

# SDAHPERD Journal

Volume 25, Number 2 Fall, 2010



Join us in Rapid City on  
February 10-12, 2011 when  
SDAHPERD hosts the Central  
District Convention!  
Details Inside.

**The Hills Are  
ALIVE**  
Active Learning Is Vital Education

## SDAHPERD Journal

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**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:**

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Cover art courtesy of  
<http://www.traveljab.com/>

# President-Elect's Message

Chris Andersen  
Sioux Falls, Patrick Henry Middle School

Dear Members,

**AWESOME!** That was the first word that came to my mind as I was leaving the AAHPERD Leadership Development Conference in Washington, DC this past summer. Traveling for the first time to Washington DC and being able to see the capital of our country was so exciting. The conference started for me with a short meeting of the members of Central District. I had an opportunity to visit with the Executive Directors and President-Elects from each of the nine states in the district. Meeting people from our part of the country and having an opportunity to talk about physical education was really impressive. That evening we walked to the "Old Ebbitt Grill" which is very close to the White House and a popular establishment for many important people of Washington DC. At the restaurant I happened to sit next to our new incoming AAHPERD CEO Dr. Paul Roetert. He was amazing to talk to and I am so happy he will lead our organization! I feel that Paul is a person that has the right vision to positively take our association into the future.

The next day we headed out of the hotel and walked four blocks to the offices of our South Dakota Senators and Representative. We had meetings with assistants from the offices of John Thune and Tim Johnson. We had a chance to talk to the



assistants about ways to get grants and funding to help promote physical education programs. Later on I had a chance to talk to other President-Elects and Executive Directors about their conversations with their own state's legislators. In the afternoon we did get the opportunity to meet with Stephanie Herseth Sandlin and one of her assistants to talk about the importance of physical education. We also discussed ways to fight the severe and disturbing obesity problem in this country. Another highlight of my trip was the presentation by Shellie Pfohl, the new Executive Director of the Presidents Council on Fitness, Sports and Nutrition. Her role will be to work closely with the First Lady, Michelle Obama on her 'Let's Move' campaign to fight childhood obesity. We are so fortunate that she is such a staunch supporter of our organization. This trip really showed me that being around people that are energized, supportive and enthusiastic about our profession was very motivating. I am really looking forward to using many of these ideas during my term as president.

The next day we spent learning about the national association leadership and the different roles it has. There was a couple of presentations about using social networking to keep members abreast of our association and informed about what is going and the states upcoming events. (Just for your reference, we do have a SDAPEHRD Face book page; check it out!)

Some of the other items we discussed in Washington DC were how to find leaders, joint projects (Jump Rope For Heart and Hoops For Heart), award winners, grants, fundraising, and sponsorships - a lot of information we absorbed and sorted through in a short amount of time! I will always remember the great ideas and try to incorporate these ideas into my classroom. My goal is try to pass on the new ideas to the physical education teachers in this state to motivate them so we can be the best we can be!

President-Elect Chris Andersen

*"Movement is a medicine for creating change in a person's physical, emotional, and mental states."  
Carol Welch*

## President's Message

LeAnn Vette  
Spearfish Middle School

I hope this finds many of you back in the swing with your students. Fall is such a fun and busy time of starting fresh and new!

We have been working hard to get the "Hills are ALIVE" FANTABULOUS Central District convention ready to go in Rapid City on February 10 – 12. Be sure to talk with administration and plan to take advantage of the Central District Convention being right here in South Dakota!!

Sheri Keck (convention manager), Lois Boeyink (CD president) and several others have already put in endless hours to make this a fun, exciting and educational experience with a wide variety of sessions and social activities. Check out the program online and get registered now!!

See you in February!!



## 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!**



## Editor's Notes:

Gale Wiedow  
SDAHPERD Executive Director

What an opportunity! Hosting the Central District Convention in South Dakota provides access to programs, presentations and personalities that happens very seldom—in fact, this will only be the 5th time since the founding of Central District in 1933 that South Dakota has hosted the convention (Charles H. McCloy of the University of Iowa was the president—a name we all remember from our History of Physical Education lesson in college(? ☺) ). Although we were off to a sporadic start, we have been fortunate to have hosted the convention about every ten years in the recent past!

And there's more good news! You don't have to join AAHPERD (the American Alliance for Health, Physical Education, Recreation and Dance) to register at member rates—your SDAHPERD membership qualifies for the member rate (although you will save additional money on registration if you are member of both AAHPERD and SDAHPERD). Registration will be available online soon at <http://www.aahperd.org/about/districts/central/convention.cfm>.

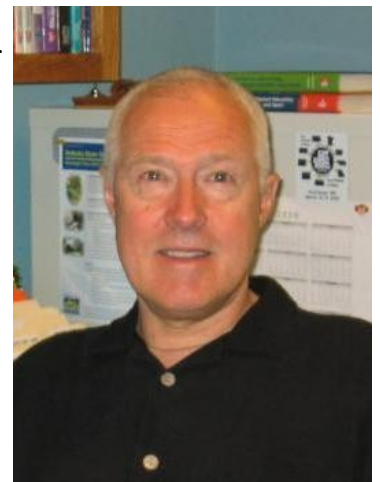
We hope you will join us in Rapid City!

Central District Conventions hosted in South Dakota	
1952-1953	Sioux Falls
1981-1982	Sioux Falls
1990-1991	Rapid City
2001-2002	Rapid City
2010-2011	Rapid City

### And by the way . . .

Don't forget to:

- Nominate a deserving colleague for a SDAHPERD award (see page 12 for the nomination form)
- Nominate a fellow professional for an office in SDAHPERD (see page 29 for the nomination form)



# Central District 2011 Convention

**Join us in Rapid City, SD for:**

## **The Hills Are "ALIVE"**

**Active Learning Is Vital Education**

**February 10–12, 2011**

### **"Everyday Greatness"**

Living life to its full potential is about the choices we make.

*Speakers:* Randy Hagen

Winning State Gymnastics Coach and Co-author of Success Perfect

**AND**

### **"Dream It, Dare It, Do It!"**

Speaker: Elaine Doll Dunn

Educator/Author: Gotta Run: Life is Marathon .

Running on ...A Sole's Journey, A License to Run.

FITNESS: By the Numbers... Count on It

### **Guest Presenters**

- **Shirley Ann Holt/ Hale:** co-author of Children Moving
- **Rose DuBois:** co- author of Success Perfect
- **Robyn Bretzing:** Southern District High School TOY 2008
- **Lisa Sinjem:** CD Middle School TOY 2010
- **Lana Peterson-Pressler:** NASPE Elementary TOY 2010
- **Clayton Ellis:** NASPE High School TOY 2010
- **Vicki Worrell—AAHPERD President:** Town Hall Meeting

Attend our Pre-Convention Workshops on Thursday, February 10, 2011 presenting:

Attend one or all at the same price

- **Move it, learn it, Retain it: Meaningful Movement for the Gymnasium and Classroom—Elementary—GeoMotion**
- **Fitness, Dance and Learning in Action—Secondary—GeoMotion**
- **Hands on soccer and other skill development –Elementary/Secondary—Socci**
- **The First Tee National School Program - Lana Peterson 2010 Elementary TOY**
- **12 Minutes to Fitness: simple activities and equipment that yields complex results - Foundational Fitness**

**For More information:** [www.aahperd.org/about/districts/central](http://www.aahperd.org/about/districts/central)

#### **Location:**

**Rushmore Plaza Holiday Inn**  
505 N 5<sup>th</sup> Street  
Rapid City, SD 57701  
Phone: 605-348-4000

*\*For best rate, reserve before January 19, 2011, and indicate you are with the AAHPERD Central District Association.*

CO • IA • KS • MN • MO • ND • NE • SD • WY



# Active Learning is Vital Education (ALIVE!)

by Lois Boeyink, President, Central District



Acronym, symbols, there are so many these days to abbreviate titles and here is ours.

There are many hills or obstacles that need to be overcome while moving our profession forward. It is up to us to be alive with advocacy. Central District has developed an advocacy power point to meet the needs of every state to help with individual efforts to present to others: school boards, administrators, parents. This will be distributed and demonstrated at convention.

