



# Loon Lines

VOLUME III, ISSUE III

For more information about MNAHPERD, please visit our website at [www.mnahperd.org](http://www.mnahperd.org) or the national site at [www.aapherd.org](http://www.aapherd.org)

**AUGUST  
2014**

**MINNESOTA ASSOCIATION OF HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE**



## MESSAGE FROM THE PRESIDENT

Sue Tarr

Happy start to the school year! The summer has been packed with lots of sun and warm weather – hopefully, you have spent time enjoying it and are more rejuvenated for the start of your school year!

Please check out the following links from our national organization, SHAPE-America, to help you get your school year off with a BANG!



### INSIDE THIS ISSUE:

<b>Free SHAPE America Membership Opportunity</b>	<b>3</b>
<b>MNAHPERD Fall Conference Registration</b>	<b>5</b>
<b>Dance Article</b>	<b>6</b>
<b>Health Education Article</b>	<b>8</b>
<b>Future Professionals Conference Travel Scholarship</b>	<b>14</b>
<b>Mary Lampe Scholarship</b>	<b>16</b>
<b>Trish Meek Developmental Adapted Physical Education Scholarship</b>	<b>15</b>

### National Standards:

- Physical Education (<http://www.shapeamerica.org/standards/pe/>)
- Health (<http://www.shapeamerica.org/standards/health/>)
- Dance (<http://www.shapeamerica.org/standards/dance/>)
- Adapted PE (<http://www.shapeamerica.org/standards/adapted/>)
- Sport (<http://www.shapeamerica.org/standards/coaching/>)

### Strategies: Advocacy in Action

(<http://www.shapeamerica.org/advocacy/resources/toolkit/>)

Advocacy Resources (<http://www.shapeamerica.org/advocacy/resources/>)

### Presidential Youth Fitness Program

(<http://www.shapeamerica.org/prodev/pyfp.cfm>)

Let's Move! Active Schools (<http://www.shapeamerica.org/prodev/lmas.cfm>)

Jump Rope for Heart & Hoops for Heart (<http://www.shapeamerica.org/jump/>)

We have an AWESOME fall conference just waiting for you. Be sure to save the dates, November 3-4 at Wayzata High School! Check out our website ([www.mnahperd.org](http://www.mnahperd.org)) for bios on the keynote speakers (Chris Freytag, Deb Tackmann, MacKenzie Mushel) as well as to renew your membership and register for the conference!



Continued on next page

## Message from the President (cont.)

Sue Tarr

In preparation for the upcoming Board of Directors meetings, I encourage each of you to consider running for a position on the Board. If you are interested in serving on the Board, email me your contact information. Here are the positions:

Division Vice President Elects:

- Future Professionals
- Dance
- Health
- Higher Education
- Physical Education
- Aquatics/Recreation

At-Large Representatives:

President Elect:

We also have a number of Standing/Ad Hoc Committees you could serve on:

- State Conference Planning Committee
  - Finance Committee
  - Foundations Committee
  - Legislative/Advocacy Committee
  - Membership Committee
  - Nominations Committee
  - Public Relations Committee
  - Recognition/Awards Committee
  - Professional Development Projects Committee
  - Future Professionals Coordinator
  - Jump Rope for Heart Coordinator
  - Hoops for Heart Coordinator
  - Newsletter Editor
  - Exhibit Committee Coordinator
  - Minnesota Department of Education
  - Physical Best Coordinator
  - Technology Committee

I am honored to serve MNAHPERD as your President. Please contact me ([sjtarr@stcloudstate.edu](mailto:sjtarr@stcloudstate.edu)) with issues, projects, or questions about Health, Physical Education, DAPE, Recreation, & Dance.

**Become a member today!**  
**Applications are available at**  
**[www.mnahperd.org](http://www.mnahperd.org)**





## For **FREE** Membership in **SHAPE America**

Raise \$2,000 or more through your **Jump Rope For Heart** or **Hoops For Heart** event at your school and receive a one-year **FREE JUMP** membership to **SHAPE America**!

