obesity within a generation through a comprehensive approach that builds on effective strategies, engages families and communities, and mobilizes both public and private sector resources.

Nearly one third of children in America are overweight or obese -- a rate that has tripled in adolescents and more than doubled in younger children since 1980. One third of all individuals born in the year 2000 or later will eventually suffer from diabetes over the course of their lifetime, while too many others will face chronic obesity-related health problems such as heart disease, high blood pressure, cancer, and asthma. Without effective intervention, many more children will endure serious illnesses that will put a strain on our health-care system. We must act now to improve the health of our Nation's children and avoid spending billions of dollars treating preventable disease.

Therefore, I have set a goal to solve the problem of childhood obesity within a generation so that children born today will reach adulthood at a healthy weight. The First Lady will lead a national public awareness effort to tackle the epidemic of childhood obesity. She will encourage involvement by actors from every sector -- the public, nonprofit, and private sectors, as well as parents and youth -- to help support and amplify the work of the Federal Government in improving the health of our children. But to meet our goal, we must accelerate implementation of successful strategies that will prevent and combat obesity. Such strategies include updating child nutrition policies in a way that addresses the best available scientific information, ensuring access to healthy, affordable food in schools and communities, as well as increasing physical activity and empowering parents and caregivers with the information and tools they need to make good choices for themselves and their families. To succeed, these efforts must be strategically targeted, and accountability should be clear. They will help our children develop lifelong healthy habits, ensuring they reach

their greatest potential toward building a healthier and more prosperous America. To these ends, I hereby direct the following:

Section 1. Establishment of the Task Force on Childhood Obesity. There is established a Task Force on Childhood Obesity (Task Force) to develop an interagency action plan to solve the problem of obesity among our Nation's children within a generation. The Assistant to the President for Domestic Policy shall serve as Chair of the Task Force.

(a) **Membership of the Task Force.** In addition to the Chair, the Task Force shall consist of the following members, or any senior official designated by one of the following members who is a part of the member's department, agency, or office, and who is a full time officer or employee of the Federal Government:

- (1) the Secretary of the Interior;
- (2) the Secretary of Agriculture;
- (3) the Secretary of Health and Human Services;
- (4) the Secretary of Education;
- (5) the Director of the Office of Management and Budget;
- (6) the Assistant to the President and Chief of Staff to the First Lady;
- (7) the Assistant to the President for Economic Policy; and
- (8) the heads of other executive departments, agencies, or offices as the Chair may designate.

At the direction of the Chair, the Task Force may establish subgroups consisting exclusively of Task Force members or their designees under this section, as appropriate.

(b) **Administration of the Task Force.** The Department of Health and Human Services shall provide funding and administrative support for the Task Force to the extent permitted by law and within existing appropriations.

Sec. 2. Mission and Functions of the Task Force. The Task Force shall work across executive departments and agencies to

Continued



Presidential Memorandum (continued from previous page)

develop a coordinated Federal response while also identifying nongovernmental actions that can be taken to solve the problem of childhood obesity within a generation. The functions of the Task Force are advisory only and shall include, but are not limited to, making recommendations to meet the following objectives:

- (a) ensuring access to healthy, affordable food;
- (b) increasing physical activity in schools and communities;
- (c) providing healthier food in schools; and
- (d) empowering parents with information and tools to make good choices for themselves and their families.

Sec. 3. Interagency Action Plan. Within 90 days of the date of this memorandum, the Task Force shall develop and submit to the President a comprehensive interagency plan that:

- (a) details a coordinated strategy by executive departments and agencies to meet the objectives of the Task Force and identifies areas for reform to ensure complementary efforts and avoid duplication, both across the Federal Government and between other public or nongovernmental actors;
- (b) includes comprehensive, multi-sectoral strategies from each member executive department, agency, or office and describes the status and scope of its efforts to achieve this goal;
- (c) identifies key benchmarks and provides for regular measurement, assessment, and reporting of executive branch efforts to combat childhood obesity;
- (d) describes a coordinated action plan for identifying relevant evidence gaps and conducting or facilitating needed research to fill those gaps;
- (e) assists in the assessment and development of legislative, budgetary, and policy proposals that can improve the health and well-being of children, their families, and communities; and
- (f) describes potential areas of collaboration with other public or nongovernmental actors, taking into consideration the types of implementation or research objectives the Federal Government, other public actors, or nongovernmental actors may be particularly well-situated to accomplish.

Sec. 4. Outreach. Consistent with the objectives set out in this memorandum, the Task Force, in accordance with applicable law, and in addition to regular meetings, shall conduct outreach

with representatives of private and nonprofit organizations, State, tribal and local authorities, and other interested persons that can assist with the Task Force's development of a detailed set of recommendations to solve the problem of childhood obesity.

Sec. 5. General Provisions. (a) The heads of executive departments and agencies shall assist and provide information to the Task Force, consistent with applicable law, as may be necessary to carry out the functions of the Task Force. Each executive department, agency, and office shall bear its own expense for participating in the Task Force.

(b) Nothing in this memorandum shall be construed to impair or otherwise affect:

(i) authority granted by law to an executive department, agency, or the head thereof; or

(ii) functions of the Director of the Office of Management and Budget relating to budgetary, administrative, or legislative proposals.

(c) This memorandum shall be implemented consistent with applicable law and subject to the availability of appropriations.

(d) This memorandum is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.

