

SDAHPERD Journal

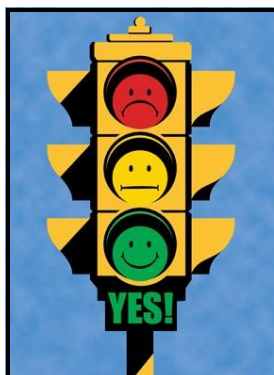
Volume 26, Number 1 Spring, 2011



LET'S MOVE in School

www.LetsMoveInSchool.org

Find out more about this national program to promote physical education and physical activity in the schools!



It's GO Time! Be ON for a Healthy South Dakota!
Join us in Sioux Falls on November 2-4 for the 2011 SDAHPERD State Convention!
Details inside!

Also in this issue:

- 2010 Teachers of the Year
- Lesson plan ideas
- Messages from your SDAHPERD leaders
- And MORE!

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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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Mark Your Calendars!

SDAHPERD Convention
 November 2-4, 2011
 Holiday Inn City Centre
 Sioux Falls

Central District Convention
 February 2-4, 2012
 Crown Plaza Hotel
 Colorado Springs



Let's Move in Schools

(LMIS) for 60 minutes before, during, and afterschool to improve health and academic performance!

Join more than 1200 schools across the nation to celebrate Let's Move in School during National Physical Education and Sport Week (May 1-7). Rally your school, district and state to demonstrate our shared commitment to improving physical activity in schools.

Improving Health and Academic Performance

The goal of *Let's Move in School* is to ensure that every school provides a comprehensive school physical activity program with quality physical education as the foundation so that youth will develop the knowledge, skills, and confidence to be physically active for a lifetime.

Let's Move in School is urging physical educators, parents, school administrators and policymakers to get involved in bringing quality physical education and physical activity to schools through a comprehensive school physical activity program (<http://www.aahperd.org/letsmoveinschool/about/overview.cfm>). Your school can start by registering (http://www.aahperd.org/letsmoveinschool/events/school_signup.cfm) for a Let's

Move in School event during National Physical Education and Sport Week.

News and Updates

View the Let's Move in School promotional video! Leaders from ASCD; the President's Council on Fitness, Sport & Nutrition; the American Association of School Administrators; and the Healthy Weight Commitment Foundation talk about why they have joined on as Let's Move in School Strategic Partners. To date, 1667 schools totaling more than 1 million students have registered for a Let's Move in School event. Join the *MOVEMENT*. Register your school today!

As of March 14, 2011, nine schools in South Dakota had registered:

- Lincoln Elementary, Aberdeen
- Simmons Elementary, Aberdeen
- O.M.Tiffany Elementary, Aberdeen
- May Overby Elementary, Aberdeen
- South Park Elementary School, Belle Fourche
- Beresford Elementary School, Beresford
- Robert Bennis Elementary School, Brandon
- Lead-Deadwood Middle School, Lead
- Lead-Deadwood High School, Lead

The Centers for Disease Control and Prevention (CDC) recently reviewed studies about school-based physical

education and physical activity and their effect on academic performance, with overall positive results.

Let's Move... Our Youth to Be Physically Active!

Whether you are a parent, principal, superintendent, school board member, legislator or concerned citizen, you have a role to play in helping our youth become active and in making quality physical education and physical activity a reality in your local school.

The Brain Game

Research shows that physical activity can positively affect:

- Blood flow and oxygen to the brain, thereby improving mental clarity.
- The part of the brain responsible for learning and memory.
- Connections between nerves in the brain, thereby improving attention and information-processing skills.

Physical activity also:

- Builds strong bones and muscles.
- Decreases the likelihood of developing obesity and risk factors for diseases such as type 2 diabetes and heart disease.
- Promotes positive mental health and can reduce anxiety and depression.
- Positively affects classroom behavior and can help youth improve their concentration and memory.

CDC Review of Research Findings

50 studies were reviewed.

- A total of 251 associations between physical activity and academic performance were tested.
- More than half (50.5%) of all associations tested were positive.
- Only 4 (1.5%) of all associations tested were negative.

Full report of methods and results: www.cdc.gov/HealthyYouth

From the President

First, I would like to give a huge thank you and congratulations to the South Dakota board members and helpers that put together the Central District Convention! I would also like to recognize former president Sheri Keck and current president LeAnn Vette for all their hard work. The convention was a great success because of their leadership, commitment and dedication. Congratulations on a job well done!

The Central District Convention in Rapid City was the first that I attended and I hope to return next year. I cannot thank and name all of the presenters personally, but I was able to see and learn a tremendous amount of new things from the sessions that I attended. One of the unique and very motivating opportunities at this year's convention was hearing the National AAHPERD President Vicki J Worrell (Kansas) and incoming National AAHPERD President Brad Strand (North Dakota) from the Central District. These people were inspiring and were very excited that they could be a part of the convention.

Conventions like this renew your energy and enthusiasm for teaching and help you reflect on and evaluate your teaching in order to improve your methods. I learned many new and creative ways to get my students to reach their highest levels and to hopefully get them to live healthy lifestyles. I appreciated their innovative and different techniques to get kids fit!

During my year as the President-Elect for South Dakota, I had the opportunity to meet the other president-elects from the other states. We were able to discuss and talk about current issues affecting our different states. It's interesting to hear what other states are doing and



Chris Andersen, SDAHPERD President for 2010-2011, receives the presidential gavel from LeAnn Vette, SDAHPERD 2009-2010 President during the board meeting held at the Central District Convention in Rapid City in February.

that they are dealing with the same issues as our state such as obesity and lack of funding. I would like to say that I am confident that there are people who care deeply about physical education and the importance it has on our youth.

I am looking forward to going to my first National AAHPERD Convention in sunny San Diego, California in late March to meet new colleagues and also see some familiar faces in our organization. I think this will be an incredible learning experience and I look forward to bringing back fresh ideas and a new vision for South Dakota.

I ask all of the health and physical education teachers who are members of this great organization to get involved, mentor others, learn, and advocate in your communities for a strong and comprehensive health and physical education program for all children!

Chris Andersen
President SDAHPERD
Patrick Henry Middle School
Sioux Falls

The Passing of the Baton

The transition in leadership is not limited to the elected officers. Maybe I'm just getting old (could that be?!), maybe I'm getting tired, or maybe its just a good time to mentor a new professional to fill the role of SDAHPERD Executive Director. My tenure as SDAHPERD ED will end in May.

I have enjoyed working with the board, with the leaders of SDAHPERD and representing the profession on various boards and committees within South Dakota, within Central District and within the structure of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