By joining SHAPE America, you become connected to the benefits and tools to support your profession. Empower yourself to **SHAPE** health, habits, policy and programs all year!

### ONCE YOUR SCHOOL HAS RAISED \$2,000 OR MORE:

- Simply complete the portion below.
- Have your school principal sign it.
- FAX to 703-476-9527 or drop it in the mail to: SHAPE America, 1900 Association Dr., Reston, VA 20191 to activate your **FREE SHAPE America JUMP** membership.

Visit [www.shapeamerica.org/jump](http://www.shapeamerica.org/jump) to learn more about our programs for JRFH & HFH coordinators.

Contact your State AHPERD to learn what special member benefits are available when your school holds an event.



Name _____	
Job Title _____	School _____
Address _____	City/State/Zip _____
Phone _____	Email _____

With your JUMP membership you get a subscription to the online edition of one of the magazines below!

Please select one of the following:  Strategies  JOPERD

As principal, I confirm that my school raised \$\_\_\_\_\_ in our **Jump Rope For Heart** or **Hoops For Heart** event in School Year \_\_\_\_\_.

Principal Signature: \_\_\_\_\_

• Incomplete forms will not be processed.

## MNAHPERD Fall Conference

Join us for the 2014 MNAHPERD Fall Conference on November 3 & 4<sup>th</sup> at Wayzata High School in Plymouth, MN. After hosting over 400 participants last year, we are excited to offer more sessions, new exhibitors and another great opportunity to connect with colleagues from around the region.

There's a session for everyone! We have packed our conference schedule with a variety of sessions and top speakers from around the country. Whether you want to catch a dance session with Deb Stevenson, check out the rookie rugby session with Minnesota Youth Rugby Association or figure out the latest apps in PE, we have you covered. Find out the latest in FITNESSGRAM 10 and what recent efforts are being made at the Minnesota State Capitol to strengthen physical education in Minnesota.

Don't wait - - get registered TODAY and take advantage of our early bird registration fees. Hotel rooms have been blocked at Crowne Plaza in Plymouth, MN at a rate of \$99 with 2 complimentary breakfasts. The hotel block expires October 10<sup>th</sup>. To learn more, visit [www.mnahperd.org](http://www.mnahperd.org)

## Shape Your Legacy

Jeremiah Hinkemeyer

I had the opportunity/honor to attend the Central District Scherrer Leadership Conference in the beautiful hills of Keystone, SD. State representatives from nine states gathered to share and learn how state organizations can help their members in getting the latest in Health, Physical Education, Recreation, and Dance. The conference was 2 ½ days filled with sessions on latest trends in technology, state action planning group work, and learning some fun lessons physical educators are using with classes.

I have served on the MNAHPERD board in various roles since 2004 and often I hear the question, "What does my membership give me?" I know that for me being a member of our organization gives me opportunities to attend regional workshops and conferences where I can surround myself around passionate professional educators who share my passion. Author and Educator James MacGregor Burns said "the role of the leader is all the more legitimate and powerful if top leaders help make their followers into leaders." Attending the Leadership conference allowed me as a young educator to surround myself around top leadership in our field.

It's important to always be a student in our field and the leadership conference gave me tools that I can take back to our state organization and share with other educators. Sessions at our Fall Conference will touch on topics in technology and new lessons that can be shared in your classroom that we learned at our leadership conference. I look forward to seeing you at our fall conference November 3<sup>rd</sup> and 4<sup>th</sup>.



**MNAHPERD FALL CONFERENCE  
REGISTRATION FORM**

November 3 & 4, 2014 ♦ Wayzata High School  
4955 Peony Lane, Plymouth, MN 55446

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Email \_\_\_\_\_ Phone \_\_\_\_\_

Are you a member of MNAHPERD?  YES  NO  
(Must be a member of MNAHPERD or another state organization)

**Conference Registration:**

- \$100 Early Bird Professional (Due Sept. 19, 2014)
- \$125 Advanced Professional (Due Oct. 17, 2014)
- \$140 Onsite Professional\*
- \$110 One Day Onsite professional
- \$50 Advanced Student (Due Oct. 17, 2014)
- \$65 Onsite Student\*
- \$50 Retired (1 or 2 day)

\*Onsite registrations are not guaranteed a lunch ticket.

