

# Loon Lines



VOLUME III, ISSUE I

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



MNAHPERD

February 2014

## Message from the President

*Sue Tarr*

Happy winter in Minnesota! As of now, you have had lots of exercise shoveling and have hopefully enjoyed several days of no school...record weather in lots of areas of the state! There have also been a number of 'record' things going in our profession that impact what we do in Minnesota.

- Our fall 2013 MN AHPERD conference had over 400 people attend! There are A LOT of HPE/DAPE teachers spreading what they learned to their colleagues and students.

- The national organization has changed its name from AAHPERD to the Society of Health and Physical Educators America (SHAPE-America). The MNAHPERD Board of Directors and the Executive Committee are both currently reviewing/amending our By-Laws and a possible name change could be coming our way very soon!

- National Standards & Grade-Level Outcomes for K-12 Physical Education from AAHPERD's website (<http://www.aahperd.org/whatwedo/nationalStandards.cfm>). Scroll to the bottom of this website for 2 free downloads that address these standards/outcomes. The Minnesota Department of Education, in collaboration with MNAHPERD, is currently working on our state standards and benchmarks. Hopefully, a document will be forthcoming soon!

- In early January 2014, the CDC and SHAPE-America released a *New Guide For Developing Comprehensive School Physical Activity Programs* (<http://www.cdc.gov/healthyyouth/physicalactivity/cspap.htm>). As health and physical educators we MUST be sure quality HEALTH and PHYSICAL EDUCATION programs are the focus of these comprehensive programs. We ALL need to advocate for keeping/increasing these curricular areas as they SHOULD provide the basis for CSPAP.

- On January 24, 2013 the Office for Civil Rights issued a Dear Colleague Letter clarifying schools' obligations under the Rehabilitation Act of 1973 to provide extracurricular athletic opportunities for students with disabilities. The October 2013 *JOPERD* issue highlights 6 articles on this topic, go check it out and GET INVOLVED in disability sports in your schools!

So, let's get out there and advocate for our schools' health, physical education, and DAPE programs; our students' lives depend on US!

I am honored to serve MN AHPERD 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.



MNDAPE Updates

PAGE 4

Scholarship Opportunities Still Available

PAGES 20-23

MNAHPERD Directory

PAGES 12-14

MNAHPERD Awards Nomination Form Feb. 28th Deadline

PAGES 18-19

## Reflections on 30+ years in the Trenches

*Jack Olwell*

Perhaps you have seen the recent Asics advertising slogan: *sound mind sound body*. When the Roman poet Juvenal penned the phrase that our prayer should be for “a sound mind in a sound body” centuries ago he was suggesting this is life’s highest, simplest goal. Seventeenth century English philosopher John Locke rightly noted our dependence on both when he said, “A sound mind in a sound body is a short but full description of a happy state in the world: he that has these two has little more to wish for, and he that wants either of them will be little the better for anything else.” Of course, current research has demonstrated that the soundness of the mind is directly related to the soundness of the body.

For years the accepted notion of the *dumb jock* held sway; but as an athlete who competed against and with very bright individuals I resented that stereotype just as I now resent the stereotype that Physical Educators are at the bottom of the intellectual food chain. With the “discovery” that quality Physical Education increases levels of fitness which in turn has a profound impact on academic performance I feel as though I have uncovered a lost Rembrandt in my attic. This treasure has been here all along but only lately has its worth come to light...and yet buyers are scarce.

Most know that the brain stores no glucose but relies on the cardiovascular system to supply its energy needs. It has been shown that exercise more than doubles blood flow to the brain’s hippocampus – the area responsible for memory and learning. It stands to reason then that improving aerobic capacity should have an immediate effect on learning and intelligence. As it turns out...it does. A school in Illinois more than doubled the amount of PE a control group received and found their aerobic improvement AND reading gains were twice that of their peers. Locally, we tested all our 3<sup>rd</sup> graders and found students below the national norm (roughly one in four students) in reading also had 20% lower PACER (aerobic) test scores than their counterparts. We addressed both concerns by adding an additional daily PE class.

We must continue to grow and cultivate champions in and for our profession and we must not lose heart. I am reminded of the man who happened upon a youth baseball game. After the right fielder told him his team was down 8-0 the passer by remarked that he must be a little discouraged. The player looked at him quizzically and responded, “Why would I be discouraged? We haven’t even batted yet.” It is now our turn to bat – let’s make it count.