We also must be active in learning to educate our children with all that we know and can find out. This is what we have planned. Shirley Holt Hale, co-author of the book: Children Moving is our guest presenter. She is a true leader in elementary education. Central District has many teachers of the year who will come and share their classroom expertise: Clayton Ellis, High School TOY 2010, Lana Peterson-Pressler; Elementary TOY 2010, Lisa Sinjem: CD Middle School TOY 2010; Robyn Bretzing, Southern District High School TOY 2008. President Vicki Worrell will lead a Town Hall meeting to discuss issues and changes in the National Association. There will be a time to ask questions and voice your opinion.

Many amazing individuals are in the South Dakota area that you would not see if you don't attend. Here are a few: Randy Hagen and Rose DuBois, co authors of Success Perfect. Lectures from them include character, health, and weight training. Elaine Doll Dunn, banquet speaker, "Dream It, Dare It, Do It." These are true words from a marathon runner and author/educator in this area.

Each session has an area of dance, teaching children of all levels, and sessions to meet the needs of college students and professors. We have capitalized on the area to present snowshoeing, kayaking 101, swimming instruction, and learn to curl.

What better way than a convention to see what is current, share ideas, and value each other as professionals. There will be exhibits, sessions on movement and learning. The evening will be of fun at the poker table and dance floor. Come to a grand old cowboy event in South Dakota. It might be the only place you will see pig races!

Lois Boeyink, President  
Central District Association of AAHPERD



**SDAHPERD**  
**Past-President and**  
**Central District**  
**Convention**  
**Manager**

Sheri Keck  
Rapid City Stevens

Let the games begin! We've got a great time planned for you in Rapid City! Great speakers, a variety of sessions in all instructional areas, academic credit, pre-conference workshops, and maybe even a social event or two!


Plan now to join us at the Rushmore Plaza Holiday Inn for the 2011 Central District Convention!

Make your room reservation by calling 605-348-4000.



**CDA STATES**

- Colorado
- Iowa
- Kansas
- Minnesota
- Missouri
- Nebraska
- North Dakota
- South Dakota
- Wyoming




# My PE Vision

Steve Jefferies, [pelinks4u](#) (Reprinted with permission)

What's your vision for physical education in the future? If you haven't already submitted your vision, please make time to contribute to NASPE's "PE2020 initiative." NASPE wants to hear from YOU and what you think the future priorities for physical education should be. It also happens to be the focus of my sabbatical work for this academic year - so I need your help! If you are a Public Radio listener you may already be familiar with a somewhat similar project entitled "This I Believe" in which people famous and not so famous shared insights into what they'd learned about life. The results have been insightful and fascinating. The NASPE Board hopes for similar results from PE2020. But it won't work without YOUR participation.

Please think about how you would like to see physical education in the future. It doesn't matter the level you teach, your age, experience, knowledge or qualifications. We want input from professionals and non-professionals of all ages and backgrounds. So here are a couple of ways you can participate.

FIRST, write your own vision and submit it to the [www.pe2020.org](http://www.pe2020.org) web site. Visions can only be a maximum of 500 words. That's not many words.

More detailed instructions and options for focusing your writing on one theme can be found on the PE2020 web site.

SECOND - and here is where you can really help ensure this is a successful project - INVOLVE your students, family, and friends. It would be a great way to for students to integrate thinking and writing about what they'd like from a future physical education experience. If you work in the K-12 setting invite some classroom teachers to work with you. If you prepare future physical education teachers, writing a vision would be a wonderful exercise to get your students to think about a different kind of physical education. In both instances, the PE2020 web site has some free classroom resources for educators. Use these to help stimulate and focus student writing.

As I write, the PE2020 web site currently has 185 submissions. That's a good beginning but not nearly enough. A thousand is quite achievable if YOU participate in the initiative and help out by involving others. Please join me in helping to shape the future of physical education teaching. As a start, I'll share my first contribution (below). It took me a few tries. The first draft turned into a class lecture. The second draft repeated other people's thoughts. I realized I needed to be more personal. This led me back to thinking about my beginnings in our profession. Hopefully, my essay will interest you and more importantly motivate YOU to write down your own thoughts and share them on the PE2020 web site. Read more at [www.pe2020.org](http://www.pe2020.org).



## Focus on the Future Great Prizes for Individuals and Classes.



### Think About Physical Education In A New Way.

NASPE wants you to imagine and share your views of the future for physical education.

- > How can physical education better serve the needs of students and society in our rapidly changing world?
- > Can teachers structure class experiences in a different or more effective format?
- > What changes need to be made in our schools and in our professional preparation programs?

Submit your vision of the future  
of physical education online at  
[www.PE2020.org](http://www.PE2020.org)



National Association for  
Sport and Physical Education  
an association of the American Alliance for Health,  
Physical Education, Recreation and Dance

NASPE Sets the Standard

Sponsored by:





# A Smoke Free South Dakota – It's Time

Mary Michaels, Government Relations Director, American Heart Association

*Everyone has the right to breathe smoke free air in public and at work.*

Even with 20 years of scientific research proving that second-hand smoke is a serious health hazard, workers and customers across South Dakota are still exposed to secondhand smoke.

No one should have to choose between good health and a paycheck or between good health and a dinner out.

That is why the *Yes on 12! A Smoke-Free South Dakota* campaign supports the passage of referred law 12, which will appear on the November 2, 2010, ballot. This law prohibits smoking in all workplaces including bars, restaurants, casinos and video lottery establishments in order to protect as many residents as possible from the dangers of secondhand smoke.

The science speaks for itself:

- Secondhand smoke contains 4,000 chemicals including more than 50 carcinogens.
- Secondhand smoke is proven to increase a person's risk for lung cancer, heart disease, emphysema, asthma, bronchitis and other respiratory diseases.
- A 2004 study published in the British Medical Journal found that exposure to secondhand smoke increases the risk of heart disease among non-smokers by as much as 60 percent.
- Food service workers have a significantly higher risk of dying from lung cancer than the general public, due in part to their continuous exposure to secondhand smoke.

Secondhand smoke is harmful to every worker and citizen. A 100% smoke free law for all workplaces is the only way to protect everyone's health. Just as studies have proven the dangers of secondhand smoke, they have also proven that smoke free policies work.

A study in Pueblo, Colorado, found 41% reduced hospitalizations for heart attacks after implementing a smoke free ordinance. Nearby communities without the ordinance did not see a similar drop. A University of Wisconsin study of bartenders in Appleton and Madison found a significant reduction in upper respiratory problems including wheezing, coughing, phlegm and shortness of breath among non-smoking bar workers in the weeks after both cities went smoke-free. And, in a study just published out of Scotland, smoking bans spare many children

with asthma from being hospitalized, a finding that suggests smoke free laws have even greater health benefits than previously believed.

It's not just common sense – it's dollars and cents.

Each year South Dakota spends \$274 million dollars in tobacco-related health care costs, \$58 million of which comes *directly from taxpayers* in the form of Medicaid payments. Strong public policies that restrict smoking in public places and workplaces reduce the health risks and associated costs of secondhand smoke exposure.

The South Dakota Association of Healthcare Organizations estimates eliminating workplace smoking could result in 600 fewer heart attack hospitalizations in South Dakota for an annual healthcare savings of \$25 million in heart attack care alone. The societal costs of secondhand smoke are substantial. In 2005, the estimated economic value of lost wages, fringe benefits, and services associated with secondhand smoke exposure amounted to \$4.7 billion per year nationwide.

All across our state, people have been looking forward to the day when they can cast a vote to make South Dakota smoke free. That day is November 2. For your own health, and the health of our state's children,

***It's Time – Vote Yes on 12!***



**Student Section —or in AAHPERD Terminology—'Future Professionals'**

**USD HPER Club**

**"Making Students Better Professionals to Lead a Healthier Community."**



**Minutes - September 15, 2010**

On Wednesday, September 15, 2010, the meeting started at 6 PM. The academic advisors present were Dr. Tim Mirtz and Dr. Larry Tentinger. Twenty-eight other members were present. The meeting began by going over the agenda for the night and then continued with introductions of members present.