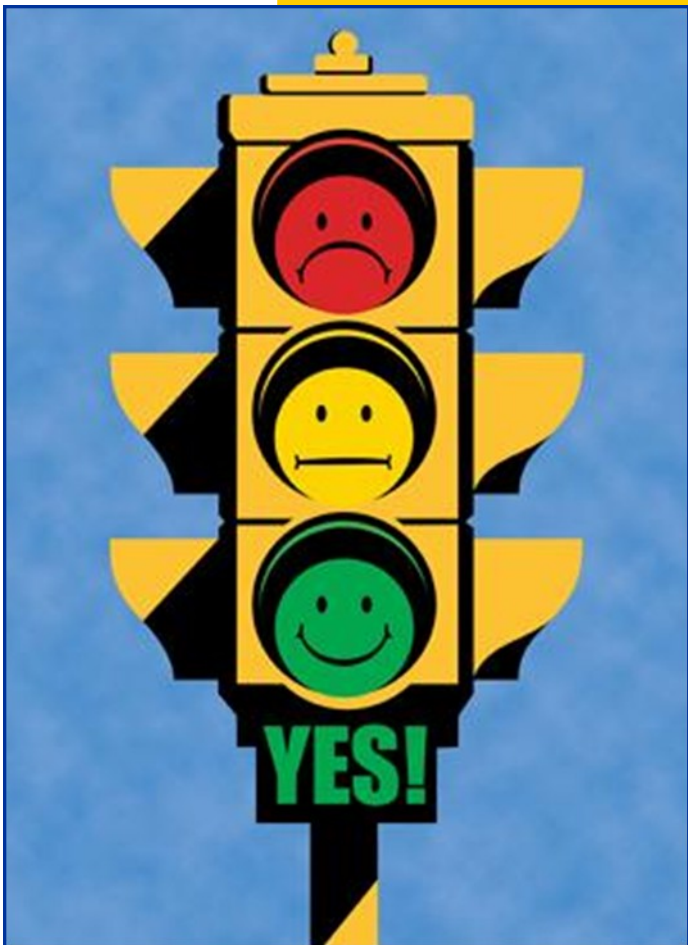
I look forward to continuing to be a part of the association's membership and to seeing the many friends and colleagues I've met over the years. Please keep in touch and feel free to contact me if I can be of assistance in any way.

[Gale Wiedow](#)
Dakota State University
Madison



It's GO Time!

November 2-4 2011
Sioux Falls, SD



SDAHPERD Convention will be held at the Holiday Inn City Center in downtown Sioux Falls. Stay in touch and check the website for specific details.

I hope to see you there!

Be “ON” for a Healthy South Dakota



**It's GO-time !
Be ON for a Healthy South Dakota!**

**Proposal Form
2011 SDAHPERD Convention**

<u>Office Use Only</u>	
DAY _____	
TIME _____	
ROOM _____	

SDAHPERD Convention 2011
November 2-4, 2011
 Holiday Inn City Centre, Sioux Falls, SD
ALL PROPOSALS MUST BE RECEIVED NO LATER THAN June 4, 2011

The program committee requests that potential presenters focus presentations on the topics of networking, collaboration, leadership, research, advocacy, technology, assessment, and teaching in the areas of aquatics, dance, health, physical education, adapted physical education, sport, physical activity, recreation, retirees, or future professionals.

To propose a presentation for the 2011 SDAHPERD Convention, please complete this form in its entirety. Those selected will be notified by August 15, 2011. **All presenters must register for the SDAHPERD Convention in Sioux Falls.**

PRESENTERS: For *each* presenter include the following information. Send completed proposal electronically to the appropriate person at the bottom of this form. **Presenters are allowed a maximum of two presentations inclusive of secondary presentations.**

Primary Presenter:		
Presenter 2:		
Presenter 3:		
Primary Presenter Mailing Address:	School/Organization:	
City, State, Zip:	OFFICE Phone Number:	HOME Phone Number:
CELL Phone Number:	Email:	Fax:

Title of Proposed Presentation: (max 10 words)

Continued on next page >

SDAHPERD Journal

Brief Description of presentation for use in printed program: (max 80 words)

Summary of presentation content including which national health and/or physical education standards will be addressed:

Mode of Presentation: Check all that apply

Lecture Panel Activity/Participation Pool

Intended Audience: Elementary Middle School Secondary
 Future Professional Higher Ed. Health
 Adapted Dance Recreation
 Other _____

Length of Session

Single Session (50 minutes)
 Double Session (80 minutes)

Audio / Visual: Screen Microphone Other _____
LCD projectors will NOT be provided.

Send program proposal, according to the content, to one of the following, by **June 4, 2011**:

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Elementary College
Middle/Junior High Sports
Secondary Adapted

For Office Use—Date Received:

SDAHPERD Members Honored during Central District and National Convention

A number of SDAHPERD members were honored at ceremonies held in conjunction with the Central District Association of AAHPERD convention held in Rapid City February 10-12.

SDAHPERD Teacher of the Year honors were awarded to **Theresa Adel** from Belle Fourche (Elementary PE Teacher of the Year) and **Dave Mudder** of Garretson (Secondary PE Teacher of the Year).



Dr. Patty Hacker was honored as the Central District Scholar. Her address to the membership was titled 'Reflecting on Reflection: How We Teach Students to Think About What They Know.' Excerpts from the presentation are included in this issue of the Journal.



Danielle Schlecht (below right), student representative on the SDAHPERD Board from the University of South Dakota, was the first ever recipient of the Mark Harvey Legacy Scholarship. Danielle will also be representing SDAHPERD at the national Student Leadership Forum to be held at the AAHPERD national convention in San Diego March 29 - April 2.

Amy Phenege (immediate right), student representative on the SDAHPERD Board from Dakota State University, has been selected as one of only three undergraduate students nationally to receive the Ruth B. Abernathy Presidential Scholarship. Amy will receive the scholarship at the Awards and Recognition Ceremony at the national convention in San Diego March 29 - April 2. Amy will also be representing SDAHPERD at the national Student Leadership Forum in San Diego.



Dr. Jessie Daw, Northern State University (on the right) was recognized with the 'Pathfinder Award' in recognition for her work promoting opportunities for girls and women in sport. In addition to her teaching at NSU, Jessie initiated the women's tennis program and serves as the coach. Jessie has served SDAHPERD in various capacities, including that of Executive Director.



SDAHPERD Executive Director **Gale Wiedow** has been selected as the recipient of AAHPERD's 2011 R. Tait McKenzie Award. The McKenzie Award is bestowed annually by the Alliance in recognition of distinguished service by members, which takes place outside the framework of the Alliance but which reflects prestige, honor, and dignity on the Alliance. Gale's work with the National Youth Sports Program (NYSP) has been cited as the basis for his selection. NYSP is a national federally funded summer day camp program for economically disadvantaged and underserved youth.



Annette Johnson (left) was honored at the Central District convention as the recipient of the Division of Physical Activity and Recreation Merit Award. Annette, a retired Spearfish Middle School Physical Educator, remains active in the community and has served on many organizations promoting health, active lifestyles, including the South Dakota Governor's Council on Physical Fitness and Sports.

Recipients of the 'Friends of SDAHPERD' award included the Spearfish Recreation Department and **Bob Tereshinski** of Mt. Marty College (pictured on the right). Bob has been a major influence on students majoring on both Physical Education and Exercise Wellness, having served as an instructor in numerous courses and serving as a coach in various sports.



Over the 38-year history of the program, NYSP served over 2 million children. Gale's work with NYSP spans over 25 years, beginning with service as the Activity Director for the program at USD and culminating in his service as the National Program Director.



Reflecting on Reflection: How We Teach Students to Think About What They Know

Patty Hacker, South Dakota State University, Brookings, SD

(From the Central District Scholar Presentation conversation in Rapid City February 11, 2011)

Many years ago, in another life, I wondered how it was I had learned to think about what it was I was doing in my classroom- why I wrote down notes to myself about what had worked and what had not. But more importantly, why- what were the “things” that made the lessons work the way they did? Was it me? Was it the students? Was it the lesson? Or was it a combination of any or all of these? And how could I get the student teachers I had to do the same thing- and convince them it would help them in the classroom?

When I began teaching physical education it was fun (not that it isn't now!) – fun in the sense that I walked into school each day and knew that I would be playing games all day. And that was what my lesson planbook showed- “games of lower organization,” “games of higher organization,” “relays.” I did not write a single lesson plan during these years, even though I had been taught to do so in my teacher prep program. But no one asked me for them, so I did not write them. And I did not ever think about the connection between teaching and planning for that teaching.