### 2014 MNAHPERD State Conference Details

Monday and Tuesday, November 3 & 4, 2014  
Wayzata High School

**Imagine all the greatest educators under one roof sharing ideas, tricks of the trade and BEST PRACTICES related to HPERD! Start planning now so you can take advantage of sharing those great ideas, tricks, and practices with fellow professionals. Do a PRESENTATION. Fill out the form – turn it in. We Want You!!!**

## 2014 Fall Conference Program Proposal

November 3 & 4, 2014 • Wayzata High School  
www.mnahperd.org

### *Teaching Learners to Think on their Feet*

**NAME:****MAILING ADDRESS:****CITY:****STATE:****ZIP:****WORK PHONE:****CELL PHONE:****EMAIL:****SUMMER EMAIL:****BRIEF BIOGRAPHY** (Info to introduce speaker(s):**TITLE OF PRESENTATION:****DESCRIPTION OF PRESENTATION:****ROOM PREFERENCE:****GYM****CLASSROOM****NO PREFERENCE***Circle the one that best applies.***LENGTH OF PRESENTATION:****50 Minutes****2 Hours***Circle the one that best applies.***PREFERRED AUDIENCE:****ELEMENTARY****MIDDLE SCHOOL****HIGH SCHOOL****TECH***Circle all that apply.***HEALTH****DAPE****DANCE HIGHER ED OTHER\_\_\_\_\_** I prefer that my presentation NOT be recorded by conference attendees.**Presentation Information:**

A honorarium will be given to presenters; \$50 per session or \$75 for two sessions. If there is more than one presenter per session, the honorarium will be provided to the first presenter listed. All presenters must be current members of MNAHPERD or other AAHPERDs and be registered for the conference. Exhibitors are not eligible for presenter honorarium.

Please mail or email form to:

Amy Hinkemeyer

150 Spruce Street

Kindred, ND 58051

amyhinkemeyer1@gmail.com

Program proposals must be received by  
**May 31, 2014**. If you do not receive  
confirmation of receipt, please resend.

# MNDAPE NEWS

*Kay Oling*

The Developmental Adapted Physical Education Division would like to report that Mike Doyle, Wayzata Public School was named the Central District Adapted Physical Educator of the year and will receive his award at the upcoming National AHPERD conference in St. Louis, Missouri in April. He is also in the running for the National Adapted Physical Educator of the year and will find out if he won in April at the convention. Mike was the State award winner 2012. He has made many presentations at conferences in Minnesota and other states and is well deserving of the awards.

MNDAPE would like to inform you of upcoming events that are being planned in upcoming months. First of all, The annual "DAPE in YOUR BACKYARD" Workshop will be in Bemidji, MN on Saturday, April 26, 2014. The day will feature many 50 minute sessions that pertain to developmental adapted physical education and the unique needs of students that are served in this area. Registration information can be found on the MNDAPE website at [www.mndape.org](http://www.mndape.org).

Secondly, several members of the MNDAPE Leadership committee will be presenting information and activities for a family activity day at Arrowwood Lodge and Convention center on Saturday, April 12, 2014 in conjunction with the CHARTING of The C's conference that will be held April 13-15. Parents, caregivers and children will have an opportunity to play together, learn new skills, have fun and enjoy meeting new friends. Last year's activities included: kite making, dancing, backyard games, noodle activities, archery, scooter games and others. It will be a full day of activity.

Thirdly, the date has been set (September 25-26, 2014) for the annual State MNDAPE Fall conference which is held at Camp Friendship, Annandale, MN. The committee is seeking program proposals so if you are interested in presenting please go to [www.mndape.org](http://www.mndape.org) website for more information. The committee is meeting on February 9-10, 2014 at Confidence Learning Center in Brainerd to work on the conference, so further information will be available after those dates

Lastly, The DAPE Division is seeking program proposals for the MNAHPERD conference to be held at Wayzata High School, November 3-4. "Teaching Learners to Think on Their Feet" will be the theme of the conference. Please go to the MNAHPERD website for further information.

## CONGRATULATIONS!!!

Minnesota is very proud of the great educators we have working with our children and young professionals. The passion, the leadership, the excellence demonstrated by our teachers is a true inspiration of our profession. Please join the MNAHPERD BOD's in congratulating these three individuals that will receive recognition in St. Louis, April 1-5 at the Central District/National AAHPERD Convention.