**Awards Celebration:**

**Monday, November 3, 2014**

Plymouth Green Mill/Kelly Inn – 6:00pm

# \_\_\_\_\_ \$10 each (prior to Oct. 25th)

# \_\_\_\_\_ \$15 each

\*Award winners are provided with 2 tickets.

**PAYMENT**

Check Enclosed (Check # \_\_\_\_\_)

Please make checks payable to MNAHPERD.

Cash

Credit Card # \_\_\_\_\_ Exp. Date \_\_\_\_\_ 4 Digits on the back \_\_\_\_\_

**LODGING**

Hotel rooms have been blocked at Crown Plaza in Plymouth, MN at a rate of \$99 with 2 complimentary breakfasts. Please contact the hotel directly to reserve your room before **October 10<sup>th</sup>, 2014**  
Crowne Plaza Minneapolis West ♦ 3131 Campus Drive ♦ Plymouth, MN 55441 ♦ 763-559-6600

**Please return form with payment to:**

Nancy Christensen, 25673 Muskrat Lake Dr., Detroit Lakes, MN 56501

Cancellation Policy: All pre-registration cancellations must be requested in writing before Friday, October 25, 2014. A \$5.00 processing fee is assessed to all cancellations received by October 25, 2014. Faxes and emails are acceptable. No refunds will be made after Friday, October 25, 2014. Please email or fax Nancy Christensen at [nancy1485@gmail.com](mailto:nancy1485@gmail.com) or 218-846-2416 (fax).

**FOR OFFICE USE ONLY**

Date Rec'd \_\_\_\_\_ Amount Rec'd \_\_\_\_\_ Rec'd by \_\_\_\_\_



## Ready, set, go!

Dr. Jane A.K. Carlson, Vice-President of Dance

To get an effective start to your school year read John Hattie's book "*Visible Learning for Teachers: Maximizing Impact on Learning*" (Routledge, 2012). Below are some interesting concepts from the book *Visible Learning*.

*What is "Visible Learning"?*

'Visible' refers to making student learning visible to teachers so they can know whether they are having an impact on student learning. 'Learning' is the need to think of teaching with learning in the forefront with the idea that we should consider teaching primarily in terms of its impact on student learning.

*Visible Teaching and Learning*

When the *teaching is visible* the student knows what to do and how to do it. When the *learning is visible* the teacher knows if learning is occurring or not. Teaching and learning are *visible* when the learning goal is not only challenging but is *explicit*. In successful classrooms, both the teaching and learning are visible.

*Five Attitudes and Beliefs of Expert Teachers*

- **Can identify the most important ways in which to represent the subject that they teach;** combining the introduction of new content with prior knowledge, relating current lesson content to other subjects and changing lessons according to student needs.
- **Are proficient at creating an optimal classroom climate for learning;** a climate of trust in which error is welcomed and student questioning is high.
- **Monitor learning and provide feedback;** checking understanding and progress of learning so that they can change the lesson for maximum success.
- **Believe that all students can reach the success criteria;** showing a belief that intelligence and skills are changeable rather than fixed, even if there is evidence to show it may not be.
- **Influence surface and deep student outcomes;** not just on achievement measures but on students willingness to stay at school, willing to take risks, developing into citizens, developing multiple learning strategies, etc.

*The Four Critical Parts of Planning*

- 1. Prior Achievement: The levels students are at from the start
- 2. Targeted Learning: The desired levels at the end
- 3. Progression: The rate of progress from the start to the end
- 4. Teacher Collaboration

*Starting the Lesson*

- 1. A supportive classroom climate promotes student learning.
- 2. Less teacher talk, more listening.
- 3. Teachers place evaluation, not teaching methods, at the center of their work:
  - Step 1: Be clear about the outcomes (the success criteria) of the lesson or unit.
  - Step 2: Decide the best way to measure the unit.
  - Step 3: Administer this assessment at the start of the lessons.
  - Step 4: Conduct the teaching.
  - Step 5: Re-administer the assessment at the end of the lesson or unit. Based on the results, what seemed to be optimal and less than optimal about the teaching methods and activities? What changes need to be made?