When I changed school districts and states, I was required to not only write lesson plans every week, I was required to have them in the office and tie them to my curriculum and have goals that I planned to meet in the lessons. Writing these lesson plans made me actually begin to think about what I was doing in my classroom, and why. It literally changed me as teacher. I had not been taught to reflect on my practice, but because of questions that came up in my teaching, I began to do just that- think about what I was doing. And then, every once in a while I began to think about what I was thinking about, and that was when life for me as a teacher began to change.

I had supervised student teachers in my first teaching position, but in that early period I was more concerned with teaching the student teacher what I knew than I was with helping that new professional grow into a good teacher. However, in my second teaching position I realized how important it was to help the student teacher recognize the importance of thinking about what they were doing and why. And thus I began my next journey, the one I am still on. Reflection has become very important to me, but so has studying how students develop knowledge structures about concepts they reflect on. Without a certain level of knowledge about a concept, particularly those that are important in teaching, we cannot develop reflection.

An opportunity for advanced study. I had resigned from public school teaching because of frustrations with the system, when an opportunity presented itself. It was an opportunity for advanced study about teacher learning, teaching and supervision. It gave me an opportunity to study how teachers teach and how teachers learn, based on research on teaching. I also learned about what we now know about how we learn about what we know, and the processes available to help teachers become better teachers- how to supervise them, how to “lead” them to looking at and thinking about their practice in the classroom. This led to my dissertation topic, which was about the knowledge structures of classroom teachers related to classroom management techniques.

And now here I am. It seems I have come full circle, as I am back to studying knowledge structures, except that we look at them as mind mapping or cognitive mapping. But the questions are the same. How do we teach reflection? How do we teach students (teacher candidates) to be reflective practitioners?



How do we develop knowledge structures?

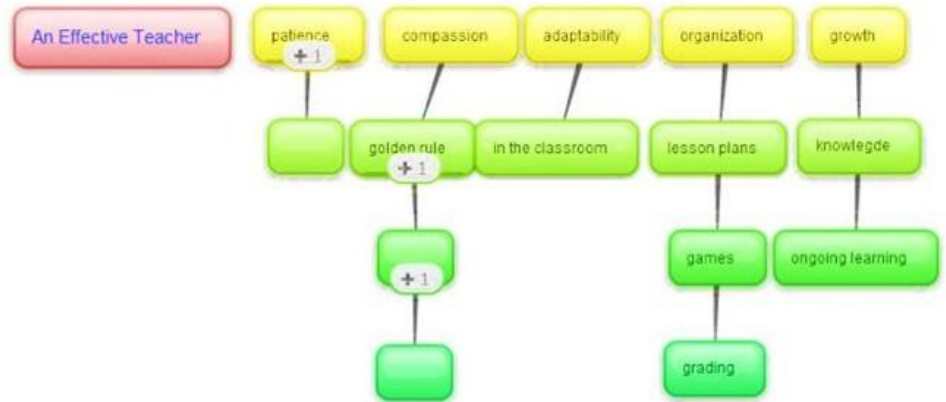
What is reflection? Reflection is defined as a contemplation, or a calm, lengthy, intent consideration (www.hyperdictionary.com). The 1913 edition of Webster's Dictionary defined reflection as “the reverting of the mind to that which has already occupied it; continued consideration; meditation; contemplation” (www.hyperdictionary.com). Defining the word does not explain the importance of the concept of reflection, and in teacher education reflection has become a very important skill to teach, to have, and to understand as it relates to effective teachers.

One of the goals of most teacher education programs is to help our teacher candidates learn to be more thoughtful about their practice, to be more analytical about what goes on in their teaching. Schön would call this “knowledge-in-action,” and we talk about it as understanding and improving our own teaching by starting from think-

ing about what we ourselves have experienced (Schön, 1983). What we are actually doing is trying to get our teacher candidates to start internalizing this reflective process during their initial training. The question then is, when does reflection develop? The answer- good question! The literature leads one to think that it has quite a bit to do with whether or not the student has learned how to “think about” what they see, what they do (and experience) and how those two things are related (Downing, et al. 2009; McGlenn, 2003).

Some examples. I wanted to know if my students- my teacher candidates- could develop content knowledge about motor development in children in a physical education class, by doing action research with one child. The project used documentation panel methodology (Kline, 2008). Each week of spring semester the PETE students work with the SDSU kindergarten as part of PE 335 Assisting Teaching class. They are assigned a student from their teaching during the fall, and that is the student they work with specifically in the spring. They develop a research question based on what they have seen in the fall and through the documentation process, they investigate the question and come to a conclusion about it.

The use of Web 2.0 tools has also helped me get at how my students are processing information- how they are



thinking about their own knowledge. Two programs in particular, Spicy Nodes (www.spicynodes.org) and bubbl.us (<https://bubbl.us>) are mind mapping programs that helps students put their thoughts on paper using graphic strategies. Several examples follow.

Thinking about effective teachers. Conversations in class this spring began with the topic of effective teachers. My question was what they though the characteristics were of effective teachers, those they had learned the most from. They were directed to use one of the two concept mapping programs (indicated earlier) to map out their thoughts. I was pleasantly surprised by the results (which are presented), and by the discussion this group of students and I had about what they thought effective teachers did in class and expected of students in class.

Teaching reflection; reflection and teaching. The reality is that teaching and reflection probably go hand in hand. Reflection is one of the marks of an effective teacher (Schön, 1983). Reflective practitioners are what teacher education programs purport to be all about developing, and so those of us who are in those programs, those who teach in those programs, we are the role models for this reflective practice (Schön, 1987).

Reflective Cycle. Part of how we model reflection for our students is to be actively part of a reflective cycle. This cycle must include experience, reflection on this experience, formulation of new ideas/solutions based on this experience and reflection, and then application of these ideas (Kolb, 1984). An integral part of this involves asking questions: what? (what happened in this situation- reflective observation); so what? (what did you expect to happen?); what next? (how does this apply to your future actions, or what will you do next based on what you have discussed above?) (taken from Kolb’s Experiential Learning Cycle, 1984).

Give feedback. We also have to give students feedback by responding to their questions with questions. It drives them crazy, but it forces them to think about what they have asked, and it forces them to think about..... what you have asked them to think about! In giving students answers we do not allow them to experience situations and the process of thinking through how to deal

(continued on next page)



District Scholar

(continued from the previous page)

with the “if-then” loop that all effective teachers go through- this is the reflective part of teaching.

Give assignments. Require students to reflect through journaling. Have a specific set of questions they have to respond to as they begin, then make the questions more thought-provoking as they get more comfortable with the process. You can also use journaling with a peer or small group, where they respond to each other and to each other’s responses. Use role playing situations in class and do the what-if scenario (problem-based situations).

Be a role model. This is the hardest. Put yourself into situations where you can have your students ask you the questions what? So what? What next? Don’t let yourself get caught up in personal weaknesses. It’s tough to be the one being analyzed, especially if you are having a bad day. But those are the best teachable moments for both you AND your students.

The final questions to ask are: what did I learn? And how did I learn it? Why does it matter? And finally, what will I do in the future because I have learned this? When these questions can be answered, the reflective process has begun (Taken from The DEAL Model of Reflection developed by Dr. Patti Clayton and colleagues, North Carolina State University).

Selected references:

<http://www.hyperdictionary.com/dictionary/reflection> February 6, 2011)

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The DEAL Model of Reflection developed by Dr. Patti Clayton and colleagues, North Carolina State University.

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Harrisburg to host the 3rd Annual Summer PE Clinic!



**** It is not only for PE teachers, so bring your co-workers for 2 days of fun! ****

The dates are set for June 21st & 22nd. This is a 2-day event filled with several great speakers. Hands on activities and time to gather with others from around the state to see what they are doing in their classrooms.