Next on the agenda was to nominate new officers. First to occur was nominations for the position of president. The two people nominated were Drake Bachmeier and Danielle Schlecht. Danielle Schlecht was voted into the position. Second, the position of Vice president saw Drake Bachmeier and Andrew Griffin receiving nominations, with Drake Bachmeier being voted in. Next nominations for secretary took place where Brittany Schuller and Kelly Horner were put up to the vote. Brittany Schuller was voted for secretary. Lastly, the position of treasurer fostered nominations of Kelly Horner and Kylie Hoberg, with Kelly Horner voted into the position. The issue of whether or not to elect an events coordinator was discussed among the members and it was decided not to elect one at the current time, but rather to table the issue to be dealt with at a later meeting. The newly elected president then asked if there were any people who wanted to be representatives for SDAH- PERD, and Andrew Griffin and Jen Ogren said they would be interested.

Next on the agenda was to discuss the USD HPER Gear and Tim Mirtz stood up and talked to the club about the sweats. Club members and anyone else who wants to buy them will be given the opportunity to purchase jackets, sweatpants, polo's and tee-shirts with the HPER logo printed on them. The positives for the sweats are that efforts were made to keep the price down and all the proceeds from these sweats will go directly back into the club. It should be noted that the purposes of the sweats are not only to promote the club but also to give the organization a more uniform look. Order forms will be due no later than September 30, 2010. A 20 to 30 day turn around period is anticipated.

The next agenda item discussed by Mick Zeman was Punt-Pass-Kick and Yippin' Yotes. It was discussed that the HPER club has been asked to facilitate these two events. Both events are set to take place Saturday, September 18, 2010. Punt-Pass-Kick is set to start at 8 AM and workers need to be

there by 7:30 that morning. The organization requests 10-12 members to volunteer to help out. Two people will be needed to help out at the registration table and the rest to help out on the dome floor. Ages for the Punt-Pass-Kick range from 6-15, divided into both boys and girls sections. Currently, there are 29 youths signed up and there is an anticipated 50-60 to show up. Punt-Pass-Kick is expected to get over at 10:30 am.

Yippin' Yotes is going to be part of the Tailgate Nation before the USD football game. We want the kids of the adults tailgating to come over and partake in fun and safe activities. It is scheduled to begin at 12:30 PM and continue until opening game events at 3:30.

The Dakota Dayz Run was the next item discussed. The Recreation 440 Special Events class is asking for volunteers to help out at a new event scheduled the Friday of Dakota Dayz.

Central District was discussed next and will take place in February of 2011 in Rapid City, South Dakota. The club would like to see 10 people attend the event.

Lastly the group discussed the need for members to come to us with any new ideas they may have. A few ideas that were brought up under open agenda items were the possibility of a Frisbee Golf Tournament and getting involved in the Vermillion Youth Sports activities.

Topics to be discussed at the next meeting are the Dakota Dayz Run, the Disc Golf tournament, helping with the Vermillion Youth Sports, and the USD HPER gear.

It was decided by vote that Wednesdays at 6 PM was the best times for meetings to be set and the next meeting is scheduled for Wednesday, September 22, 2010 at 6:00 pm.

The meeting was adjourned at 7 PM.



**DSU initiates Physical Education Club**

Physical Education students at Dakota State University were successful in making application for recognition as an official club on campus for PE majors and students interested in coaching. The club was approved last spring, making this the first official year of business. The DSU PE Club will be meeting monthly, along with participating in community service projects, attending seminars, and traveling to conferences.

Officers for the 2010-2011 academic year include:  
 President – Amy Pheneger, Champlin, MN  
 Vice President – Blake Miller, Lester, IA  
 Secretary – Adrian Logan, Columbia, MO  
 Treasurer – David Souhrada, Madison, SD

# Shaping Lives: Physical Education Teaching

I knew I wanted to be a PE teacher when I was about 13. By then I'd grown to idolize my high school PE teacher Mr. Gradi. I loved soccer and Mr. Gradi provided plenty of it. Outside of school he still played amateur international soccer, and in school he delighted in playing soccer with his students on our fields, playgrounds, and in the gymnasium. He also taught me gymnastics and basketball, tennis, track, and much more. It was he who started me skiing by organizing a week long Christmas school ski trip to Austria. Later, in learning of my interest to become a PE teacher he encouraged me to attend college. My parents once told me that for years they endured hearing me repeatedly tell them "Mr. Gradi said this" or "Mr. Gradi said that." They joked that they often felt my PE teacher lived in our home. They never complained though, probably because sports and physical activities kept me so busy they never had to worry about me getting into trouble.

Unlike many of today's parents, my parents never attempted to focus my interest towards any one activity. I grew up to be competent in most things athletic, but never a superstar specialist. What I got then, and remains today, is a love of pretty much any physical activity. I love to move. I don't like to sit. When a doctor told me to quit running because I had plantar fasciitis his advice puzzled me. He clearly didn't understand that someone who loved to run couldn't just quit running.

Today, the need to move is part of being me. It's a habit that I won't let quit. I no longer seek competition but I've learned to habitually do my best. Like my former PE teacher, I love to play. Movement brings joy to my life in addition to keeping me healthy. As I age the importance of physical activity to counter physical degeneration is becoming more important. But playful movement does so much more. It elevates my spirit and energizes my mind. While I know there are medical conditions I can't control, I'm convinced that an active and healthy lifestyle is my best insurance against them.

I feel sorry for those whose lives have never been touched by their own Mr. Gradi: Those who don't grow up playing sports, or games, or simply living physically active. I feel sorry for those who began life healthy, yet now suffer the irreversible consequences of neglecting their body's need for motion.

I hope those who choose to teach PE in the future will recognize the power they have to change lives and the responsibility on their shoulders. I hope tomorrow's physical educators will realize it's up to them to motivate all of their students to love

American Heart Association  
Learn and Live

**JUMPROPE FOR HEART**

**IT TAKES HEART TO BE A HERO!**

Jump Rope For Heart gives students several great opportunities: helping kids with special hearts, learning the benefits of physical activity, healthy eating, avoiding tobacco, and raising funds for research and programs to fight heart disease and stroke. Join millions of kids in serving others, saving lives and supporting research — hold Jump Rope For Heart!

**Call 1-800-AHA-USA1 or visit [heart.org/jump](http://heart.org/jump) to get your school involved.**

American Alliance for Health, Physical Education, Recreation and Dance  
AAHPERD is a proud program partner of Jump Rope For Heart.

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being physically active. Our creator designed a body that thrives on movement and declines without it. Today's world conspires toward sedentary living and poor eating. Left unchanged the future consequences for all of us are predictably catastrophic.

Steve Jefferies, publisher  
[pelinks4u](http://pelinks4u)  
(Reprinted with permission)



# SDAHPERD Award Nomination Form

- Elementary Physical Education Teacher of the Year
- Middle School Physical Education Teacher of the Year
- Secondary Physical Education Teacher of the Year
- New Professional of the Year (1-5 years experience)
- Adapted Physical Education Teacher of the Year
- Dance Educator of the Year (K-12)
- Health Educator of the Year  
(please indicate level  K-12  College/University)
- College/University Teacher of the Year
- Pathfinder Award
- Recreation Professional of the Year
- \*Friend of SDAHPERD Award (must have 10 years in the profession)



Teacher of the Year

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

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: November 30, 2010**

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

# Orienteering Scavenger Hunt

Lesson idea is from PE Central ([pecentral.org](http://pecentral.org))  
Forwarded by LeAnn Vette, Spearfish Middle School



**Purpose of Event:** The students will take a reading with a compass and use the compass to reach multiple checkpoints.

**Prerequisites:** Travelling, directions such as north, south, east, and west.

**Suggested Grade Level:** 6-12

**Materials Needed:** Compasses (one for every student), one demonstration compass (either large one or overhead), balloons, poly spots, and direction cards.

## Description of Idea

Begin class by telling the students that orienteering is a race to find different control markers hidden in back country using only a map and compass. The first thing they need to learn before orienteering is how to use a compass.

Demonstrate use of a compass with a large demonstration compass or an overhead projector. The students should be able to identify the following compass parts;

Compass base is the rectangular bottom part of the compass.

Compass needle or magnetic needle is the red and white arrow that moves. The red part of the needle always points north.

Compass housing or dial is the turnable dial on the compass. The numbers on the dial refer to the degrees of azimuth, or also called a bearing.

Direction of travel arrow or sighting line is the arrow on the compass base. This is what you point where you want to go.