### *Strategies of Learning*

- Materials presented in verbal, visual, and multimedia form provides richer representations than a single medium.
- Outlining, integrating, and synthesizing information produces better learning than rereading materials.
- Stories tend to be remembered better than facts and abstract principles.
- Most students need training in how to self-regulate their learning.
- Spaced schedules of studying produce better long-term retention than a single session.
- An understanding of an abstract concept improves with multiple and varied examples.
- Making errors is often a necessity for learning to occur.

### *Three Feedback Questions*

#### 1. **Where am I going?**

Teachers need to help students answer the question, “Where am I going?” with a mastery-related goal. Teachers can do this by creating clear and challenging learning goals and making sure these learning goals are transparent to students.

#### 2. **How am I going there?**

It is valuable when teachers provide students with feedback relative to the starting or finish point, and not in comparison to other students.

#### 3. **Where to next?**

This is the most interesting question to students because it helps them choose the next most appropriate challenge and can lead them to developing self-regulation over the learning process.

### *Evidence of Learning*

At the end of the lesson teachers need to examine the impact they have had on each student’s learning.

They need to be able to answer:

- Are you aware of each student’s progress on the journey from his or her starting point toward attaining the success criteria?
- How close is each student to attaining the success criteria?
- What now needs to occur to help each student to move closer to meeting the success criteria?

To answer these questions, teachers need some type of formative assessment that will help to provide them with this type of evidence and which will help to inform their future decisions about their teaching.

### *Mind Frames*

Teachers who think the following are more likely to have a major impact on student learning:

1. A belief that teachers’ fundamental task is to evaluate the effect of their teaching on students’ learning and achievement.
2. A belief that success or failure in student learning is about what they, as teachers do, or did not do.
3. Encouragement for teachers to talk more about learning than teaching.
4. To see assessment as feedback on teachers’ impact.
5. To engage in dialogue, not monologue.
6. Enjoy the challenge and never give up on ‘doing their best’.
7. The teachers’ role is to develop positive relationships in classrooms / staff rooms.
8. For teachers to inform families about the language of learning.

Please let me know your thoughts on John Hattie’s book “*Visible Learning for Teachers: Maximizing Impact on Learning*” by e-mailing me at [jcarls@d.umn.edu](mailto:jcarls@d.umn.edu). Wishing you all the best for a great start to the school year—now ready, set, go!

# Importance of Lesson Planning

Dr. Julie Knutson

As a University Student Teacher supervisor, I was asked this week from a Cooperating Health and Physical Education teacher, “Why do we expect student teachers to write extensive lesson plans in such detail when they do not have to do this as a contracted teacher?” This was not the first time I have been asked this question. I want to share my answer.

A curriculum is approved by each school district and the district then has the full curriculum on file. This file is to include lesson plans with activity suggestions to be used by their contracted teachers. When a teacher signs a contract, they agree to follow this approved curriculum. The District tells the contracted teacher what to teach but can only give suggestions to the teacher on how to teach. It is the professional integrity of the contracted to teacher to decide how best to teach to meet the needs of each and every student. Contracted teachers have this document at their disposal and use the lesson plans as a template for their own teaching; in general use, most contracted teachers outline the necessary components and use that outline to guide their lesson.

Writing detailed Lesson Plans is a MN state mandate. We in Higher Education need to instruct Health and Physical Education future professionals how that initial document is developed and how it can be assessed for effectiveness using the CDC’s Health Education Analysis Tool (HECAT) and the CDC’s Physical Education Analysis Tool (PECAT). Future Professionals must practice writing detailed lesson plans to show they fully understand the necessary planning components; allowing effective best practice instruction through proper Assessment which proves the student is learning in their classroom. Then we make them reflect on how the lesson went and note any changes needed to be considered.