Registration is \$80.00 which includes the clinic and food for both days. Graduate credit is available for \$40.00 through USF or you can take it for renewal for FREE! You must attend all sessions and write a brief summary of what you saw during the session for credits.

Registration forms are on the Harrisburg Home page at <http://www.harrisburg.k12.sd.us>

Note that the deadline for early registration is May 13th

Questions? E-mail Ronette Costain at ronette.costain@k12.sd.us .

Also see page 15 in this Journal for the registration form.



Join us in Colorado Springs on February 2-4, 2012 for the Central District Association of AAHPERD District Convention!

[Membership in the American Alliance for Health, Physical Education, Recreation and Dance](#) (AAHPERD) automatically makes you a member of Central District.

Meet fellow professionals from the District and learn from the best!

Interested in presenting? Click here: [Proposal Form](#)



Speed Stacking Invasion!!

The premise of cup stacking seems a little alien to our “traditional” physical education classes. Hold on tight because the Speed Stacking invasion is about to add another dimension to your classroom!

If you are unfamiliar with speed stacking (also known as sport stacking) you can “YouTube” speed stacking on the web and be prepared to pick up your jaw off the floor! I was able to attend the 2010 World Sport Stacking Tournament last year in Denver and the cups seem to magically fly out of their hands!

Here are the basics...12 cups, three basic patterns (3-3-3, 3-6-3, CYCLE), and a healthy addiction is in reach. Speed stacking encourages left and right hand movement, bilateral coordination, hand-eye coordination, concentration, motivation, fitness, and self-esteem. Aren't those the components we all strive to reach in our daily physical education lessons?

Now that you know the benefits, implementing sport stacking into your physical education curriculum is the next step. SPEED STACKS “The Leader in Sport Stacking” founded in 1995 has developed the tools for physical educators to do just that. Sport Stacking lesson plans, Stackademics, and the Fitness Stacking Guide are just a few of the educational references I have used in my class. All of this and more can be found at: <http://www.speedstacks.com/>

As budget crunches expand throughout our state the thought of purchasing new equipment creates a sour taste in our mouth. Speed Stacks offers loaner programs for schools on a limited budget so



Kim Hansen, above right, challenges fellow teachers at Journey Elementary School, Harrisburg, to a cup stacking contest. Financial support for cup stacking at Journey has been provided by the school’s Parent Teacher Organization.

the cost of Speed Stacking could be 100% FREE. I was lucky enough to have my school’s PTO purchase a Sport Pack (including 30 sets of cups, instructional information and training DVD) so that might be an option for you as well. Along with my regular Speed Stacking unit I do in the spring, I run two 6-weeks after school programs where we dive into more competitive aspects of sport stacking.

As a Sport Stacking Ambassador I will be speaking about Speed Stacking during Harrisburg’s Annual PE Clinic June 21st and June 22nd. Feel free to contact me about your physical education program and how Sport Stacking can work for you! Stack Fast!

Kim Hansen
Harrisburg Journey Elementary Physical Education, Sport Stacking Ambassador
kim.hansen@k12.sd.us



Building Healthy Minds, Healthy Bodies: Advocating for the FIT Kids Act

By Mary Michaels, Government Relations Director, American Heart Association-South Dakota

It is no secret that childhood obesity in the United States is an epidemic. About 1 out of every 6 children and adolescents ages two to 19 are considered obese. As these obese children grow into adulthood, they have a much greater risk than their normal weight peers of developing and dying from chronic diseases.

Some experts predict that by 2015, 75% of adults will be overweight with 41% obese. One important way to help curb this rise in childhood obesity and chronic disease is through strong physical education programs and regular physical activity throughout the day in our nation's schools.

Children must be physically active at school and learn how to stay healthy through exercise and a balanced diet. If lifetime physical activity and healthy food and beverage choices are taught at both school and home, children will have the optimal foundation for healthy living. Research also shows that healthy, physically active children learn more effectively and achieve more academically.

That is why the American Heart Association is among the leading advocates for the federal Fitness Integrated with Teaching Kids Act (FIT Kids Act), which would:

- Require schools to report on the quality and quantity of physical education;
- Provide opportunities for physical activity and wellness in school programs;
- Involve parents in supporting schools in students' nutrition and physical activity; and
- Provide physical education teachers with professional development opportunities.

The quality of a school's physical education classes is as important as their frequency, especially if children are to reap the full benefits of regular physical activity. Quality programs based on national and state standards that provide professional development, adequate resources and sufficient space for physical education and activities are essential.

The FIT Kids Act, which has had some hearings in previous sessions of Congress, will soon be re-introduced in the United States House of Representatives and the United States Senate (bills that are not successfully passed one year can be re-introduced in the next session).

This legislation is one of the priority areas that will be a focus during the American Heart Association's Federal Lobby Day event to be held in mid-April. Volunteer advocates from around the country, including Breon Schroeder from the Lead-Deadwood High School, will gather on Capitol Hill asking lawmakers to sign on in support of the FIT Kids Act.

You can join your voice with Breon's as a member of the American Heart Association's

You're the Cure network. This grassroots advocacy network provides you with updates on local, state and federal policy issues and gives you the chance to send important messages to lawmakers at all levels. It is quick and easy to sign up at www.yourethecure.org.

As a member of *You're the Cure*, you will receive occasional emails from South Dakota advocacy staff (myself or Pamela Miller, Grassroots Advocacy Director) or from our national colleagues. You can choose the action alerts you would like to respond to, and you'll be up-to-date on our efforts to combat obesity, to secure heart disease and stroke research funding, and support other policies that promote heart-healthy and stroke-safe communities.

Watch for more updates on the Federal Lobby Day event in April...and come "Like" us on Facebook at www.facebook.com/southdakotaheart.

Help Kids Exercise Their Rights ... please join your voices with ours. *You're the Cure*.



Harrisburg Physical Education Summer Clinic 2011



June 21 and 22

Cost:

Pre-registration for clinic \$80.00

Registration at the door \$100.00

(Includes the cost of the clinic, breakfast, and lunch each day at HHS)

**Cost for Graduate Credit will be \$40.00 to USF
Payment is due when you check in for the clinic.**

To get renewal credit you must attend ALL 15 sessions (attendance will be taken).

To receive Graduate Credit you will have to attend all sessions and write a reflection paragraph on each session. Additionally, at the end of the conference you must turn in a minimum one-page paper discussing your implementation the curriculum in your district.

This will be collected on the last day after the last session.

Name: _____

School you teach at: _____

Summer Phone number: _____

Summer E-mail: _____

Pre-registration is due: May 13, 2011

Send to: Ronette Costain 4010 W. 82nd Street Sioux Falls SD 57108

E-mail ronette.costain@k12.sd.us or phone: 605-743-2567 dial 3 then extension 4008

Please make checks payable to Harrisburg School District/ PE Clinic

Pre-registration for clinic \$80.00

Amount Enclosed: _____ check or cash (circle one)



Head Start Body Start: Enhancing Physical Activity in Head Start Programs

by: Dr. Scott Klungseth

I urge all of you to consider learning more about the Head Start Body Start (HSBS) program and encouraging Head Start and Early Head Start programs in your area to apply for the program. Over the last two years I have had the opportunity to serve as a Physical Activity Consultant (PAC) with the HSBS program.

The HSBS program is directed through the National Center for Physical Development and Outdoor Play. This program is a collaboration between the American Association for Physical Activity and Recreation (AAPAR) and the National Association for Sport and Physical Education (NASPE). The primary mission of HSBS is to increase physical activity, outdoor play, and healthy eating among Head Start and Early Head Start children, families, and staff.