To use the compass, hold the compass level so the magnetic needle turns freely. Rotate the compass dial to a desired bearing (so the sighting line falls directly on a bearing such as 90 degrees which is east. Hold the compass so that the back of the compass (part of the compass base opposite the direction of travel arrow) is at your belly button. While keeping the back of the compass at your belly button, turn in a circle until the red end of the magnetic needle lines up with zero degrees (north) on the compass dial. The direction of travel arrow now points to the bearing set on your compass. For more information on using a compass, go to [www.learn-orienteering.org/](http://www.learn-orienteering.org/)

Walk the students through the cues and repeat the steps to face different directions and bearings. Practice travelling at specific bearings by setting the compass to a bearing, picking a spot on the gym wall that the directional arrow point to, and walk towards that spot.

Begin the activity by having students split up into pairs. Stress the fact that they never travel alone! They may be in a team of three if you have an odd number of students in class. One partner goes to a poly spot on the floor and the other partner gets a balloon and meets their partner at the spot. They pop the balloon and get the directions out of it. Make sure they pick the balloon up after they pop it. Each student uses their own compass, but they travel as a team according to the directions. The directions on the sheet of paper will lead them back to where they began—the poly spot.

## Variations:

The balloon idea is optional

Use a penny or a small marker that is more difficult to see instead of the polyspots.

Use pictures of lots of cool parks all over the world and use them to tell students that is the area they are traveling in.

## Assessment Ideas:

Have students write how many steps away from their poly spot they ended up.

## Teaching Suggestions:

The compass will not be accurate if used next to metal objects such as watches, belt buckles, metal poles, cell phones....

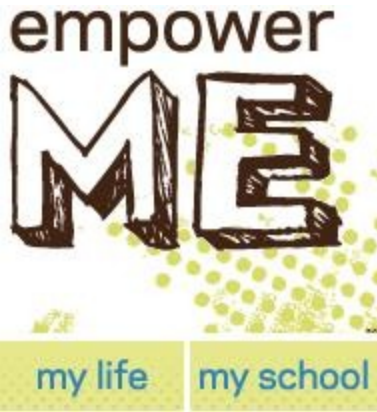
Make sure students pick a reference point on the wall when walking, rather than always watching their compass.

Have everyone practice facing different directions/bearing before travelling.



# Empowering Youth 2B Healthy

By Mary Michaels, Government Relations Director, American Heart Association



South Dakota students can take their health into their own hands using a dynamic website created by the Alliance for a Healthier Generation.

[www.empowerme2b.org](http://www.empowerme2b.org) was created with kids in mind, from its dynamic design to the information and activities provided on the site.

empowerME is a “by kids for kids” movement that’s inspiring all kids to make healthy behavior changes and to become advocates and leaders for healthy eating and physical activity. Through empowerME, healthy lifestyles become “cool” for tweens and teens.

We’re encouraging kids to use their own voices to motivate each other, get educated and get activated. As an adult ally you can empower young people to take charge of their health by eating right and getting physically active. The [empowerme2b.org](http://empowerme2b.org) home page sends this message to kids:

**YOU HAVE THE STRENGTH** to take control of your health.  
**YOU HAVE THE RIGHT** to healthy food and time to exercise at school.  
**YOU HAVE THE POWER** to make your community healthier.

**What is a movement?**  
A movement is a group of people with a common belief who work together to achieve a goal.

**Our goal:**  
End childhood obesity by 2015.

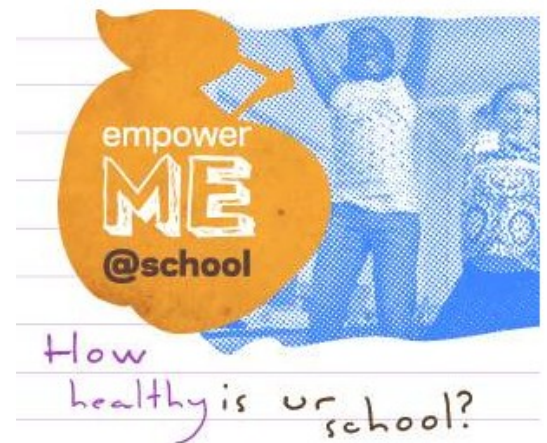
**Join the empowerME Movement**, where we work hard to get healthy and have fun!

Under the section titled, “My Life,” students can find tips to help them reach their health goals (approved by the American Heart Association, so they know the information is trustworthy) or sign up for empowerME4Life – an 8-session healthy living course designed for young people to learn and teach others to eat better and move more. This is a great service project for an individual or small group. They can also share their own story to motivate and inspire others.

The “My School” tab links kids to [empowerME@school](http://empowerME@school) – a tool-kit for youth leaders to help make positive changes in their schools. There is also a guide for passionate kids to hold their own forum – an event where they can lead the discussion on healthy living and bring attention to changes that could be made at their school. They can also sign up their schools for the Healthy Schools Program.

The Alliance for a Healthier Generation was formed in 2005 through a partnership between the American Heart Association (AHA) and William J. Clinton Foundation. The Alliance has since grown into its own non-profit organization, offering a wealth of resources for individuals, schools and communities. They also formed a Youth Advisory Board made up of young people from across the country. Guided by their unique experiences and opinions, the Board not only provides feedback on the Alliance Kids’ Movement programs and strategies, but also generates new ideas on how to make healthy living the norm, not the exception. The Youth Advisory Board also leads the way in their community and amongst their peers as they spread the word about the importance of young people living healthy

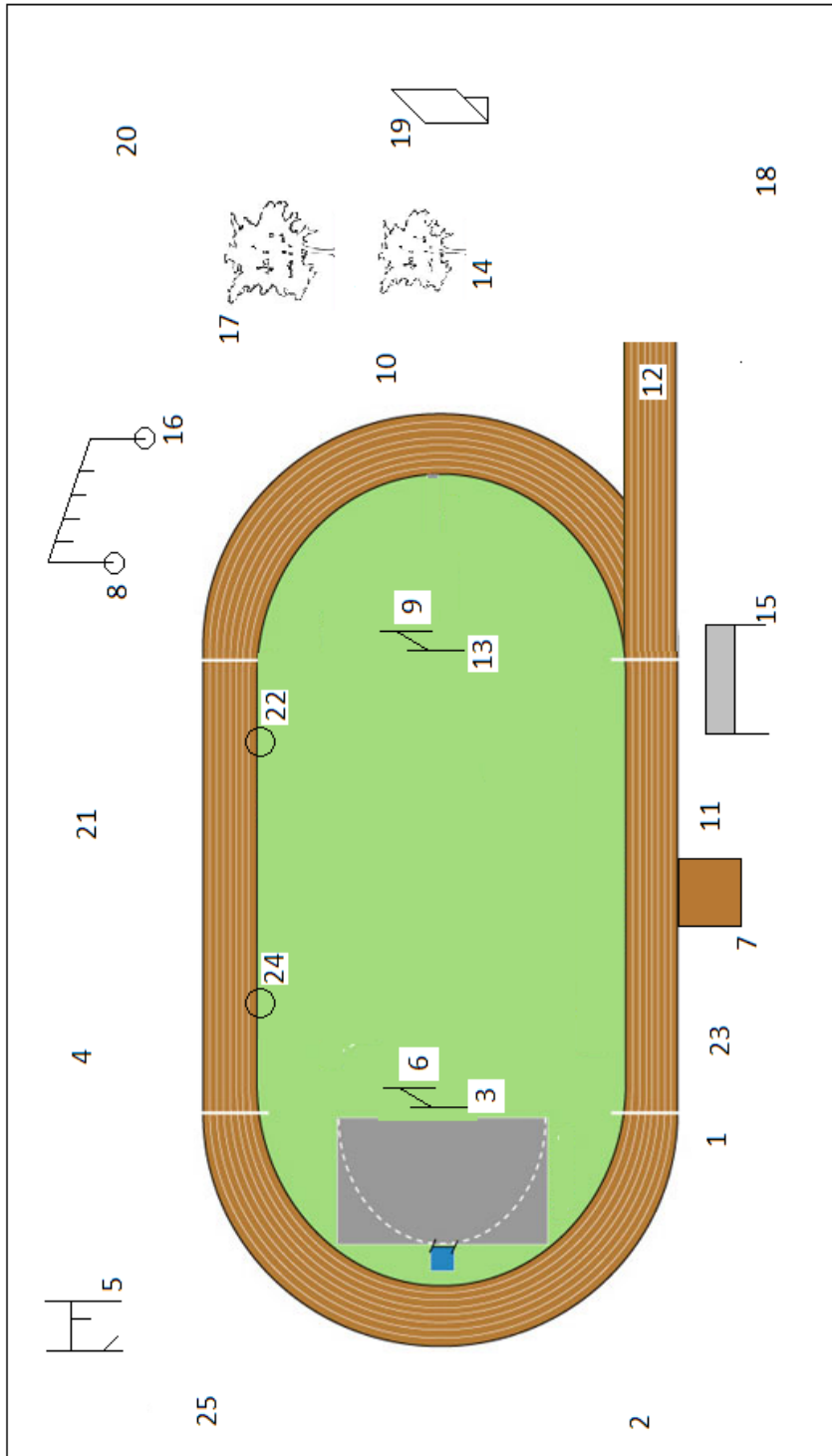
As an “Adult Ally” in empowering our young people, you can learn more at [www.healthiergeneration.org](http://www.healthiergeneration.org).