As education professionals, we all know and understand that if we want to substantiate the integrity of Health Education and Physical Education, detailed lesson plans give our discipline worth. A good lesson plan aids in all areas of teaching and instruction: Planning, Instruction, Assessment, and Reflection. A good lesson plan makes sure that I as the professional use best practice in my teaching and shows integrity to my discipline. A good lesson plan focuses on the assessment so I can prove my students learn current material; then I use that data to substantiate my effective teaching. A good lesson plan allows me as a professional to reflect on the lesson and make notes and appropriate changes as needed.

## Planning:

- Proof of knowledge and application of Standard Based Lesson Planning in a diverse classroom
- Show integrity to our discipline (we don’t just “roll out the balls” or “fly by the seat of our pants”)
- Proof to show the future professional can plan
- Ease preparation for a substitute teacher- lessons are easily duplicable
- Apply current teaching content and future CEU content earned in professional development; keeping content current
- Legal document to protect us from being sued



Instruction:

- Show that we are using best practice strategies
- Show that our content knowledge is current
- Show skill based activity selection application
- Show that student safety was thought through; “IN LOCO PARENTIS”: In place of a reasonably, careful parent.
- Anticipate conflicts/needs
- Being prepared to teach/ having everything we need for the lesson

Assessment:

- Proof of knowledge and application of age/developmental appropriate assessment tools tied to meet standards and objectives
- Show what students are learning
- Proof to show the future professional can collect and analyze data to show students are learning
- Sell your program with data to support it’s worth

Reflection:

- Analyze the effectiveness of teaching and learning
- Make adjustments as needed to meet the needs of all students

In Higher Education, it is our responsibility to produce quality teachers with necessary skills to Plan, Instruct, Assess, and Reflect. Please support our efforts when you work with future professionals. Encourage them to master the skill of detailed lesson planning. Our reward will be in knowing that these skills will help our discipline be of the highest quality!

Dr. Julie Knutson  
MSUM

# Community Building in your Health Classroom

Tom Johnson

Welcome back as we get yet another school year under way! No doubt many of you are busy planning your first few lessons or units for the school year. You're busy making sure you have formative and summative assessments ready, your lessons are engaging and keep your students focused, and you may even have a little movement thrown in. One thing I want to urge you to include as well...Community Building!

Building a strong sense of community within your health classroom is vital. The health classroom is unique. This is a place where students discuss and learn about topics that are very personal and important to their lives. They learn about everything from decision making to obesity to STD's, drug abuse, and teen pregnancy. These are topics that are not always the easiest to discuss and can be a challenge for some students. This is where community building comes in.

When you build that sense of community with the students in your classroom, you build a strong sense of trust. You've taken the time to get to know the students and they get to know you. The students also take time to get to know each other on a more personal level. When you successfully accomplish "community" in the classroom, you transform it from a place that students may dread coming to, into a place where they feel comfortable, safe, and secure. Studies have continually shown that when students feel safe, they learn better. So...what can you do???

One activity I have done in the past is called, "My Favorites". Pass out a sheet of paper to each student. In one column is a list of 10-15 different categories. "Favorite food, favorite color, favorite t.v. show" etc. Give the students a few minutes to fill out all of their *own* favorites, without talking to their neighbors. When everyone is done, have the students move around the room and find others with the same favorites. If they find someone, have the students sign their names on each other's sheets and move on to the next person. I usually include a requirement that they introduce themselves and tell one interesting/fun thing that they did in the summer.

Another activity I usually begin with is a name game. The idea is that everyone has to think of something that they enjoy that begins with the same letter as the first letter in their first name. i.e. "I'm Samuel and I like skiing." Someone goes first. Then, they'll throw an object (I use a beach ball) to another student. That student begins by repeating the first student's name and activity and then shares their own. When the third student goes, they begin with student 1, then student 2, then themselves and so on. Depending on class size, you may not get through all of the students. However, it's a great way to begin a year or new semester. (I've even given extra credit points the next day or a week later if someone can remember some of the names and activities...)