HSBS helps these programs in creating healthy learning environments, both within and outside the classroom, through structured and unstructured physical activity that leads to the physical, cognitive, social, and emotional development of young children and works to reduce obesity and its associated costs. This is done through the provision of grant funding (\$5,000) to purchase physical activity based equipment, a minimum of three on-site 3-hour professional development sessions with a PAC, availability of numerous webinars, online resource guides, and a wide variety of links to additional information resources.

HSBS has developed a Preferred Vendor list for all grant applicants. These providers offer a wide variety of safe, developmentally appropriate, value-added packages of play space equipment and materials for recipients of Play Space



Grants. The packages can include physical activity equipment, sensory-motor equipment, music-based activity equipment, or nature-based activity equipment. Some packages are permanent structures such as playground equipment other are non-permanent such as trikes, and a variety of indoor/outdoor mobile equipment.

The primary resource for professional development for Play Space Award recipients is the PACs. PACs are physical activity experts with experience in early childhood education and movement as well as other related fields. The PACs observe, model, and discuss strategies for developing physical activity and indoor/outdoor play. The developmental focus is on strategies for both structured and unstructured play. PACs may also provide professional development for families and/or parent groups associated with the head start center to increase physical activity and healthy lifestyles for their young children.

The HSBS website provides numerous resources for grant recipients and non-recipients alike. The online Toolbox features a variety of resources that meet the national standards for infant and early childhood physical activity. These

include tipsheets, activities, best practices, other physical activity and nutrition education materials. Additionally, the website has links to a wide variety of high quality web sites, success stories, news, and a section specific to information for families.

The application process for the Play Space Grants is not difficult and is fairly short. Additionally, almost 85% of applicants last year were funded. A astronomical percentage compared to most nationwide grants. More information on Head Start Body Start can be found at <http://www.aahperd.org/headstartbodystart/>

As a PAC, I have seen first hand the great impact that this program can have both for youth and for their teachers. More importantly I have seen the impact as a parent, one of my children has had the opportunity to benefit from this program. Take the time to share the information with Head Start programs in your area and be an advocate for increasing physical activity and nutrition concept learning for young children!!!!



PE2020 Is About Building a Shared Vision for Physical Education in the Year 2020 and Beyond

What should physical education look like in the year 2020 and beyond?

NASPE's PE2020 initiative seeks to answer this question by inviting physical education teachers, college/university faculty, physical education teacher candidates, K-12 students, parents, school administrators, policy-makers, community members, and other key supporters (e.g., public health professionals, medical community) to share visionary thoughts about the future of physical education.

PE2020 is a multi-faceted, two-year initiative. This online forum is just the first phase – but it is the foundation for the entire initiative. The visions, issues, and viewpoints gathered through PE2020 online will be the basis for the other phases that will include several national forums.

PE2020 Outcomes

What, you may wonder is going to be the result or outcomes of PE2020.



Simply stated, those of us on the Planning Committee have high hopes that PE2020 is going to make a difference to our future. We anticipate there will be some written documents and online postings. The NASPE Board anticipates using the information we gather to help shape its next strategic plan. It's also possible that more thorough analysis will be conducted on the posted visions. But part of the excitement of this initiative is soliciting input from thousands of people and listening to their advice. In other words, YOU have a key role to play in the impact made by PE2020. Please continue sharing ideas and giving us feedback.

Share your vision by visiting the PE2021 website at: <http://www.aahperd.org/naspe/about/relatedLinks/pe2020/index.cfm>

Frisbee Disc Golf

by Dave Mudder
Grades K-12

Spring is in the air and it's time to get outside and play golf! I don't have the original nets and poles and all the equipment for the game, so I make up different targets. The students like the creativity which gives them ideas to make up games with different equipment.

Before we play, we go through ways to throw the Frisbee and the great thing is there is no right or wrong way, just about anything goes when it comes to the toss.

Equipment: Frisbees, hula hoops, cones, crates, buckets, blankets, etc. - anything that could be used as targets to throw the Frisbee to or in. I do have them keep score after we play a few times (not that important).

Field : Played outside works great but can be done in the gym.

Set up: Depending on your area, I have the student's pair up and each one has a Frisbee. We go through the course either by walking or having a diagram for them to look at. Each group starts at the hole (target) previous the number they are at (I set up as many holes as the number of teams that are playing). We also use golf terminology in our game as we play (par, eagle, hole-n-one etc.). When the Frisbee stops, that is where they play the next throw. They finish their hole and move on to the next one. We want to have fun and give them a game they can play anytime and anywhere. The wind and the outside elements make it very interesting!

Modifications: Best ball (Frisbee), one-on-one, teams vs. teams. Be creative!!



Central District Convention Overview

By Sheri Keck, Convention Manager Rapid City Stevens

The 2011 Central District Convention was held in Rapid City in February. The theme for this year's convention was "The Hills Are ALIVE" (Active Learning Is Vital in Education). President Lois Boeyink says the theme represents that there are many hills, or so called obstacles, that need to be overcome while moving our profession forward. It is up to us to be alive with advocacy and be active in learning to educate our children with all that we know and can find out. What better way to advocate and actively learn than by attending a convention to see what is current, share ideas, and value each other as professionals. Here is the convention at a glance.

More than 225 teachers, recreation professionals, health educators, and college students from throughout the surrounding nine states attended the Central District convention in Rapid City. The convention provided educators training modules dealing with creative teaching techniques, innovative lesson planning, student motivation and class discipline. The convention had a little of the "Old West" flavor.

Convention goers giddied up and headed over to the pre-convention sessions sponsored by Socci, Geo-Motion, The First Tee and Foundational Fitness. Following these great sessions there were games and give-a-ways from the exhibitors and a Thursday night social where we bet on our favorite pig while we ate popcorn and sipped on our favorite beverage.

Friday morning there was a run/walk to see who put together the best poker hand. Participants col-

lected cards at every half-mile! They whistled Dixie after the race with their new Spalding one touch whistle (free for all who participated)! There was a free continental breakfast for all convention goers!

The luncheon speaker was Randy Hagen. His message was on "Every Day Greatness". Your greatest freedom – your greatest strength – is your ability to choose! This luncheon also honored our past Central District presidents.

That evening convention goers cow-boyed up and ate some grub and played some poker while they listened to country music played by the Lonely Rangers and a campfire story on "Living Every Moment" by Dr. Elaine Doll-Dunn. There were casino prizes and a silent auction that raised \$1,200.00 for the Forgotten Elderly!

Saturday we had a town hall lunch meeting hosted by our National AAHPERD President Vicki Worrell. Sprinkled throughout the day were all sorts of great educational sessions from "Curling" to "Five Minute Activities for the Classroom"!

The convention ended with an exciting game of Deal or No Deal! Everyone left with a great prize, a new friend and some great new ideas!!

"Happy trails to you, until we meet again!!"

Sheri Keck, Convention Manager
2011 CDA Convention, Rapid City



Rose DuBois (left) and Sheri Keck (right) work to prepare the registration table for the Central District Convention.

Roy Rogers Riders Club Rules:

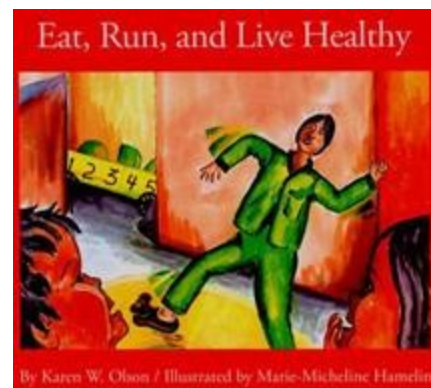
1. Be neat and clean.
2. Be courteous and polite.
3. Always obey your parents.
4. Protect the weak and help them.
5. Be brave but never take chances.
6. Study hard and learn all you can.
7. Be kind to animals and take care of them.
8. Eat all your food and never waste any.
9. Love God and go to Sunday school regularly.
10. Always respect our flag and our country.