# Lesson Plans and Activity Ideas

Here are a couple of activities we use with our 7th graders when getting ready for our full day outing on Big Hill Trails. The football field is just a practice activity that we set up to work on compass accuracy and pacing accuracy. The scavenger hunt (page 14) is actually an idea that was posted on PE Central.

LeAnn Vette—Spearfish Middle School



Name _____		
Name _____		
Control Numbers	Degrees	Paces
From 1 to 2	171*	
From 2 to 3	318*	
From 3 to 4	289*	
From 4 to 5		35
From 5 to 6		29 1/2
From 6 to 7	23*	
From 7 to 8	270*	
From 8 to 9	90*	
From 9 to 10		24
From 10 to 11	127*	
From 11 to 12		37 1/2
From 12 to 13		27
From 13 to 14	350*	
From 14 to 15	116*	
From 15 to 16	260*	
From 16 to 17		19
From 17 to 18	42*	
From 18 to 19		29
From 19 to 20		20
From 20 to 21	168*	
From 21 to 22		11
From 22 to 23	97*	
From 23 to 24	252*	
From 24 to 25	142*	
From 25 to 1	10*	



Since Inception in January, 2009

National FlyFishing in Schools has "grown up" . . . to wit

- "FlyFishing in Schools" . . . 1st offered spring, 2010
750 youth have taken the "Cast A Fly, Catch A Student" course in pilot schools in 2010
68 schools/institutions have applied for NFFSP
Each school represents 150 students per year or 450 students over the required 3 year commitment representing 30,000 youth "in the wings" to learn how to fly fish over the next 3 years
38 states have expressed interest in participating in "FlyFishing in Schools"
150 schools have expressed interest in participating in NFFSP representing 67,500 additional new learners

- State fish & wildlife agencies are supporting NFFSP
6 are "on board" providing financial &/or training support
12 others are working toward support
100 current school teachers have been certified to teach "Cast A Fly, Catch A Student" in their schools
60 more will be certified this fall
Representing 70,000 potential learners
16 Level 2, NFFSP Certified Teacher Trainers have been trained
10 more (at least) will be taught this fall
15 training sessions have been held
In 8 states
Over 35 days
16 professional education conferences have been attended
6 more will be attended this fall

"FlyFishing in Schools" needs your help to not only stay up with the demand but to meet and exceed it.

State Fish & Wildlife agencies are working with us. Acknowledging and requesting their support for NFFSP is helpful.

State education agencies are supportive and anxious to see this lifetime outdoor education reach their students.

For information on how you can install NFFSP in your school or institution, become a Certified Teacher or Teacher Trainer, inquire about matching grants or offer your personal or financial support, please contact us.

www.flyfishinginschools.org

National FlyFishing in Schools Program
Katie M. Cole, Program Manager
PO Box 6866 Lincoln, Nebraska 68506
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# Improving Proprioception through the Use of Tai Chi

Dr. Andrew Shim  
Associate Professor and Chair  
Division of HPER, USD

Proprioception is a skill which can be improved through specific motor skill activities. Based on its autonomic response, it is often overlooked for improving this early evolutionary sense until an injury occurs, based on reduced proprioceptive stimuli. Ankle sprains are a good example of how reduced proprioceptive abilities can lead into these injuries, especially when your brain is delayed in recognizing joint receptor responses.

Researchers from the University of South Dakota and Kutztown University of Pennsylvania decided to see if a college activity course in Tai Chi could improve sensory awareness without visual references.

The purpose of their study was to determine if a 14 week Tai Chi course could improve proprioceptive stability scores in college-aged students. A one group pre-test/post-test design (n=42) was selected for the study. All subjects were assessed pre and post stability scores via computerized posturography (Bertec Inc., Columbus, OH) to determine Center of Pressure (CoP) balance scores on a perturbed surface with their eyes opened and eyes closed. The group practiced Tai Chi three times a week for 45 minutes, during 14 consecutive weeks under the supervision of a certified Tai Chi instructor. A dependent t-test ( $p < .05$ ) was selected to determine any significance

with pre and post test scores with eyes open and eyes closed. The group did show significant improvement in CoP balance scores on a perturbed surface with the eyes open (.004 sd+ .18) after 14 weeks of training. The same group also showed significant improvement in CoP scores with their eyes closed (.007 sd+ .25) on a perturbed surface.

In conclusion, this study has demonstrated that performing Tai Chi three times per week for forty-five minutes can be effective towards improving proprioceptive scores in college-aged students. A recommendation would be to assess other styles of Tai Chi to see if they also improve proprioceptive scores in college-aged students, as well as in the elderly population.



# Fighting Childhood Obesity in South Dakota

## 2<sup>nd</sup> call to Physical Educators in South Dakota



### The President's Challenge

Childhood obesity is on the rise and it has affected our nation's overview of the current health crisis among parents. Since February, the program called, "Let's Move" gives 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 academic 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 PE 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@usd.edu](mailto:Andrew.shim@usd.edu)

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

## Lesson Plans and Activity Ideas

### Halloween/Fall Throwing Stations

Submitted by Tracy Nelson, SDSU

**State Standard:** 1, 2

**Equipment:** Just about everything! (listed below)

**Grade:** K-2

**Purpose of Event:** Develop Throwing skills, focus on correct hand and opposite foot, great time to monitor progress

**Time:** 10-15 minutes, depending on how many stations you have

**Description:**

I put stations around my gym in a large circle. I use just about anything that can be thrown! Here are some of the things I use: Feed Frank: Big green poster of Frankenstein, with the mouth cut out to throw noodle slices into; Bowling for Ghost: Ghost slip covers over bowling pins, throw a ball at them and knock them down; Rat Soup: Throw plastic rats into a black plastic container; Witches Broom: Little brooms, and push hockey pucks around cones; 2 Monster Catch: Throw and catch monster balls; Monster Bounce: but a monster bean bag on a rubber ball and drop the rubber ball, monster will bounce up, you catch it; Monster launcher: monster ball on a wooden launcher and launch them, and catch; Monster ball Toss: toss and catch with HiLi scoop; Skeleton: put body together; (Also add ring toss and koosh balls and paddles. I have some nets that I found for cheap that are used for "chipping" in golf that work great to catch light weight balls) I like to have at least 12 stations and groups of 2 (3 if you have to) have them do the throwing/catching at each station for about a minute and then rotate to the new station. I use this as a great chance to check for biomechanics of throwing. Great time to check skills.

# Lesson Plans and Activity Ideas

## Frogs and Lady Bugs or Pilgrims and Turkeys

Submitted by Tracy Nelson, SDSU

**State Standard:** 1, 3, 4

**Equipment:** 24 mini cones; 12 frog /12 lady bug cards or bean bags, music

**Grade:** K-2

**Purpose of Event:** Move in personal space, locomotor skills, memory skills

**Time:** 5-10 minutes

**Description:** (replace Frog/Lady bug cards with Pilgrim/Turkey cards for a Thanksgiving Theme)

Scatter cones on the gym floor and place a frog or ladybug card (or bean bag) under each cone. Divide the class in half with one-half as frogs and one-half as ladybugs. When the music plays, all students will move around the gym and look under the cones for a frog or a lady bug. the object of the game is to get as many frogs or ladybugs (depending on the team the student is on) from under the cones and placed beside the cones before the music stops. Students that are "frogs" try to take the ladybugs out from under the cones and students that are "ladybugs" try to take all of the frogs out from under the cones.