Sec. 6. Publication. The Secretary of Health and Human Services is authorized and directed to publish this memorandum in the *Federal Register*.

BARACK OBAMA

Check out ***The Surgeon General's Vision for a Health and Fit Nation*** (January, 2010) by going to:

<http://www.surgeongeneral.gov/library/index.html>

Direct references to high-quality physical education!

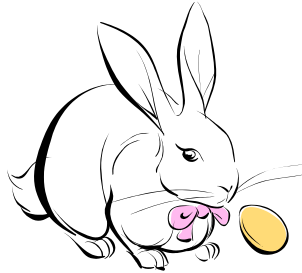


Lesson Plans and Activity Ideas

SPELLING EGGS-ERCISE HUNT

GRADE LEVEL: 1-4

EQUIPMENT: Plastic or paper eggs with a letter written on each one. You need enough eggs for the matching letters on your spelling list, enough cones to cover each egg, and 6 different colored hoops (representing each team).



FOCUS: Cardiovascular fitness, Easter fun, spelling and teamwork

ORGANIZATION: Set out the cones in rows on one half of the gym. The class will be divided into six or more teams. Each team sits in a line, behind their colored hula hoop, on the other end of the gym.

DIRECTIONS: The object of the game is for each group to find all of the eggs that they need to spell the word/words that is assigned to their group. They need to bring the eggs back to the hula hoop and place them in the correct order and spell the word correctly. This is a relay activity. On the signal, the first player in each line runs to any cone to find a lettered egg he/she needs for their word. If the letter on the egg is not something they need, they must place the cone back over the item. He/she continues to look under as many cones as they need to until they find a letter they need. Once they find one, they take it back to their hula hoop. Each student takes a turn until they have spelled the word or words they are looking for.

Variation: instead of using spelling words from the classroom have them spell locomotor skills. Once they spell the word they have to do that locomotor skill around the gym.

Submitted by Theresa Adel
Belle Fourche



Pound the Pedometer Challenge

Ronette Costain
Harrisburg

We are trying something new with our staff wellness challenge as well as my kids Health Harrisburg Challenge this year and I would like to tell you a little about them. Each year we do a staff challenge of some sort that is supported by our insurance company. They give a cash incentive at the end of the challenge. We got Avera McKennan to donate enough pedometers for every staff member in our district. Then I called on Sandford to help me out with one for the 500 kids I have at my elementary school. After the kind generosity from each of these hospitals we are off to the right STEP!

The staff wear theirs from the time they get up in the morning until they go to bed each night. We set up an attachment on our school web pages and they send me their results once a week. At the end of the month we give the top female and male a gas card as the prize. At the end of the challenge everyone who reaches the goal will get a t-shirt and the money prize from the insurance company. We have over 75 people participating which is GREAT.

I decided to try it with my little kids. K-1 are doing their pedometer challenge by wearing them each gym time and we have a spreadsheet where the kids are learning to read me their numbers and we record. Children in grades 2nd-5th were each given their own pedometer to keep. They, like the teachers, record their steps each week and send me their results on the computer. Students who do not have a computer at home give me their steps on paper. They earn small prizes like Frisbees, mini volleyballs and mini footballs, pedometers and dog tags. There are about 70 participants 2-5. We have only done it for a month but are finding we will have to make some adjustments next year with lost pedometers and being able to put in their results. They really love seeing how they do each day and we are talking about their results, like why we have less steps if we are on scooters verses playing tag etc.

The class in each grade with the most participants will have a traveling trophy to keep in their classroom for the month. I will also take a picture of all those that reach the goal and post it on my school web page. Students love seeing themselves on there.

Anyone wanting more information feel free to drop me a note. I am always glad to share with others. That is what makes our profession great is the sharing of great games and ideas.

A Technological Treasure Hunt

by Craig Ullmann

Georgia Morse Middle School, Pierre

What do you get when you have million dollar satellites, an old ammo box, some leftover junk and a GPS? A call to Homeland Security? NO! It's high tech game of hide and seek! Geocaching! I will not bore you with a long history lesson on how it got started, but here is the short version. The GPS, or Global Positioning System, was developed for the Department of Defense and was intended for military use; therefore, the signals were scrambled. However, on May 1, 2000, President Clinton announced that this scrambling would be turned off and civilians would be able to enjoy accuracy of a GPS to 10 meters. Two days later Dave Ulmer hid a bucket of trinkets and a log book in the woods outside Portland, Oregon, and posted the location on the net. This was the beginning of a world wide hobby coined "Geocaching".

I first learned about Geocaching in 2007 at the annual SDAH-PERD convention. So obviously I am not the first PE teacher in South Dakota to try geocaching, nor am I the expert. I am just passing along knowledge that I acquired at the convention and those things I have learned by trial and error. Of course being all jazzed up after the convention I did what most people do.....call in an expert. I called up a good friend of mine, Chad Tussing who works for the South Dakota Game Fish & Parks. Chad had the knowledge and more importantly had the GPS units to conduct a class. So after two years of Chad lending his expertise and conducting the geocaching unit he moved to Rapid City to work for the West Campus, and left me to teach the unit all by myself.