Lesson Plan Ideas:

Eat, Run and Live Healthy

Submitted by Tracy Nelson, SDSU



Book: *Eat, Run and Live Healthy* by Karen W. Olson

Objectives and National Standards:

1. The students will demonstrate locomotor skills while participating in the activity.
National Physical Education Standard #1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. The students will perform endurance and strengthening activities, such as jogging and sit-ups, to help them become physically fit.
National Physical Education Standard #4: Achieves and maintains a health-enhancing level of physical fitness.
3. The students will perform the activities as a group or “family” before they can move on to the next activity.
National Health Education Standard #2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Grade Level: PreK-2

Time: 10-15 minutes

Safety Concerns: Students will need to be able to move safely in personal and general space.

Equipment/Resources Needed:

Enough hoops for at least, one per student & music

Warm Up/Introduction:

Students will stretches while the instructor reads/reviews the book.

Check for listening skills, following directions, knowledge of left/right, locomotor skills; opposites (right hand/left foot etc.) personal and general space

Lesson Focus/Development:

Scatter hoops around playing area, one student in each hoop. When the music starts, the students move around the area performing the following tasks: (also call out locomotor and non-locomotor skills, so they know how to move from hoop to hoop).

1. Move around the area without touching any hoops.
2. Step inside as many hoops as possible with one foot.
3. Step inside as many hoops as possible with both feet at the same time (jump).
4. Touch inside as many hoops as possible with one hand.
5. Touch inside as many hoops as possible with two hands.
6. Touch inside as many hoops as possible with one hand and one foot at the same time.
7. Touch inside as many hoops as possible with both feet and both hands at the same time.
8. Jump inside a hoop and lift it up and of your body, then place it back on the floor and go to another one.
9. Pick up a hoop, put it over your body, then drop it and run out of it to another one.
10. Do a coffee grinder (put one hand in center of hoop, run around hoop one time) and go to another.
11. Jump (two feet) in, out, in, out, and then move to another hoop.
12. Do everything above with a partner.
13. Come up with your own way to moving around, in, or through the hoop.
14. Do everything above while dribbling a ball.
15. Right hand and left foot in a hoop.
16. Left hand and right foot in a hoop.

Cool Down/Closure:

Gather students and ask them the following:

- What were some of the activities that you did to become healthy?
- Was it helpful having your whole group have to do the activity rather than by yourself?

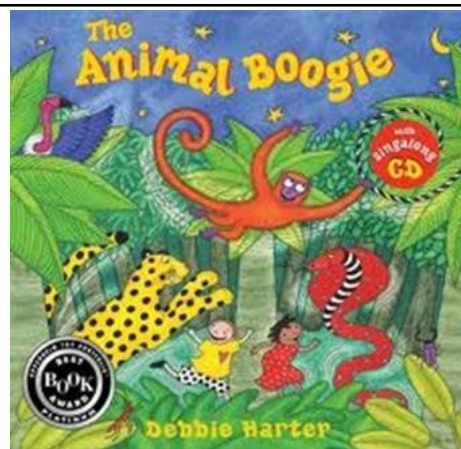
Animal Boogie Dance

Submitted by Tracy Nelson, SDSU

Book: *The Animal Boogie* by D. Harter and F. Penner

Objectives and National Standards:

1. Students will demonstrate locomotor skills.
National Physical Education Standard # 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Students will demonstrate non-manipulative skills (twisting, stretching, and balancing).
National Physical Education Standard # 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Students will respect the ideas of their classmates while participating in the activity.
National Physical Education Standard #5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.



Grade Level: PreK-2

Time: 15-20 minutes

Safety Concerns: Students must be able to move safely in personal and general space.

Equipment/Resources Needed:

The Animal Boogie by D. Harter and F. Penner
CD player and the CD that comes with the book
Construction Paper

Warm Up/Introduction:

Imaginary Forest Animals (3-4 minutes)

Directions: (Prior to warm up activity, print out from clip art different jungle habitats such as trees, mountains, lakes, leaves, etc.)

Show these habitat images to the students and ask them to demonstrate with their bodies different animals that would inhabit these images. Have the students act out these different animals while dropping verbal cues to extend the students' creativeness. Have students explain what animal they are and show others their actions (learning opportunity).

Rules:

- Stay in your own space. (Keep your hands to yourself).
- Respect the ideas and creativeness of the other students.

Lesson Focus/Development: Animal Boogie Dance

Directions:

- Have students find their own personal space.
- Give an introduction, or read the book "The Animal Boogie"
- Start CD "The Animal Boogie" (located in the back of the book)
- The book should be visual, preferably held by a teacher or a student helper
- Teacher should have the students follow along as the instructor demonstrates each hand gesture and/or dance movement throughout the song and book.
- Easy dance moves such as the twist for "boogie woogie"
- After each animal movement; repeat the boogie woogie movement
- Demonstrate other movement that go along with the words in the CD
- Hand over eyes to look through the jungle
- Holding hands above head for swaying
- Shaking: whole body for bear; swat at the bees
- Big swinging arms for the monkey
- Stomping for the elephant
- Flying: Flap arms

Continued on next page.

Animal Boogie Dance

(continued from previous page)

- Leaping Leopard: Leap around the area
- Slither Snake: slither around the floor
- Swaying: arms above head left to right
- Because there is a brief pause in between different animals: Teacher may want to use verbal cues such as: What do you think comes next? What does a monkey look like swinging through a tree?
- Don't forget to ask students for suggestions.
- After the completion of the book one time, close the book, the song should be started over, and the whole class should do the dance again.

Cool Down/Closure:

- How do you lead (other locomotor skills)?
- What does our boogie woogie look like?
- How do you twist or turn?
- What was an idea that someone else had that you liked (respected)?

Things You Can Do

Submitted by Tracy Nelson, SDSU

Book: *Oh, the things you can do that are good for you!* By T. Rabe

Image retrieved from the Internet on March 17, 2011 from: http://www.amazon.com/Things-You-Can-That-Good/dp/0375810986#reader_0375810986

Objectives and National Standards:

1. Students will perform a variety of fitness activities (jumping jacks, hops, running, etc.).
National Physical Education Standard #1: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Students will understand the importance of taking care of their bodies, including brushing their teeth, eating right, protecting themselves.
National Physical Education Standard #2: Students will demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
National Health Education Standard #7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
3. Students will remain active for over 50% of the activity.
National Physical Education Standard #3: Students will participate regularly in physical activity.

Students will demonstrate good sportsmanship and fair play throughout the activity.

National Physical Education Standard #5: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Grade Level: PreK-2

Time: 10-15 minutes

Safety Concerns:

Students must be able to move safely in personal and general space.

Students must be aware of equipment spread out among the gym

Copyrighted Material
*Oh,
the THINGS
you can DO
that are GOOD for you!*



by Tish Rabe
illustrated by Aristides Ruiz

(continued)

Things You Can Do (continued)

Equipment/Resources Needed:

- Hula hoops (1 per student)
- Small nerf balls (tennis ball size, 20-30)
- Koosh balls (20-30)
- Pictures of Foods for labeling the food pyramid (15-20 different food pictures make sure to have several from each group)
- Pool noodles (1 per student)
- Mats (2-3)

Warm Up/Introduction:

Lead stretching while reading/summarizing the activity. Students will move and perform different actions as you read the book.