By no means is this a comprehensive list. I have included a link to my website that has a community building presentation in it that I did for the 2012 MNAHPERD Conference. Please feel free to use any of the material that you find in the presentation. I challenge each and every one of you to try something new this fall and build that strong sense of community in your classroom. For more ideas, go to [www.tinyurl.com/commbuilding](http://www.tinyurl.com/commbuilding).



## Scholarship Opportunities



MNAHPERD awards three different scholarships throughout the year for students in undergraduate and graduate school. These are: the Future Professionals Conference Travel Scholarship Award, Mary Lampe Scholarship, and the Trish Meek Developmental Adapted Physical Education Scholarship. Applications will be included in the next newsletter. Please encourage students and professionals alike to apply for the appropriate scholarships.

**Future Professionals Conference Travel Scholarship:** This scholarship is awarded to full-time undergraduate students majoring in the field of health, physical education, recreation, or dance to assist them in traveling to conferences.

**Due December 12, 2014**

**Application is on pages 14-15**

**Mary Lampe Scholarship:** The Mary Lampe Scholarship is awarded to professionals, full time undergraduate and graduate students for their quest to enhance professional educational development. The establishment of this award was to honor and recognize the outstanding efforts, services and contributions of Mary Lampe, who retired from the Health, Physical Education, and Recreation Department at the University of Minnesota, Minneapolis.

**Due February 13, 2015.**

**Application is on pages 16-17**

**Trish Meek Developmental Adapted Physical Education Scholarship:** Trish Meek DAPE Scholarship is awarded to full-time undergraduate student(s) pursuing licensure in Developmental Adapted Physical Education (DAPE).

**Due February 13, 2015**

**Application is on pages 18-19**



FUTURE PROFESSIONALS CONFERENCE TRAVEL  
SCHOLARSHIP AWARD  
Minnesota Association for Health, Physical Education,  
Recreation & Dance

**Application Due December 12, 2014**

**Criteria for Selection:**

1. Scholastic proficiency
2. School, community, professional activity/service
3. Character attributes

**Criteria for Application:**

1. Applicant must be a current member of MNAHPERD and a member of AAHPERD, or be willing to join, if selected.
2. Applicant must be majoring in the field of health, physical education, recreation, or dance.
3. Applicant must have a minimum grade point average of 3.2 overall on a 4.0 grade point scale.
4. Applicant must be at least sophomore class standing at the time of application.
5. Applicant must attend a college or university within Minnesota AHPERD.
6. Applicant must be first time Future Professional Conference Travel Scholarship Award.
7. Applicant should have evidence of contribution to their:
  - Major department
  - Involvement in university organizations
  - Community
  - And/or individual accomplishments/honors/awards
8. Two letters of recommendations
9. Recipient(s) shall present a **written report/summary of the benefits derived through this experience**. This can be a report to the board of directors, an article for MNAHPERD newsletter *Loon Lines* or a presentation (individual or group) at the MNAHPERD state conference.
10. Recipient(s) shall provide an **itemized written financial report** – including original receipts.

**Award:** This scholarship is up to \$200.

FUTURE PROFESSIONALS CONFERENCE TRAVEL  
SCHOLARSHIP AWARD

Minnesota Association for Health, Physical Education,  
Recreation & Dance

**APPLICATION FOR UNDERGRADUATE STUDENTS**

PLEASE TYPE OR PRINT: All information will be confidential except for the biographical summary that may be used for publication if applicant receives the award.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Home Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

School Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

AAHPERD Membership number: \_\_\_\_\_ Exp Date: \_\_\_\_\_

MNAHPERD Membership number: \_\_\_\_\_ Exp Date: \_\_\_\_\_

Student Information:

Institution: \_\_\_\_\_

Major: \_\_\_\_\_ Minor: \_\_\_\_\_

Units Completed: \_\_\_\_\_ GPA: \_\_\_\_\_

Anticipated Graduation Date: \_\_\_\_\_

Please include with application:

1. Two Letters of Recommendation
2. Transcript
3. Resume: Including professional organizations with dates of membership, contributions to major department, university organizations, community, and/or individual accomplishments/honors/awards.
4. Letter to MNAHPERD addressing your professional goals and what conference this scholarship will help you attend. Please be specific in what you intend to spend the money on.