Not that I have the model program, but I thought I would share with you what we do with our 8th grade students here at Georgia Morse Middle School in Pierre. Of course the first major obstacle is to obtain the GPS units. There are two routes you can take. One, you can buy the units for around one hundred dollars each, depending upon what model you choose. I would recommend the Garmin Geko or E-Trex because they are easy to teach kids to use. Of course buying a bunch of units can be costly. There are programs out there that will give technology grants to schools. I chose to go the other route. I borrow mine from the Game Fish and Parks. They have been very good about loaning them out to me if I let them know ahead of time. We have limited class time and limited time with the GPS units, so as of now we only spend 2 class periods geocaching. Half of day one is spent in the classroom talking about geocaching, history, what is it, how to do it. Some of the things we highlight are:

* You don't need a high-dollar GPS unit. Any unit that you can enter coordinates into can be used for geocaching.

- * If you take something out of the cache, make sure you replace it with something of equal or greater value.
- * Try to not to let people see you find the cache! Stealth is required.
- * Replace the cache EXACTLY how you found it.
- * Remember that you don't get to turn your brain off when you turn your GPS unit on. You can get yourself into trouble if you spend more time looking at that little screen than at your surroundings. Besides, there are a lot more interesting things to see when you're outdoors. Enjoy the scenery!

After we get past the classroom stuff I take them outside and teach them how to enter three coordinates, and navigate to those 3 coordinates. I pick some easy ones for this part; I choose a bush, a flag pole, a goal post...just something easy for them to get to.



Day two becomes the challenge. We have a nice park area near our school where I place five caches. I use two 5-6 inch PVC pipes, two fake rocks, and one small metallic nano. Each group is assigned a name; I like to use an animal that we normally find in our area, such a squirrel, deer or skunk. Each cache has a key keyword for each group (animal). When the group finds the cache they record the keyword for their group (animal). This helps keep the groups from telling each other the keywords instead of not searching for the cache. I also have each group going to different locations at different times and instruct them to complete the geocache course in order. Confused? I am and I am writing this article.

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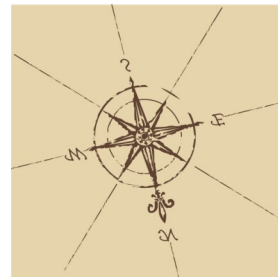
Geocaching (continued)

Here is an example. Group 1 we will call the squirrels. The squirrels will be handed a piece of paper with the 5 coordinates. They will enter the coordinates for cache number one and navigate to the cache. Each coordinate will have a hint to where the cache may be hidden. For example, a cache hidden between rocks you could use, "between a rock and a hard place." Or maybe you can use a scrambled vocabulary word! Once the squirrels find the cache they will carefully open up the cache and write down the key word that is next to the picture of their group. Or you could have them sign a logbook as well.



To keep the kids from giving up the locations of the caches to the other classes, I like to move the cache by changing the coordinates between classes by a few feet. This does take a quite of bit of planning before hand, and double checking your coordinates. Other activities that you can try are to have group races to set coordinates. Activities are endless. If you are looking for ways to incorporate science, math, English or any other subject, then geocaching is a good way to accomplish this. This is a great activity to get the kids outside and use technology all at the same time! After the day hunt I like to bring them back together, show them the geocaching website (<http://www.geocaching.com>) which gives the coordinates to all the Pierre caches and beyond. Geocaching is a great leisure activity that you can have the whole family participate in and get OUTSIDE.

If you have questions or comments about starting a program, feel free to contact me at craig.ullmann@k12.sd.us or Chad Tussing at chad.tussing@state.sd.us.



Middle School Winter Olympics

Submitted by Dave Mudder
Garretson Schools

This being the year of the Winter Olympics, I put together an Olympic unit with my middle school class. We divided into teams and came up with the events and their point values for placing in each event. I also let students come up with the name of their country - they were very creative! All events took place in the gym. I set up a figure 8 course with a few obstacles in the way. This idea could also be used, with modifications, for a field day in the spring. If anyone has anything to add, please email me at dave.mudder@k12.sd.us.

Events

- 4-person Cross Country Skiing using buddy walkers that I made.
- 4-person bobsled using scooters that are fastened together (driver, rider, brakeman, pusher).
- 2-person luge with a roller racer and a pusher.

- 2-person bobsled or sled with the scooter (riding how you wish).
- 4-team hockey tournament (I put mats down to divide the gym and play crosscourt. We play a round robin tournament).
- Curling with beanbags and hula hoops, or using frozen gallon water jugs (this is one that could be done on the playground also, along with others).

I conclude my Olympics with a snow ball fight (Dodgeball Tourney)

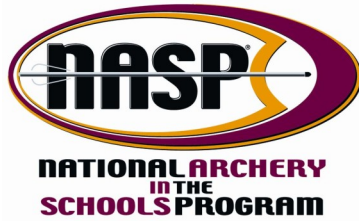
Other ideas:

- Figure skating
- Floor routine in the wrestling room
- Snow shoeing



First Annual South Dakota NASP Tournament

March 27, 2010



Dear NASP Instructor,

Thank you for your participation in the National Archery in the Schools Program (NASP). Because of your schools commitment to archery and NASP, your school is invited to the 1st annual South Dakota NASP Tournament.

The statewide tournament is going to be held at the Mitchell Middle School on March 27th. Schools from across South Dakota will be invited and prizes and trophies will be awarded to individual and team top performers. Individual winners will receive a special edition Genesis Bow for their accomplishment and top teams will receive trophies to acknowledge their accomplishment.

If your school would like to participate, please let me know by February 26th. The only information I need at this time is whether your school will be participating and the approximate number of students that would come from your school. We will work out the schedules, shooting times, etc. as soon as we establish an approximate number of participants.