If a "ladybug" sees one of their cards next to a cone, they may place the cone back over it. Once a student places a frog or ladybug outside or under a cone they must run to a different cone-only one person may be at one cone at a time.

When the music stops, all student s must stop and freeze (I use "like a rocket"). Ask a student who is frozen quietly if they are a frog or ladybug. If (s)he is a frog ask him/her to go around and place the cones back over all frogs. Have student who are ladybugs do the same thing. Repeat.

You can count and keep score if you want to, I usually don't. Also have the students use locomotor skills between cones, not just running. I only allow my students to touch a cone one time and then they need to move on. Our goal is to "touch them all". Could also use colors under the cones, i.e.. red bean bags and green bean bags.

**Concerns:** Move safely in Personal and General Space, Be honest about how many times you touch a cone

## Four Downs

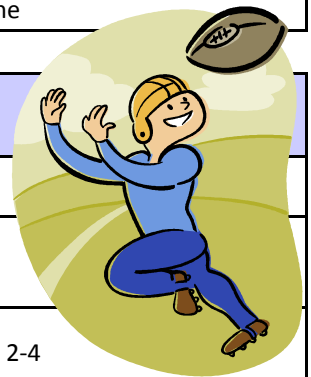
Submitted by Dave Mudder, Garretson

**Skill Objectives:** Passing; catching; hiking; dodging; stance; defensive positioning

**Equipment:** One football for each game; flags for each player; cones

**Setup:** Two teams with 3-6 is ideal. Playing multiple games for larger classes. Field size determined by space. Indoors or outdoors

**Grade:** 2-4



**Description:** The offensive team starts with the ball on their own goal line. They are allowed 4 downs or plays to move the ball down the field to score. Only pass plays are allowed. The quarterback is not allowed to run down field nor are there any hand offs. Any member of the offensive team is eligible to receive a pass. A receiver is "tackled or down" when a defensive player pulls one flag. The ball is put at that spot and the next play takes place. No punting in this game. The defensive team has a 5 second rush count and they can chase the quarterback. If the offensive team scores it's worth 6 points and the defensive team becomes the offense and start on their opponent's goal line.

I play this with 2-4<sup>th</sup> grade classes to get them introduced to flag football. Many variations can be made to accommodate your classroom.

# Lesson Plans and Activity Ideas

## Kickball Drills

Submitted by Theresa Adel, Belle Fourche

**Grade:** 1<sup>st</sup>-4<sup>th</sup> grade classes

**Base Running:** Have the whole class line up in a single file line and have them run the bases. Make sure they follow the leader and do not pass anyone. Also make sure they touch each base as they go by. Repeat 3 or 4 times. Variation: Time each round and see if the class can beat their best time.

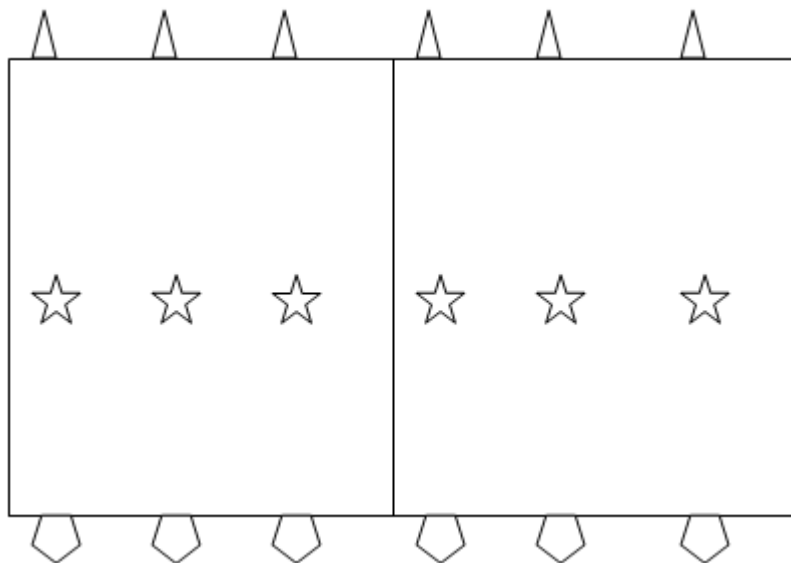
**Kick, Run, & Field:** Have each student get a partner and number each group. One person joins the kicking line, while the other student joins the fielding line. The teacher pitches the ball to the #1 kicker; the #1 kicker kicks the ball and then runs around all four bases and returns to the kicking line. The #1 fielder retrieves the ball and places it on the ball rack next to the pitcher (teacher) and then returns to the fielding line. This is a very fast past warm-up drill. It works well to place a second home plate; on the field away from the first one, for the runners to touch so they don't get in the way of the kickers when they run through. Let each student kick two times and then have them switch to the outfield.

**Pitch, Kick, & Field:** (A diagram of how the gym is set-up is on the following page.) Divide the class into groups of 3. Divide the class into groups of 3. Each group has a different color of equipment to play with. One student will be the pitcher, one the kicker, and one the fielder. The pitcher will pitch the ball to the kicker; after the kicker kicks the ball, the fielder must retrieve the ball and throw it back to the pitcher. Each kicker gets four kicks and then rotates to the pitchers position. The pitcher becomes the fielder and the fielder becomes the next kicker.

### TWO ON ONE KICKBALL

You will need a matching colored playground ball, cone, and 2 poly spots for each team.

A diagram is shown below on how to set-up the gym. Divide the class into groups of 3. Play just like Pitch, Kick, & Field; only you add running and points to the mix. To score a point, the kicker kicks the ball and runs around the cone and back to home plate before getting out. To get an out, the pitcher or fielder must retrieve the ball and step on home plate before the runner returns or catch a high fly ball. The kicker gets four kicks and then all players rotate.



Home Plate= Kicker; star = Pitcher; Cone = Fielder

American Heart Association  
*Learn and Live*



# IT TAKES HEART TO BE A HERO!

**DONNIE, Age 6**

*"I was born with a hole in my heart. I Jump Rope For Heart to support the research of the American Heart Association."*

Jump Rope For Heart and Hoops For Heart are national events sponsored by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance. Students in these programs have fun jumping rope and playing basketball — all while becoming empowered to improve their health and help other kids with heart health issues.

Funds raised through Jump Rope For Heart and Hoops For Heart give back to children, communities and schools through the American Heart Association's work:

- Ongoing discovery of new treatments through research
- Advocating at federal and state levels for physical education and nutrition wellness in schools
- CPR training courses for middle and high school students

Jump Rope For Heart and Hoops For Heart help students:

- Learn the value of community service and contribute to their community's welfare
- Develop heart-healthy habits while being physically active
- Earn gift certificates for free school P.E. equipment from U.S. Games

**Call 1-800-AHA-USA1 or visit [americanheart.org/jump](http://americanheart.org/jump) or [americanheart.org/hoops](http://americanheart.org/hoops) to get your school involved.**



American Alliance for Health, Physical Education, Recreation and Dance

AAHPERD is a proud program partner of Jump Rope For Heart and Hoops For Heart.

# Lesson Plans and Activity Ideas

## Halloween Locomotor (Fall Locomotor)

Submitted by Tracy Nelson, SDSU

**State Standard:** 1, 3

**Equipment:** Music

**Grade:** K-2

**Purpose of Event:** Personal and General Space, Locomotor skills, Creative Movement

**Time:** 15-20 minutes

**Description:**

Students will be spread out in the gym in personal space. Explain to them that they will be moving around the gym, pretending to be "trick or treaters" (or scarecrows). Review that the general space, is space shared by everyone and that they must maintain their personal space and not bump into anyone. Tell the students that you will be naming a Halloween costume (or fall activity) and they need to move around the gym as though they are that character. For example, if the teacher says "bat", the students will move around the gym flapping their arms. When the teacher says "BOO" all students must freeze and listen for the announcement of the next costume. Allow students to use their imagination to think of several Fall related movements.