Lesson Focus/Development:

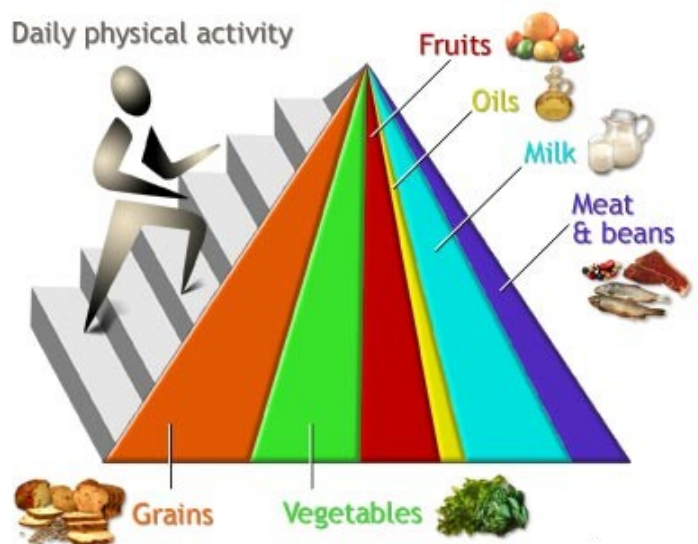
- To begin, students jump into hula hoops for their “cars” which will take them on a ride to the Feeling Great Clinic.
- At our first stop, Tac-Toe-Tapping Tweet, the importance of exercise is presented, have the students do 15 jumping jacks and hop in place ten times.
- Next, have small nerf balls scattered on the floor representing germs, similar to Snuff-Gruffle’s sneezing problem. Have the students demonstrate how to properly cover a cough and sneeze. Then move zig-zag around the germs on the floor. (Change locomotor skills)
- Our next stop “Zing-Singing Zanz.” Here we will sing a song about washing hands. (Pretend to wash your hands while you sing)
- Next stop will be the “Scrubble-Bubble Machine,” here have the students pretend scrub their nails, hair, under their arms, and so forth. Pool noodle for each student to use as a scrub brush (or pretend that you are holding a scrub brush).
- Next is the food pyramid: Show the students different pictures of foods and ask them where each food item belongs on the food pyramid. How many servings should you have for each group.
- The next stop will be about reading signs of your own body. Have the students show how they feel during certain situations. (No physical activity for this)
- Then onto “Snee Snick Sneeth”, here students use noodles to scrub away the germs (koosh balls, nerf balls) on the floor.
- Next stop is all about protection. The students show the most important areas to protect on their body.
- In our last stop before the Feel Good Clinic, have students learn about the importance of sleep. We will have them lie down on the tumble mats on the floor, and pretend lay down and sleep. Then we arrive at the FEEL GOOD CLINIC!

Variations:

- Limit the number of stops on the way to the *Feel Good Clinic*.

Cool Down/Closure:

- Where are the most important areas on your body you should protect?
- How can you prevent germs from spreading?
- What does brushing your teeth do?



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 is a national education and fundraising event sponsored by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance. Elementary school students have fun jumping rope while becoming empowered to improve their health and help other kids with heart health issues. And it is a great way to satisfy the physical education standards as determined by the National Association for Sport and Physical Education and the American Association for Health Education.

Funds raised through Jump Rope 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 helps students:

- Learn the value of community service and contribute to their community's welfare
- Join with other children to help kids who have heart problems
- Develop heart-healthy habits while being physically active
- Learn jump rope skills they can use for the rest of their lives
- Earn gift certificates for free school P.E. equipment from U.S. Games

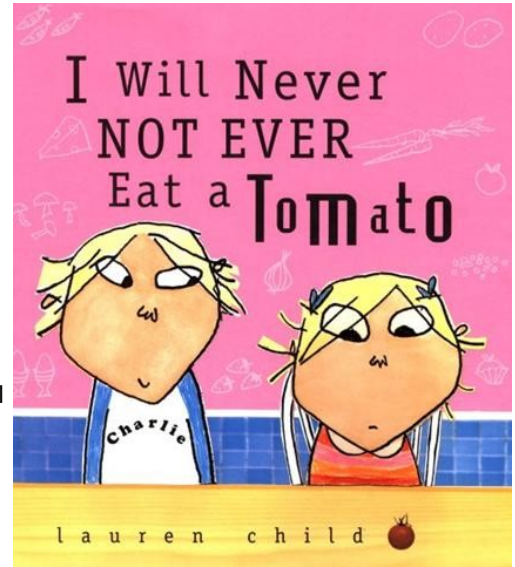
With your support, we can help protect and improve children's health. Your efforts to educate your students and raise funds for research and outreach are vital to improving kids' lives.

Call 1-800-AHA-USA1 or visit heart.org/jump to get your school involved.



Couch Potatoes

Submitted by Tracy Nelson, SDSU



Book: *I Will Never Not Ever Eat a Tomato* By Lauren Child

Objectives and National Standards:

1. The student will encourage classmates to eat health by bringing them nutritional foods to get off the “couch”.
National Health Standard #4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
National Physical Education Standard #5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
2. The students will be active the majority of the class.
National Physical Education Standard #3: Participates regularly in physical activity.
3. The students will be able to identify which foods in the story are nutritional.
National Health Standard #7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grade Level: PreK-2

Time: 15-20 minutes

Safety Concerns:

Be aware of your surroundings; stay in your personal space
Taggers must tag carefully

Equipment/Resources Needed:

I will Never Not Ever Eat a Tomato by Lauren Child

Prepare prior to activity:

- Picture of foods or something to represent the following foods:
Carrots, Peas, Potatoes, Fish Sticks, and Tomatoes
- In the Gym:
mats: (*Or chose a designated area*) Set mats up on opposite sides of the gym
One for “couch” for the couch potatoes and one mat for the “refrigerator”
2-3 Pool noodles (or something soft to tag with) that will be called “Remotes”

Warm Up/Introduction:

- Have students gather around, but leave enough space to stretch.
- Read or review the book “I Will Never Not Ever Eat a Tomato” by Lauren Child

Lesson Focus/Development:

- Couch Potato
- Review the characteristics of the foods in the fridge:
 - ◊ Carrots – Came from Jupiter: act like a space ship!
 - ◊ Peas – green drops from Greenland: summersaults like drops rolling around
 - ◊ Potato – could fluff – act like a cloud (walk slow, be fluffy and light)
 - ◊ Fish Sticks – Ocean nibbles from under the sea – swim like a mermaid
 - ◊ Tomatoes – moon squirters: squirt to the moon (squat and jump with two feet)
- Pick 2-3 people have a remote (noodle) these students will be the taggers
 - ◊ Students with the remote can automatically make a person a couch potato
 - ◊ Taggers need to tag the person in the wait area ONLY!
- Couch potatoes

(continued)

Couch Potatoes (continued)

- ◇ Students that have been tagged have to sit as though they are watching television (on a mat/couch)
- ◇ Cannot leave mat/couch until another student brings them a healthy snack from the fridge (mat)
- ◇ Once they get their healthy food they have to prove they are not a couch potato by doing 5 jumping jacks (or any quick exercise to get them moving again) then return food back to the fridge on the opposite side of the gym, after the food is in the fridge they are back in the game. (students returning food cannot be tagged by the remotes)
- Bringing a snack to someone on the couch
 - ◇ Without getting tagged, student must try and get healthy snacks from the fridge and bring them to the couch potatoes.
- Switch taggers (remote) every 45-60 second; or try to allow everyone a chance to be a tagger
- Variation:
 - ◇ Instead of just running/walking during the game, use a variety of locomotor skills (walk, run, hop, jump, step-hop, skip, gallop, slide, leap).
 - ◇ Have the student act out the food they are 'snacking' on. i.e. Carrots came from Jupiter, act like a space ship!