Thank your for your participation in NASP and I hope to see you on March 27th.

Sincerely,

Curt Robertson
NASP Coordinator-South Dakota
curt.robertson@state.sd.us (605) 773-4506



“Meth Makes You Ugly” - What’s it all about?

Submitted by Christy Hulscher with permission from Prairie View Prevention Services/MAPP-SD

“South Dakota Governor Mike Rounds spearheaded an effort to educate the state’s young people and their parents about the dangers of Meth use with his “Meth Makes You Ugly” campaign. In both 2006 and 2007, the governor scheduled visits and presentations at high schools around the state to introduce the campaign.” As a follow –up, Prairie View Prevention Services/MAPP-SD has contracted with the state to take the “Meth Makes You Ugly” campaign into South Dakota classrooms at no cost to the schools.



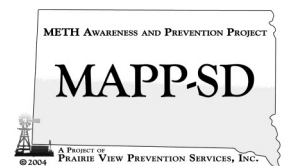
Just recently Audrey Ticknor from MAPP-SD (SESD Coordinator) presented in several schools in Aberdeen sharing with students the importance of meth awareness. Her presentation allowed students to see the types of Meth that are manufactured and even showed the harmful physical effects from facial features to tooth decay. Interestingly enough Audrey became interested with the MAPP-SD organization because she used to be a Dental Hygienist at the State Penitentiary. The following is information on meth from the MAPP-SD website. I would encourage you to contact your MAPP-SD Meth Prevention Coordinator to allow yourself and your students to learn more about this disturbing drug.

MAPP-SD, a project of Prairie View Prevention Services, Inc., is a comprehensive Methamphetamine awareness and prevention project. MAPP-SD is dedicated to:

- ◆ Increase awareness of Meth and the problems associated with its use, manufacture and distribution
- ◆ Provide, at no cost, professional Meth awareness and prevention education to groups and organizations on a community, regional and statewide level
- ◆ Be a no-cost, ongoing resource for South Dakota citizens to deal with issues rising from the manufacture, use and distribution of Meth.

Contact the “Meth Makes You Ugly” Campaign /MAPP-SD through: <http://www.mappsd.org/>
Western SD

Nikkole Abbas
Southeastern SD
Audrey Ticknor
Phone: 1-800-343-9272



Upcoming Grant Opportunities

Dr. Scott Klungseth

We all are very keenly aware of the financial difficulties facing our school districts and specifically our physical education programs. In the past couple issues of the Journal, I have provided tips and suggestions for successful grant searching, and hopefully, grant writing. Below is a list of upcoming grant opportunities that are specific to physical education or allow physical education to be part of the funding opportunity. Not all of the 2010 grant competitions have been announced – when that is the case – I have provided the 2009 deadline so you have an idea when the grant would probably be due this year.

Carol W. White Physical Education Progress Grant (PEP)

Announcement: April 7, 2010

Application Deadline: May 21, 2010

Website: <http://www2.ed.gov/programs/whitephysed/index.html>

Wellmark Foundation Grant

Announcement: 1010 competition not yet announced

Application Deadline: 2009 competition deadline was April 21

Website: www.wellmark.com/foundation/apply/apply_for_funding.htm

ING Unsung Heroes Grant

Announcement: Currently Available

Application Deadline: April 30, 2010

Website: www.ing-usa.com/us/aboutING/CorporateCitizenship/Education/

SD Healthy School Award

Announcement: 2010 competition not yet announced

Application Deadline: 2009 competition application was due May 29

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

National Bowling Foundation

Announcement: 2010 competition not yet announced

Application Deadline: 2009 competition application was due June 15

Website: <http://www.bowlingfoundation.org/GrantInfo.aspx>

Saucony Run for Good Foundation

Announcement: 2010 competition not announced yet

Application Deadline: 2009 competition application was due June 13

Website: <http://www.sauconyrunforgood.com/>

National Archery in Schools Program

Announcement: Currently Available

Application Deadline: No set deadline

Website: <http://www.sdgfp.info/learning.htm>

Tony Hawk Foundation Skate Park Grants

Announcement: Currently available

Application Deadline: October 1, 2010

Website: <http://www.tonyhawkfoundation.org/skatepark-grants/apply/>

DSU Exercise Science student presents research to the State Legislature

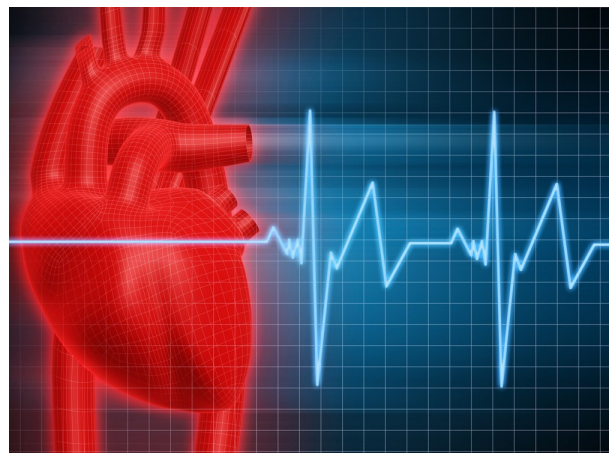
Lisa Chase, a senior majoring in Exercise Science at Dakota State University was one of seventeen students selected state-wide as part of the *2010 Student Research Poster Session* held Thursday, February 11, at the State Capitol Rotunda in Pierre.