Costumes or Fall Items:		Movements:	
Marching band		March	
Cowboy		Gallop	
Bat or Airplane		Walking, flapping arms	
Cat		Crawling	
Mummy or Robot		Stiff straight walking	
Monster (Frankenstein)		Walking, arm out in front	
Cinderella		Dancing and Twirling	
Harry Potter or Witch		Riding a broomstick	
Pumpkin		Big and Round, rolling	
<b>Others:</b>	Scarecrow	Leaf	Sponge Bob
Snake	Spiderman or Spider	Bee	Butterfly
Skeleton	Pirate	Vampire	Jack O Lantern
Ghost	Frog	Teacher	

**Concerns:** Move safely in Personal/General Space



# Lesson Plans and Activity Ideas

## 3 Person Continuous Football

Submitted by Tracy Nelson, SDSU

**State Standard:** 1, 2, 3

**Equipment:** Football or rag foot ball for each group of 3

**Grade:** 3+

**Purpose of Event:** Throwing, Catching, Running, Adding, throw a football at a moving target

**Time:** 10-15 minutes

**Description:**

Cover correct throwing form, catching. and snapping prior to playing.

Line up the groups of 3 across one end of the gym. (I use the end-line of the basketball court so that we can run and throw farther.) In each groups one person starts as the Quarter Back (QB), one as the Receiver (R), and one as the Center (C).

The Center starts with the ball and snaps the ball to the Quarter Back (that is standing about 3-4 feet behind the Center) as soon as the Quarter Back says "HUT". At this command, the Receiver runs straight out in front of the group. The Quarter Back then throws the Receiver the ball.

I have my field divided into 3 zones. The closest zone worth 1 point, the next worth 2 points and the zone farthest away is worth 3 points. The Quarter Back and Receiver should decide which zone the Receiver should run to. Each time the Receiver catches the ball it is worth "X" points, depending on which zone the ball is caught in.

I sometimes give points for touching the ball, even if they don't catch it, so it will encourage them to go after the ball. After the Receiver has they ball they RUN it back to the group and the Receiver becomes the new Center, the Center moves to Quarter Back and the Quarter Back becomes the new Receiver. Play continues until one team has reach the point goal.

Goals can be point totals of: 5, 15, 21, what ever works for your class. Or, keep adding points and if the ball is not caught, loss your points! Or add points the whole time, and add all of the groups grand total together at the end.

**Concerns:** Have the Receiver run straight out and back so that they don't run into anyone, and Run the ball back to the team, don't throw it.



# Lesson Plans and Activity Ideas

## Rainy Day Football

(Great for classrooms, or days you can't be in the gym.)

Submitted by Tracy Nelson, SDSU

**State Standard:** 3, 4

**Equipment:** Large piece of paper for each group (2 or 4 students) 2 dice for each group, and miniature football (or game token)

**Grade:** 4+

**Purpose of Event:** Using football rules and skills, math skills

**Time:** 10-20 minutes

**Description:** (Students must know that for a first down, the ball must be moved 10 yards)

Draw out a football field on poster board to keep track of positions of ball. Students pair up for 1 vs. 1 (or 2 vs. 2) games. One team will be on defense while the other team is on offense. The team on offense will roll the dice first and try to move the ball across opposite goal line according to the number rolled. Play begins on the 20 yard line. Players on one team take turns rolling the dice. The number rolled determines how far the player may advance his/her marker: (I use mini m & m's for markers)

Dice 2 = 5 yard loss	Dice 3 = 5 yard gain	Dice 4 = incomplete pass (other team gets the ball)
Dice 5 = 10 yard gain	Dice 6 = 6 yard gain	Dice 7 = 3 yard gain
Dice 8 = interception (other team gets ball)	Dice 9 = 9 yard gain	Dice 10 = 10 yard loss
Dice 11 = 20 yard gain	Dice 12 = fumble (turn over)	

Every time the marker moves 10 yards, the team gets a first down. Each team continues until one team scores or loses the ball. Could have the teams get 4 tries 'rolls' to make a first down (move 10 yards), if they don't the other team gets the "ball" at their 20 yard line. Or, alternate rolls, have each start at the 20 yard line, and alternate turns, if you get an interception or fumble, move back to your 20.

Have students keep track of stats such as how many total yards their team moves, turnovers, and points. Have students watch a football game and record how many plays and first downs happen in one quarter, etc.





# Lesson Plans and Activity Ideas

## Please Pass Me the Spider Or Chicken

Submitted by Tracy Nelson, SDSU

**State Standard:** 1, 3, 4

**Equipment:** 2 noodles, 2 stuffed spiders (chickens)

**Grade:** K-2

**Purpose of Event:** Work on Catching, Throwing, Movement, Locomotor, Personal/General Space

**Time:** 10-15 minutes

**Description:**

Select 2 students to start with the noodles, they will be freezing people. Two students will start with the spiders, the spiders will "thaw-out" frozen students and allow them to move again. Spiders will be passes to someone who is frozen, so they will change hands often.

If you are frozen, you must sit and say, "please pass me the spider" to a student with a spider. The student with the spider will then pass it off. Spiders should be moving to different people all the time so no one stays frozen for more than a few seconds. If the spider is in your hands, you can not be frozen. After about a minute, switch the students with the noodles.

Start the game by walking, and then change to different locomotor skills as the game progresses and they get the hang of it.

**Concerns:** Move safely in personal and general space

## Pumpkin Tag

Submitted by Tracy Nelson, SDSU

**State Standard:** 1, 3

**Equipment:** 2 Orange nerf balls, 2 noodles (witches/taggers), Halloween music

**Grade:** K-2

**Purpose of Event:** Personal/General Space Movement; Locomotor Skills

**Time:** 10-15 minutes

**Description:** (Trick or treaters could also be called scarecrows, ghost could be a fall tree, and witch could be the fall wind!) 2 Students will start as pumpkins and hold the balls. Chose another person (s) to be the witch (tagger with noodle). All of the other students are trick or treaters. The trick or treaters will move around the gym performing various locomotor movements (walk, skip, hop, etc.). The witch will move on a broomstick (galloping with two hands on the noodle). If the witch tags a trick or treater they turn into a ghost and must stay where they are and move like a ghost (sway). The pumpkins, also performing locomotor movements must move around and un-tag the ghosts so they can become trick or treaters again. Change role after 30-45 sec. of play.

**Concerns:** Tag gently, move safely in general space



# Fall Sport and Fitness Observances

(Adapted from **UpdatePlus**—the 'Magazine of the American Alliance for Health, Physical Education, Recreation and Dance' September/October, 2010)



## October 1-31 Eye Injury Prevention Month

During October's Eye Injury Prevention Month, the American Academy of Ophthalmology (AAO) and eye doctors around the country encourage everyone to protect their eyes from accidental injury.

- Accidental eye injury is one of the leading causes of visual impairment in the United States.
- Approximately one million eye injuries occur each year in the United States.
- Ninety percent of these injuries are preventable.
- The leading causes of eye injuries include sports accidents, consumer fireworks, household chemicals and battery acid, as well as workshop and yard debris.

Serious eye injuries can be prevented by taking a few simple precautions:

- Wear safety goggles (with "ANSI 287.J" marked on the lenses or frame) when working in the workshop or yard, jump-starting your car, or working with cleaning or other chemicals.
- Always wear appropriate protective eyewear during sports and recreational activities. Your eye doctor can recommend eye protection that fits your sport.
- Fireworks can cause devastating injuries to users and bystanders. Never use fireworks at home - attend only professional fireworks displays.

For more information, visit the AAO web site, at <http://www.aao.org/eyesmart/injuries/index.cfm>



## October 1-31 National Breast Cancer Awareness Month

The National Breast Cancer Awareness Month (NBCAM) organization is a partnership of national public service organizations, professional associations, and government agencies working together to promote breast cancer awareness, share information on the disease, and provide greater access to screening services. Since its inception a quarter century ago, NBCAM has been at the forefront of promoting awareness of breast cancer issues and has evolved along with the national dialogue on breast cancer. Today, NBCAM recognizes that although many great strides have been made in breast cancer awareness and treatment, there remains much to be accomplished. While October is recognized as National Breast Cancer Awareness Month, the [www.nbcam.org](http://www.nbcam.org) web site is a year-round resource for breast cancer patients, survivors, caregivers, and the general public.