Cool Down/Closure:

- Have students gather in
- Do some stretches to cool down
- Ask students:
 - ◇ What can you do instead of being a couch potato?
 - ◇ What are some nutritional foods you can find in the fridge?
 - ◇ How could help a friend out from being a couch potato?



American Heart Association
Learn and Live



Hoops For Heart is a national event sponsored by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance. Students have fun playing basketball while becoming empowered to improve their health and help other kids with heart health issues.

Hoops For Heart helps students:

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

With your support, we can help protect and improve children's health. Your efforts to educate your students and raise funds for research and outreach are vital to improving kids' lives.



WE JUMP. WE SHOOT. WE SAVE.

Call **1-800-AHA-USA1** or visit **heart.org/hoops** to get your school involved.



**SOUTH DAKOTA ASSOCIATION FOR HEALTH,
PHYSICAL EDUCATION, RECREATION, AND DANCE**
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
- 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)
- SDAHPERD Honor Award
- Pathfinder Award (must be AAHPERD and NAGWS member)
- New Professional of the Year (1-5 years experience)
- College/University Teacher of the Year

Nominee _____ School _____

School Address _____

Home Address _____

Phone (home) _____ (work) _____

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

Nominated by _____

Address _____

Phone (home) _____ (work) _____ e-mail: _____

Nomination deadline: August 31, 2011

Submit nominations to: Patty Hacker, Chair, SDAHPERD Awards Chair
South Dakota State University Department of HPER
Box 2820 Brookings, SD 57007
605-688-5218
Patricia_Hacker@sdstate.edu or dragon@itctel.com



Teacher of the Year

SDAHPERD Award Recipients

Nominate a professional colleague! **YOU** are the person that is in the best position to recognize the contributions that your fellow teachers are making to the lives of students! Give them the recognition they deserve!

Health Educator of the Year

Lee Wolf	1995-1996
Nancy Barondeau	1998-1999
Linda Ahrendt	1999-2000
Dr. Christine Ahmed	1999-2000
Dr. Kathie Courtney	2001-2002
Maure Weinkauff	2005-2006
Rhonda Kemmis	2006-2007
Jim Phillips	2008-2009
Randy Hagen	2009-2010

Adapted PE Teacher of the Year

Jane Ann Leonard	1995-1996
Glendora Estacion	1996-1997
Deb Schooley	1997-1998
Deb Bruns	2003-2004
Kristen Reck	2008-2009

Dance Educator of the Year

Leroy Olson	1995-1996
Melissa Hauschild-Mork	1998-1999
Lori Warne	2005-2006
Vicki Semmler	2009-2010

College/University Teacher of the Year

Patty Hacker	2000-2001
Kathie Courtney	2002-2003
Betsy Silva	2007-2008
Gale Wiedow	2009-2010

New Professional of the Year

Tracy Nelson	2001-2002
Tim Rasmussen	2002-2003
Jesse Martin	2004-2005
Tim Bishop	2007-2008

Elementary PE Teacher of the Year

LeAnne Vette	1990-1991
Pauline Jacobson	1991-1992
Gregg DeSpiegler	1992-1993
Pam Hoiland	1993-1994
Harriett Wendt	1994-1995
Diane Kost	1995-1996
John Rodman	1996-1997
Nancy Martin	1997-1998
Sheryl Glader	1998-1999
Paula Gordon	1999-2000
Bruce Brugman	2001-2002
Gary Maxwell	2002-2003
Ron Estacion	2003-2004
Tari Phares	2005-2006
John Aldridge	2006-2007
Lana Bauer	2007-2008
Kelly Knutson	2008-2009
Rob Ingels	2009-2010
Theresa Adel	2010-2011

Middle School PE Teacher of the Year

Nick Kranz	1993-1994
Lucy Lindskov	1994-1995
Connie Delbert	1995-1996
Brenda Rydell	1996-1997
Lori Krier	1997-1998
Annette Johnson	1998-1999
Teri Bauer	2006-2007
Annette Johnson	2007-2008
Cheryl Carter	2008-2009
Chris Andersen	2009-2010

Secondary PE Teacher of the Year

Jo Page	1990-1991
Maure Weinkauff	1991-1992

Meddie Quaintance	1997-1998
Randy Hagen	2000-2001
Randy Hagen	2006-2007
Vicki Semmler	2007-2008
Scott Klungseth	2008-2009
Rose DuBois	2009-2010
Dave Mudder	2010-2011

SDAHPERD Honor Award

Dr. Virginia Patri	1990-1991
Annette Johnson	1991-1992
	1992-1993
Dr. Jim Lidstone	1993-1994
Marilyn Richardson	1993-1994
Dr. Gale Wiedow	1993-1994
Pat Fors	1994-1995
Dr. Duane Millslagle	1996-1997
Sally Scherrer	1997-1998
Dr. Patty Hacker	1998-1999
John Rodman	1999-2000
Dr. Betsy Silva	2000-2001
Jane Ann Leonard	2001-2002
Jan Bierschbach	2002-2003
Bruce Brugman	2003-2004
Dr. Jessie Daw	2008-2009

Pathfinder Award

Lolly Forseth	1991-1992
Ruth Rehn	1996-1997
Harriett Wendt	1997-1998
Georgia Adolph	1998-1999
Patty Hacker	1999-2000
Lori Warne	2000-2001
Lucy Lindskov	2001-2002
Annette Johnson	2002-2003
LeAnn Vette	2003-2004
Nancy Neiber	2004-2005
Sheri Keck	2005-2006
Jane Ann Leonard	2006-2007
Lonna Wanner	2007-2008
Vicki Semmler	2008-2009
Carmen Robinson	2009-2010
Dr. Jesse Daw	2010-2011

SDAHPERD Past Presidents

Carl Youngworth (1958-1959)
 Geraldine Crabbs (1959-1961)
 Bob Casseli (1961-1962)
 Blanche Barnum (1962-1963)
 Dr. Fred Drew (1963-1964)
 Barbara Conger (1964-1966)
 Clar Lilevjen (1966-1968)
 Dr. Ruth Sparhawk (1968-1969)
 Dr. John Van Why (1969-1970)
 Dr. Ruth Sparhawk (1970-1972)
 Dr. Stan Marshall (1972-1974)
 Wes Storm (1973-1974)
 Joanne Runge (1974-1975)

Dr. Ken Kesinger (1975-1976)
 Dr. Virginia Patri (1976-1980)
 Pauline Jacobson (1980-1982)
 Sally Scherrer (1982-1983)
 Kent Younger (1983-1984)
 Carol Carney (1984-1985)
 John "Nick" Heinen (1985-1986)
 Nick Kranz (1986-1987)
 Dr. Jim Lidstone (1987-1988)
 Annette Johnson (1988-1989)
 Ron Nankivel (1989-1990)
 Dr. Gale Wiedow (1990-1991)
 Pauline Jacobson (1991-1992)

Dave Cornemann (1992-1993)
 Dr. Patty Hacker (1993-1994)
 Dr. Duane Millslagle (1994-1995)
 Dr. Betsy Silva (1995-1996)
 John Rodman (1996-1997)
 Jan Bierschbach (1997-1998)
 Jane Ann Leonard (1998-1999)
 Dr. Laurie Morley (1999-2000)
 Dr. Larry Tentinger (2000)
 Marilyn Jensen (2000-2003)
 Dr. James Richardson (2003-2004)
 Dr. Mary Mock (2004-2005)
 Glendora Estacion (2005-2006)

Vickie Semmler (2006-2007)
 Kelly Knutson (2007-2008)
 Sheri Keck (2008-2009)
 LeAnn Vette (2009-2010)
 Chris Andersen (2010-2011)

Nominate!
 See the SDAHPERD
 website for the
 nomination form



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