**Send completed application by Dec. 12, 2014** to Nadine Moeller, 801 Hamilton Drive, Duluth, MN 55811. Email: [nadine.moeller7@gmail.com](mailto:nadine.moeller7@gmail.com) or Nancy Christensen, [nancy1485@gmail.com](mailto:nancy1485@gmail.com)



**MARY LAMPE SCHOLARSHIP**  
**Minnesota Association for Health, Physical Education,**  
**Recreation & Dance**

The Mary Lampe Scholarship is awarded to professionals, full time undergraduate and graduate students in good standing with MNAHPERD in their quest to enhance professional/educational development. The establishment of this award was to honor and recognize the outstanding efforts, services and contributions of Mary Lampe, who retired from the Health, Physical Education, and Recreation Department at the University of Minnesota, Minneapolis.

**Application Must Be Postmarked By: February 13, 2015**

**Criteria:**

1. The applicant must be a member of MNAHPERD.
2. Nominee/applicant must indicate in writing the professional scholarly endeavor for which the finances will be used.
3. Nominee/applicant shall indicate their contributions and/or services to the profession.

Recipients of the award are required to:

4. Present a **written report/summary of the benefits derived through this experience.** This can be a report to the board of directors, an article for MNAHPERD newsletter *Loon Lines* or a presentation (individual or group) at the MNAHPERD state conference.
5. Provide an **itemized written financial report** – including original receipts.

**Scholarship Amount:** \$250 - \$500

\*\*\*Award is presented at the MNAHPERD Fall Convention.

**Application for Mary Lampe Scholarship**

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Home Address; \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Telephone: \_\_\_\_\_ E-mail : \_\_\_\_\_

MNAHPERD Membership Number: \_\_\_\_\_ (located on newsletter label)

Amount you are requesting: \_\_\_\_\_ (up to \$500.00)

If you are applying as a Professional Member:

Your Title: \_\_\_\_\_

School, College/University Address:

\_\_\_\_\_

\_\_\_\_\_

Area/ Specialty: \_\_\_\_\_

If you are applying as a Student:

College/ University: \_\_\_\_\_

Major: \_\_\_\_\_

Year in School: \_\_\_\_\_ GPA: \_\_\_\_\_

Working toward a degree in: \_\_\_\_\_

**Please submit with application:**

1. Resume
2. Two letters of Recommendation
  - Professionals: One from a colleague and one from an administrator
  - Future Professionals: Two professors
3. Essay describing
  - Contributions/ services to your profession
  - The purpose for which the scholarship would be used for your professional enrichment during 2015-2016.
  - How you expect this experience to assist you in your professional development.

**Send completed application, letters of recommendation, and resume by Feb. 13, 2015 to Nadine Moeller, 801 Hamilton Drive, Duluth, MN 55811. Email Nadine at [nadine.moeller7@gmail.com](mailto:nadine.moeller7@gmail.com)**

TRISH MEEK DEVELOPMENTAL ADAPTED PHYSICAL  
EDUCATION SCHOLARSHIP

Minnesota Association for Health, Physical Education,  
Recreation & Dance

**Trish Meek DAPE Scholarship is awarded to full-time undergraduate student(s)  
pursuing licensure in Developmental Adapted Physical Education (DAPE).**

**APPLICATION MUST BE POSTMARKED BY: FEBRUARY 13, 2015**

**Criteria for Scholarship:**

1. The applicant must be a MNAHPERD member
2. At least one-half of the DAPE licensure courses in respective approved Minnesota Board of Teaching DAPE Licensure program must be completed prior to applying for this scholarship.
  - You may be currently enrolled prior to the application, meaning that half of your courses would be completed in the semester of application.

Recipients of the award are required to:

1. Present a **written report/summary of the benefits derived through this experience.** This can be a report to the board of directors, an article for MNAHPERD newsletter *Loon Lines* or a presentation (individual or group) at the MNAHPERD state conference.
2. Provide an **itemized written financial report** – including original receipts.