Her research titled, “Determinates of Senior Adults and the Relationship of Strength Training” was partially funded from a Student Research Initiative Grant awarded by DSU during the Fall Semester of 2009. The seventeen students representing state-wide institutions are pursuing research in a variety of disciplines. Lisa Chase was the only representative with a health and fitness background. “The work of these student researchers is

nationally competitive,” said Gary Johnson, system vice president of research for the South Dakota Board of Regents. “Their excellent work demonstrates firsthand the important linkages between research and a quality higher education experience.”

Lisa is a native of Salem, SD and plans to pursue Cardiac Rehabilitation as a career goal after graduating from DSU at the end of the fall 2010 semester.



Jump in with millions of kids across the nation to save lives!

Heart disease is our nation's No. 1 killer; stroke is No. 3 and a leading cause of serious disability. Every year, about 870,000 Americans die from cardiovascular diseases and stroke. That's about 36 percent of all deaths.

These diseases may remain critical problems in the future because of poor lifestyle habits among American adults and children. For example, only one of 10 Americans participates in 30 minutes or more of vigorous activity every day. In addition:

- Nearly one-third of children across the country are overweight or obese.
- 4 million children have above-normal blood pressure.
- 27 million children have high cholesterol.

Healthy lifestyles can help prevent heart disease and stroke. Eating healthy, nutritious foods, being physically active, staying tobacco-free, and maintaining a healthy blood pressure and weight are all part of a healthy lifestyle. **Jump Rope For Heart** and **Hoops for Heart** help get this message across to students.

Jump Rope For Heart and **Hoops for Heart** promote the value of physical activity to elementary and middle school students while showing them they can contribute to their community. This is a time when children can establish the foundation for movement skills. These are also the years when positive learning experiences can help establish a positive attitude and appreciation for participating in regular, daily physical activity for life.

The dollars raised will go to the American Heart Association to help pay for new medicines, treatments and research for fighting heart disease. Your students who participate in **Jump Rope For Heart** and **Hoops for Heart** also get to have fun and learn about their own hearts – how the heart works and how to protect it!

In addition, a portion of the dollars raised through **Jump Rope For Heart** and **Hoops For Heart** events come back to the South Dakota Association for Health, Physical Education, Recreation and Dance to be used for professional development; to advance the standards and quality of teaching in South Dakota in health, physical education, recreation, and dance; and to promote healthy lifestyles among the citizens of South Dakota.

Visit americanheart.org/jump or americanheart.org/hoops and click on the "Event Coordinators" box to get started. Once you register with the American Heart Association, you get every-



thing you need to conduct your event. The Coordinator's Guide is packed with step-by-step instructions to help you generate excitement and hold a great event.



You can schedule your event whenever it's most convenient for you and your school.



It can be held on one day or over several days.



You can use any of the creative ideas outlined and diagrammed in the Coordinator's Guide or on the website for group activities and skills ideas.



You can involve parents, community leaders, sports figures or local radio disc jockeys – or come up with your own unique touches.

Jump Rope For Heart and Hoops For Heart are co-sponsored by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance. For more information, call 1-800-677-5481.



Good Reads for Health and Physical Education Teachers

Dr. Scott Klungseth

One of the benefits of being a professionally active teacher, utilizing conventions, conferences, listservs, etc...., I get to pick the brains of many people in asking the what books they highly recommend for a variety of reasons. These reasons can be enjoyment, professional development, lesson ideas, grant writing, etc... - any topic that you might be interested in. Below are six books that I personally recommend for any health and physical education teacher to read. Each book is recommended for different reasons but I have found each to very useful either personally, professionally, or both.

“Making Money on the Sidelines: A Game Plan for Getting Started” by Mariah Burton Nelson

This book is published through the American Association for Physical Activity and Recreation (AAPAR). AAPAR is one of the sub-organizations of AAHPERD. I highly recommend this book for any teacher, coach, administrator you are thinking about, planning, or has started any type of sideline job to provide financial enhancement in their lives. These sideline jobs can be anything from athletic camps, to consulting, to writing, to clinics, really anything side job you can think of.

The book is written in a very easy to read, simple manner. The book doesn't go into great in-depth detail on how to start a business, but provides very good information to get you starting in the right direction, organizing your thoughts regarding the potential for developing a side job, what side jobs might match you the best, determining if you are ready to start a side job, understanding your potential strengths and weaknesses, get you started in determining naming and marketing, and how to financially maximize yourself.

“Physical Educators’ Guide to Successful Grant Writing” by Louis Bowers

This book was referenced many times in my previous articles in the SDAHPERD Journal and in many of my grant writing and grant searching presentations at various conferences. This book is published by the National Association for Sport and Physical Education (NASPE). NASPE is one of the sub-organizations of AAHPERD. This book is written specifically to help physical educators, health educators, fitness professionals, and recreation professionals in the grant writing process.

We all understand the financial issues that physical education programs and recreation programs face in these tough economic times. Finding and successfully writing proposals for outside funding can be the engine to improve your program in a wide variety of ways. This book includes ideas and guidance for creating a grant project, searching for funding, writing the proposal, and managing a grant award.