## October 1-31 National Physical Therapy Month

During October's National Physical Therapy Month, physical therapists, physical therapist assistants, and students of physical therapy around the country will be educating people of all ages and abilities about the importance of physical activity in preventing and combating obesity and its consequences. Over the past 20 years there has been a dramatic increase in obesity in the United States, and physical therapists are committed to helping in the fight against obesity and its consequences by helping people of all ages, physical abilities, or past experiences with exercise make the commitment to be physically active. For more information, visit the American Physical Therapy Association web site, at [www.apta.org](http://www.apta.org)



**National Fire Protection Association**  
The authority on fire, electrical, and building safety

### October 3-9 Fire Prevention Week

Fire Prevention Week was established to commemorate the Great Chicago Fire, the tragic 1871 conflagration that killed more than 250 people, left 100,000 homeless, destroyed more than 17,400 structures, and burned more than 2,000 acres. "Smoke Alarms: A Sound You Can Live With!" is the National Fire Protection Association's (NFPA) official theme for this year's Fire Prevention Week (FPW). This year's campaign is designed to educate people about the importance of smoke alarms and encourages everyone to take the steps necessary to update and maintain their home smoke alarm protection.

- Cooking is the #1 cause of home fires and injuries.
- Smoking is the leading cause of fire deaths.
- Heating is the second leading cause of home fires, fire deaths, and fire injuries.
- Smoke alarms cut the risk of dying in a reported fire in half
- Each year, nearly 3,000 people die in U.S. home fires.
- In 2003-2006, roughly two-thirds of home fire deaths resulted from home fires in homes with no smoke alarms or no working smoke alarms.

In more than half of the reported home fires in which the smoke alarms were present but did not operate even though the fire was large enough, batteries were missing or disconnected. Nuisance alarms were the leading reason for disconnected alarms.

In a 2008 telephone survey, only 12% knew that smoke alarms should be replaced every 10 years.

For more information and resources for teachers, kids, and families, visit the National Fire Protection Association's web site, at [www.nfpa.org](http://www.nfpa.org)



### October 4 National Child Health Day

Since 1928, the President has proclaimed one day each year National Child Health Day and people across America have worked together to prevent problems and improve childhood health. For the first 32 years, the day was observed on May 1, but since 1960, Child Health Day is observed the first Monday in October. Over the years, National Child Health Day has focused America's attention on some of the most urgent child health issues of the day:

- prenatal care
- adolescent health issues
- day care on child development childhood injury prevention immunization

For more information, visit the Health Resources and Services Administration web site, at [www.mchb.hrsa.gov](http://www.mchb.hrsa.gov).



### October 11-15 National School Lunch Week

Whether it's a literal school lunch tray, or a busy academic and social calendar, what's on a tray says a lot about a student's personality! The highlight of the "School Lunch - What's on Your Tray?" campaign is a personality quiz that will help educators and students to find out how their school lunch profile stacks up and learn what foods are best for keeping healthy. The campaign runs from August 2010 to October 2010, culminating in National School Lunch Week, October 11-15, 2010. The official "What's on Your Tray?" web site (<http://www.whatsonyourtray.org/>) has activities and information for kids, including the What's on Your Tray personality quiz where students can discover what their favorite foods and activities reveal about them. For toolkits, activity sheets, menus, and additional information and resources, visit the National School Lunch Week web site, at <http://www.schoolnutrition.org/>.





**October 29**  
**World Stroke Day**

Stroke is the second leading cause of death for people above the age of 60, and the fifth leading cause in people ages 15 to 59. Stroke also attacks children, including newborns. Each year, nearly six million people die from stroke. In fact, stroke is responsible for more deaths every year than those attributed to AIDS, tuberculosis and malaria put together. The World Stroke Organization (WSO) is calling for urgent action to address the silent stroke epidemic by launching the "One in Six" campaign on World Stroke Day. The objective of the campaign is to put the fight against stroke front and center on the global health agenda. The "One in Six" campaign celebrates the fact that not only can stroke be prevented, but that stroke survivors can fully recover and regain their quality of life with the appropriate long-term care and support. The two-year campaign aims to reduce the burden of stroke by acting on six easy challenges:

- Learn the facts: recognize the first symptoms of stroke
- Find out if you are at risk for high blood pressure, diabetes, or high blood cholesterol
- Adopt an energy-balanced lifestyle: be physically active and exercise regularly
- Avoid obesity
- Eat a healthy diet
- Avoid smoking and keep away from smoke-friendly environments. If you smoke, seek help to stop NOW!



**November 1-30**  
**American Diabetes Month**

Nearly 24 million children and adults in the United States are living with diabetes, and an additional 57 million Americans are at risk. One out of every three children born today will face a future with diabetes if current trends continue. Diabetes is not merely a condition, it is disease with deadly consequences. American Diabetes Month is a time to communicate the seriousness of diabetes and the importance of diabetes prevention and control. In 2009, the Ameri-

can Diabetes Association (ADA) launched a national movement to Stop Diabetes with the audacious goal of gathering the support of millions of Americans to help confront, fight, and most importantly, stop diabetes. As of July, more than 540,000 people around the country had pledged to join the fight. For more information, visit the ADA web site, at <http://www.diabetes.org/in-my-community/>.



**November 18**  
**Great American Smokeout**

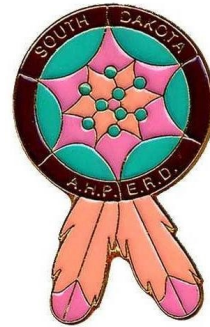
The American Cancer Society (ACS) is marking the 35th Great American Smokeout this year by encouraging smokers to use the date to make a plan to quit, or to plan in advance and quit smoking that day. By doing so, smokers will be taking an important step towards a healthier life-one that can lead to reducing cancer risk. Quitting smoking is not easy, but it can be done. For tips and tools to help quit smoking, information on the dangers of smoking and the benefits of quitting, and additional resources, visit the ACS web site, at: <http://www.cancer.org/Healthy/StayAwayfromTobacco/GreatAmericanSmokeout/index>

For more information on these and other health related events, contact the National Health Information Center at: <http://www.healthfinder.gov/nho/nho.asp>



# SDAHPERD Officer Nomination Form

- President-Elect
- VP-Elect, Sport and Physical Education
- VP-Elect, Dance
- VP-Elect, Leisure and Recreation
- VP-Elect, Student
- Other \_\_\_\_\_



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 15, 2010**

Submit nominations to:  
 Sheri Keck, Past-President and Nominating Chair  
 2332 Huntington Place  
 Rapid City, SD 57702  
 Or send via email to: [sheri.keck@k12.sd.us](mailto:sheri.keck@k12.sd.us)

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## 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.



**JOIN TODAY, AND PUT AAHPERD TO WORK FOR YOU!  
AAHPERD Membership Application**

**YES**, I want to join AAHPERD. Please send my Association credentials, and begin my subscription to Update and the professional journal(s) I've checked below.

(Mr.) (Ms.) (Dr.)  
Name \_\_\_\_\_

Please fill out both addresses below and then tell us which one you'd like to use.

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 Work Phone \_\_\_\_\_ Fax \_\_\_\_\_  
 E-mail \_\_\_\_\_

**2. Home Address**

Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Home Phone \_\_\_\_\_

**Preferred Membership Mailing Address**  
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Your satisfaction is 100% guaranteed. Cancel any time and you'll receive a full refund on all the months remaining on your membership. *Join AAHPERD with confidence!*

**Customize your membership**

**Choose your Associations**

AAHPERD membership includes membership in any two Associations. Please prioritize your choices. Students may join only one Association.

- American Association for Health Education
- American Association for Physical Activity and Recreation
- National Association for Girls and Women in Sport
- National Association for Sport and Physical Education
- National Dance Association

**Research Consortium** For those interested in research. (Select this in addition to your association affiliation(s) at no extra charge to you.)

**Choose your Professional Journals**

- Journal of Physical Education, Recreation & Dance*
  - American Journal of Health Education*
  - Research Quarterly for Exercise and Sport*
  - Strategies, A Journal for Physical and Sport Educators*
- You receive a subscription to one professional journal with your membership in AAHPERD. Subscriptions to additional journals are only \$25 each per year.

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