**Scholarship Amount:** \$250 - \$ 500

\*\*\*Award is presented at the MNAHPERD Fall Convention.

**Application for Trish Meek Developmental Adapted Physical Education  
Scholarship**

Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

College/ University: \_\_\_\_\_

Year in School: \_\_\_\_\_ (undergraduate student) GPA: \_\_\_\_\_

**Application for Trish Meek Developmental Adapted Physical Education  
Scholarship**

Number of DAPE courses completed at time of application: \_\_\_\_\_

Number of DAPE courses required for licensure: \_\_\_\_\_

Tentative date of completion of DAPE licensure: \_\_\_\_\_

Name of your advisor: \_\_\_\_\_

Advisor's Address: \_\_\_\_\_

MNAHPERD Membership Number: \_\_\_\_\_ (located on newsletter label)

Letter of recommendation will be coming from:

\_\_\_\_\_ (DAPE coordinator)

\_\_\_\_\_ (Faculty member)

**Amount you are requesting:** \_\_\_\_\_ (up to \$500.00)

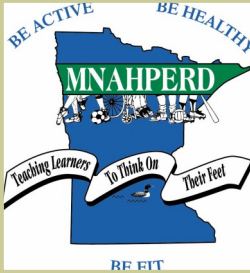
**Please submit with application:**

1. Resume
2. Transcript: Please highlight the DAPE courses on the Transcript
3. List of all required DAPE courses to complete licensure at your institution
4. Two letters of recommendation
  - a. One from the DAPE coordinator at your institution  
In this letter, have your DAPE coordinator verify the courses you have completed and the number of courses remaining.
  - b. One other professional letter from a faculty member at your institution.
5. Essay describing:
  - a. Reflection on experience with individuals with disabilities.
  - b. The purpose for which the scholarship would be used for your professional enrichment during 2015-2016.
  - c. How you would expect this experience to assist you in your professional development.

**Send completed application, letters of recommendation, resume, and transcript by Feb. 13, 2015 to Nadine Moeller, 801 Hamilton Drive, Duluth, MN 55811. Nadine's email is [nadine.moeller7@gmail.com](mailto:nadine.moeller7@gmail.com)**

# Minnesota Association of Health, Physical Education, Recreation and Dance

MNAHPERD Executive Director  
Nancy Christensen  
25673 Muskrat Lake Dr.  
Detroit Lakes, MN 56501



**MNAHPERD**

[www.mnahperd.org](http://www.mnahperd.org)

**August 2014**

LOON LINES

AUGUST 2014

## MNAHPERD

MNAHPERD is a school-based professional association that provides professional services and resources for teachers, organizations and individuals to provide quality programs.

MNAHPERD is dedicated to improving the skills, knowledge, health and well-being of all Minnesota Students.



Contact information for MNAHPERD Board of Directors is posted on [www.mnahperd.org](http://www.mnahperd.org)

### MNAHPERD Executive Committee

<i>President</i>	<i>Sue Tarr</i>	<i>(320) 217-2371</i>
<i>President Elect</i>	<i>Mike Doyle</i>	<i>(763) 221-3375</i>
<i>Past President</i>	<i>Jack Olwell</i>	<i>(612) 432-9082</i>
<i>Treasurer</i>	<i>Jeremiah Hinkemeyer</i>	<i>(218) 329-2088</i>
<i>Secretary</i>	<i>Vicki Johnson</i>	<i>(218) 847-5212</i>
<i>Executive Director</i>	<i>Nancy Christensen</i>	<i>(218) 847-9769</i>

The mission of the MNAHPERD newsletter is to inform health, physical education, recreation, and dance professionals in Minnesota about their professional organization's activities and the opportunities available for participation. If you have questions, concerns or comments on the contents or layout of this newsletter please email

Amy Knopf at [aknopf@detlakes.k12.mn.us](mailto:aknopf@detlakes.k12.mn.us).

You can also access this newsletter in PDF format on the web at [www.MNAHPERD.org](http://www.MNAHPERD.org)