“Five Dysfunctions of a Team: A Leadership Fable”

by Patrick Lencioni



This book is designed for business professionals but is directly applicable to any team situation (athletics, family, classroom, etc...) I like the fact that the book starts out with a fictional story that describes the five dysfunctions that plague most teams. This provides a very interesting story that is a captivating read that you will not want to put down. After the fictional story is done, then Lencioni provides several chapters providing greater detail into the dysfunctions, how to identify them, how to work through them, and how to solve them. If I have teams that I coach that have team bonding or leadership issues I go back to this book and review the dysfunctions and the potential ways to solve these problems. I then work to identify the dysfunctions within my team and implement correcting strategies.

“First Things First” by Stephen R. Covey

First Things First is a time-management book. I know there are literally 100's of time management books out there with a wide variety of systems that people can incorporate into their daily lives. I am not going to say I have read very many – but this is one that was recommended to me by someone I hold in extremely high praise. Upon reading the book I was very impressed with it and have implemented a fair amount of it into my daily life. The book takes a different approach in that it does not provide “shortcut techniques” or “be more efficient” strategies.

For me, the book really helped me examine what was important in my life and not necessarily focus on what was urgent in my life. Many times we understand our families are very important but we tend to focus on the urgent requirements of our jobs or finances. The strategies in the book have helped me to focus on the importance of family and making sure that family takes a front seat each day.

“Chicken Soup for the Teacher’s Soul: Stories to Open the Hearts and Rekindle the Spirit of Educators”

by Jack Canfield

I know the various “Chicken Soup” books are very well liked by many, and then some find them to be unimportant. For me this is a great coffee table/toilet seat book. It is not a book that I feel I need to have 30 minutes or more to read at a time to get enjoyment or information out of. The book provides very good quick reminders as to why we are teachers, how

Continued

Lesson Plans and Activity Ideas

Arctic Unit: Clothing Relay

Submitted by Tracy Nelson, SDSU



National Standard: 1

Equipment: Winter coat, gloves, boots, hat, scarves, (Have students bring their own)

Grade: 1st grade unit (could be done K-2)

Purpose of Event: Cardiovascular

Time: 10-15 minutes

Description:

Divide class into groups of 3-4. Place winter clothing at one end of the gym. Students line up at the other end of the gym. On the signal, the first student runs to the other end of the gym and gets one piece of winter/arctic gear and puts it on. Then runs back to their team and "hands" it off to the next runner. Continue in this fashion until all of the gear is picked up and back at the start line. The last student should be wearing all of the arctic gear!

Concerns: Run carefully with boots!

This idea is from: My first grade teachers here at Hillcrest! Great job ladies!

SDAHPERD Welcomes New Life Members

SDAHPERD would like to welcome Janelle Rauterkus (Spearfish), Brian Moser (Rapid City) and Mark Ammann (Wall) as our newest Life Members. Life membership is available to any South Dakota AHPERD member (see page 31 of this issue for the membership form).

Janelle’s membership was provided as a “Pay It Forward” donation by LeAnn Vette and Annette Johnson, colleagues at Spearfish Middle School.



Welcome Janelle, Brian and Mark!



Brian Moser shown enjoying snowshoeing with students in his Southwest Middle School classes.

Good Reads (continued)

much our teaching really does mean to our students, and basically quick vignettes to replenish our batteries.

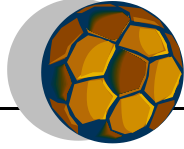
“Tuesdays With Morrie: An Old Man, a Young Man, and Life’s Greatest Lesson” by Mitch Albom

This is a book that has nothing and has everything to do with being a teacher or a coach. The lessons, morals, values provided by this book will be an incredible reminder of what you want to be as a person, what you want to emphasize in your life, what things are really important in a person’s life, and what we tend to take for granted in our very busy lives. The book will bring forth your emotions and make you think about what you want your legacy to be and the qualities you would like people to associate with you.

Lesson Plans and Activity Ideas

Arctic Stations

Submitted by Tracy Nelson, SDSU



National Standards: 1, 3, 4, 5

Equipment: Lots of mats, balls, pins, small balance beam, tunnel, scooters, cone and stick, etc.

Grade: 1st grade Arctic Unit

Purpose of Event: The first graders are learning about the Arctic, I wanted to do an Interdisciplinary Unit to help promote the learning. We used lots of cardiovascular movement and throwing. Check with your classroom teachers and see if they do a similar unit; or any cold winter day will work! Learn/demonstrate Citizenship!

Time: 10-15 minutes (set up time 10+ minutes)

Description:

Set Up: Around the outside of the gym I placed the equipment, and between the "stations" I put floor mats down so the students had a "snowy" path to follow to the next station. I didn't time them, I allowed them to move from one spot/station to the next as they were ready. Some students made it 6+ times around, and some only 2-3. (I only limited the time on the scooter to keep the students moving.)

Before the students came, I turned off most of the lights, and turned on some flash lights to represent the Northern Lights or 24 hours of Darkness. The students loved it! But keep in mind safety!

First the students went out the Igloo (small tunnel to crawl through) and then to a snowy path (floor mats). This path lead to a cave they needed to explore (mat ring) the cave lead them to a snowy path (floor mats) in an open field. This was a good spot for sledding (scooters) around the Arctic Circle and the North Pole (cones with a stick in the middle). We had to limit ourselves to one trip around the Arctic Circle and North Pole. Because we found another snowy path! (floor mat)

However, this path was made by a POLAR BEAR! (we Bear Crawled down this path) The path lead us to a Mountain (incline wedge, laid flat on the floor).

After we climbed the mountain, we went to another snowy path. And at the end of the path we found Penguins (bowling pins)! Now, we know penguins are NOT found in the Arctic, so we needed to send them back home! (Hit the pins with koosh balls). (After students knock them down, they set them back up so they are ready for next student)

After getting rid of the pesky penguins, we followed the next snowy path (floor mat) to an Icy Bridge (low balance beam, with a mat under it) and at the end of the bridge was another Carve (Round mat) that lead us back to our Igloo, where we made some hot chocolate (throw white balls into baskets). And then, we repeat the adventure!

Pictures at the start/end of snowy paths are great cues to show students what to do next or where to go!~

Concerns: Make sure they move safely and carefully. Behinds only on the scooters. You will need to determine what is safe in your gym with the dimming of the lights. Train them to 'pickup/replace' any mess they made so it will be ready for the next group! Be a good Citizen!

This idea is from: Tracy Nelson



Lesson Plans and Activity Ideas

Berenstain Bears On The Moon

Submitted by Tracy Nelson, SDSU

National Standards: 1, 4

Equipment: Berenstain Bears on the Moon: by Stan & Jan Berenstain, scooters (1/student), poly spots, bean bags, balancing equipment, rock balls (moon rocks) (optional), music

Grade: K-1



Purpose of Event: Balance, body and space awareness; Cognitive application of knowledge

Time: 10-15 minutes

Description:

Scatter poly spots and bean bags around the area. Poly spots represent moon craters and bean bags represent moon rocks.

Line up scooter on one side of gym (Earth: I print out a picture of Earth and hang it up near scooters)

The teacher begins the lesson reading the book "The Berenstain Bears on the Moon." Then students begin the activity portion of the lesson by sitting on a scooter on the "Earth" side of the gym. Integrating the details of the book into this, explain they are going to fly to the moon in the rocket ship (scooters). Have the class countdown to blast-off and ride their rocket (scooter) to the moon (assigned area of gym).

When they arrive, their rocket becomes a moon-mobile. Ask them to ride in all different directions and pathways around the moon avoiding the craters and rocks (poly spots/bean bags). Next, have them park their moon-mobile and step out for a walk on the moon. You can have them walk slowly, explaining the concept of no gravity as well. (Moon jumps, and other creative movements: slow motion, twist, turn, etc.)

Finally, they can collect moon rocks (rock balls are great otherwise bean bags work, too) and balance them on different body parts as they walk. Other balancing equipment can be used to increase difficulty.

Concerns: Move carefully on Scooters and in personal space

This idea is from: Original idea from: www.pecentral.com Melanie Jackson in Salisbury, MD it! But I have changed it to work for me!

The logo for PE CENTRAL features a globe with the text "PE CENTRAL" and "www.pecentral.org" around it. To the right, the text "PE CENTRAL®" is written in large, stylized letters, with "The Premier Web site for Health and Physical Education" underneath. Below this is a red navigation bar with white text and dropdown arrows for: Programs, Lessons, Assessment, BPs, Bulletin Boards, Content, Media, Jobs, and Prof.

Visit PE Central at <http://www.pecentral.org/>



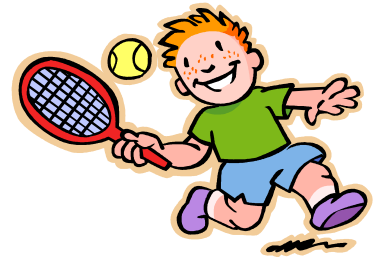
USTA

THE SCHOOL TENNIS PROGRAM

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.

FIT FOR A LIFETIME

Over 20% of children ages 6-18 are overweight, and that number has increased 200% over the past 3 decades. A recent study by the National Association for Sports & Physical Education showed that physically fit children performed better academically. Tennis is one of the few sports that can be played for a lifetime and uniquely benefits children like no other sport. Through tennis kids gain both physical and psychological benefits. Did you know...?



- Tennis players score higher in vigor, optimism, and self-esteem, and lower in depression, anger, confusion, anxiety, and tension than other athletes and non-athletes. (Dr. J. Finn and colleagues, S. Connecticut Univ.)
- Tennis outperforms golf, running, weight-lifting, and many other sports in developing positive personality characteristics like sociability, mental focus, competitiveness, adventurousness, spontaneity, creativity, and assertiveness. (Dr. Jim Galvin, author of *The Exercise Habit*)
- The average person burns more calories playing tennis than doing low impact aerobics, weightlifting, riding a stationary bike, hiking, walking a golf course, or playing softball, baseball, or volleyball. (www.nutristrategy.com)

PROGRAM BENEFITS

- **Professionally conducted teacher trainings**
Our in-services complement a teacher's large group management skills and demonstrate how to present tennis in the physical education class in a fun and safe manner. All necessary materials are supplied by the USTA and the workshop is conducted in your school gymnasium. In-service host receive free equipment.
- **Curriculum materials**
Newly developed teacher friendly lesson plans, instructional DVD, and station signs are available to assist teachers with limited or no previous tennis experience and without requiring access to traditional tennis courts!
- **Tennis magazines for your school library**
FREE subscription to TENNIS, Tennis Life, and USTA magazines for all organizational members
- **Equipment discounts (racquets, transition balls, short court nets)**
Through a partnership with several racquet manufactures, the USTA is able to offer low cost equipment to school programs across the country.
- **USTA network support**
The USTA publishes a wide array of material designed to promote the game of tennis. As part of the USTA School Tennis program, your school may request support materials and seek advice from other physical educators and coaches in the program.
- **Out of School Time program support**

SDAHPERD Journal

Sample program formats, practice plans, coaches' trainings, parent organizer workshops, no-cut high school program recognition & resources, access to exclusive grant opportunities and prestigious awards.

Our Four Main Focuses

High School No Cut Policy
Elementary Intramurals

Middle School Leagues
Physical Education



NECESSARY COMMITMENT

School districts are rewarded with various incentives according to their level of commitment to tennis in the schools. Consult this list to see where you're at and find out what to do to take your program to the next level.

Our School District...	Thus, we are eligible for...
<p>PE Only - Organizes a USTA training for PE teachers and offers tennis in physical education classes</p>	<ul style="list-style-type: none"> Free <i>Pocket Curriculum Guide</i> and sample transition balls for all workshop attendees Ability to purchase discount equipment through USTA partner vendors <i>Access to Buy One – Get One free equipment program*</i> <i>Free subscription to TENNIS, Tennis Life, and USTA magazines*</i> <i>Free 10th Addition Schools Curriculum Package (\$50 value) that includes teacher handbook, instructional DVD, station signs, and pocket guide*</i> <i>Periodic visit from USTA rep to generate excitement for extracurricular or community tennis programs (based on availability)**</i>
<p>Extracurricular Only Offers tennis as an out of school time activity & organizes a USTA training for teachers, coaches or parents.</p> <p>Out of School Time program can be administered by an outside organization but must be promoted in the schools.</p>	<p><i>All of the above, plus...</i></p> <ul style="list-style-type: none"> <i>Access to grants for starting new programs and expanding existing programs*</i>
<p>PE + Extracurricular - Offers tennis in physical education classes AND as extracurricular activity.</p>	<p><i>All of the above, plus...</i></p> <p><i>Grant up to \$200 to paint permanent QuickStart Tennis lines on your courts, gymnasium, playground or any flat surface.</i></p>

**Items in italics require USTA membership. Each participating school must be an active member. Cost per school is \$35 or \$100 (3-year), \$155 (5 year).*

***Limit one visit every 3 years. Membership required. 3-year members are given priority.*

Grants and Equipment packages are based on availability, first come-first serve. Expires 6/1/2010.

Questions? **Tony Stingley**
stingley@northern.usta.com
 952-358-3289



Become a Certified Strength and Conditioning Specialist and Certified Personal Trainer

CSCS/CPT EXAM

"Take pride and distinguish yourself with the gold standard certification in performance or fitness. The Certified Strength and Conditioning Specialist (CSCS) and the NSCA-Certified Personal Trainer (NSCA-CPT) are the most respected and preferred credential to acquire credibility and enhance career opportunities." -Boyd Epley, MEd, CSCS, FNSCA, Director of Coaching

Are you looking to get newly certified or diversify your current certifications? The National Strength and Conditioning Association (NSCA) is proud to offer the Certified Strength and Conditioning Specialist (CSCS®) and Certified Personal Trainer (NSCA-CPT®) Certification exams on June 5th at Dakota State University in Madison, SD. The CSCS® and NSCA-CPT® credentials have gained the reputation among employers and industry experts as being the most respected and preferred fitness-related credentials.

To compare, the CSCS certification was developed for individuals who have demonstrated proficiency in the areas of proper strength and conditioning practices for training athletes in a team setting, while NSCA-CPT certification was developed for individuals who work with active, sedentary, and special population clients in one-on-one situations in a variety of settings including schools, health and fitness clubs, and clients' homes.

The NSCA prides itself in its longstanding commitment to bridging the gap between research and application, and supporting its members through various educational and professional opportunities. We look forward to helping you achieve your strength & conditioning and personal training needs.

JUNE 5TH Madison, SD

Benefits:

- gain the reputation among employers and industry experts as being the most respected and preferred fitness-related credentials
- proficiency in the areas of proper strength and conditioning practices for training athletes in a team setting
- work with active, sedentary, and special population clients in one-on-one situations
- variety of settings including schools, health and fitness clubs, and clients' homes
- bridge the gap between research and application
- supporting its members through various educational and professional opportunities

Rates:

NSCA Member: \$295 (\$260 Early Registration)
Non-Member: \$430 (\$395 Early Registration)

Additional discount of exam price w/ purchase of membership

Test will be taken in the Kennedy Center @ Dakota State University located in Madison, SD

Early Registration Deadline: **Friday, March 26, 2010**

Registration Cut-Off: **Friday, April 9, 2010**

Contact at Dakota State University:

Andrew Shim

Email: andrewshim@dsu.edu

Phone: (605) 256-5659

What you will need:

Register @ www.nsca-cc.org

Find Madison link under the June 5th Date

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

- President-Elect
- VP-Elect, Sport and Physical Education
- VP-Elect, Dance
- VP-Elect, Leisure and Recreation
- 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, 2010

Submit nominations to:
 Sheri Keck, Past-President and Nominating Chair
 2332 Huntington Place
 Rapid City, SD 57702

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

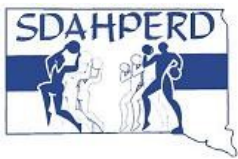
Would you prefer to receive the SDAHPERD Journal by: Mail Email

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



Dakota State University
820 N. Washington Avenue
Kennedy Center 135
Madison, SD 57042-1799

Non Profit Organization
U.S. Postage
PAID
Madison, South Dakota
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RETURN SERVICE REQUESTED