Dr. Sue Tarr – Dr. Tarr will receive the Central District District Scholar award which is presented to an individual who has demonstrated scholarly/creative evidence by publications and scholarly/artistic presentations. Sue has been an exemplary example in both categories. Dr. Tarr is a tenured Professor at St. Cloud State University, where she coordinates the DAPE program. Sue has been active in several state HPERD associations and has received awards at the state level in the states where she has taught (MN, WI, IA, NE). Most recently, Dr. Tarr received the George Hanson Developmental Adapted PE

award here in Minnesota, which is the highest honor in DAPE. Sue has just begun serving as President of Minnesota AHPERFD and also serves on the Minnesota DAPE Leadership Committee. We are so proud of Dr. Sue Tarr – CONGRATULATIONS!

Mike Doyle – Mike will be awarded the Central District Adapted Physical Education (K-12) Teacher of the Year. Mike was awarded Minnesota’s DAPE Teacher of the Year Award in 2012. We then forward his information to Central District where he was announced the TOY this past fall. His materials are now forwarded to AAHPERD. Mike demonstrates all of the skills to be a highly successful teacher, as one of his peers points out, “Mike is an exceptional advocate, mentor, and life skills teacher to his students as the DAPE teacher in the Wayzata Public Schools at both the high school and middle school levels. Mike is student centered, collaborative, and data driven to promote life-long physical fitness for all.” Mike serves on the Minnesota DAPE Leadership Committee and is President-Elect for Minnesota AHPERD. Mike you ROCK!

Amy Kaiser – Amy Kaiser is receiving a Central District Honor Award. This award is presented to individuals who have demonstrated outstanding contributions to Central District AAHPERD. The award winner must have also been a AAHPERD member for a minimum of 8 years, have at least 10 years of full-time professional experience in HPER and have been active in Central District for a minimum of three years as a district officer, district committee person or district liaison to an AAHPERD committee. Amy surpasses the criteria. Since 2006 Amy has served as Minnesota’s Jump Rope for Heart Coordinator. From 2008-2012 Amy served as the Joint Projects Chair for Central District. During that time Jump Rope for Heart celebrated its 30<sup>th</sup> Anniversary where Amy headed an early bird session for a “Joint Projects 2 Mile Run/Walk” and “Thank You” breakfast for Jump and Hoop state coordinators. In 2005 Amy was honored with MNAHPERD Elementary Teacher of the Year. Congratulations Amy!



**Sue Tarr**



**Mike Doyle**



**Amy Kaiser**

# 5 Ways to Use Technology to Engage Your Students

*Joel Heitkamp*

One of the best compliments I have ever received in teaching came from a seventh grade student during my third year of teaching. As the principal of my building came into my classroom, this seventh grade student proclaimed to the principal that “You are going to love this class, we do some really cool stuff”! I don’t remember exactly what we did that day in class with the principal, but I can guarantee that we were out of our seats and the kids had something in their hands.

Although I have only been teaching health education in St. Cloud, MN for the last ten years, I have seen first hand the impact that hands-on learning and the incorporation of technology can have on teaching. I have tried to make a personal commitment to be conscious of what interests the students have and I try to incorporate these interests somehow into my classroom. I have also tried staying up to date on new and exciting advancements that will aid in the engagement of my students, has proven beneficial to their learning.

I have chosen five of the tools and strategies that have worked the best for me. Give these tools a try. Then gage how well you think they will work in your classroom.

## #1 The Apple iPad.

This is an easy choice, I know, but the iPad changes the way many of us teach every single day. As new apps and technology are released, we are able to modify the way we teach and what we do in our room. While I know that all of you as readers know about the iPad, I would like to use this section to briefly highlight five apps for the iPad that I use on a regular basis:

- **The Eat This, Not That Game.** Modeled after the very popular books, this app is a game that pits two foods against each other and the student is forced to make the healthiest choice. The quicker the correct response, the more points the student gets. There is a free version, or a small charge for the full version. This is a great activity during a nutrition unit.
- **Fast Food Calories.** This app is another great tool during a nutrition unit. This free app has all of the nutritional information for nearly every fast food restaurant out there. For a lesson idea, try assigning students a common restaurant and have them find the nutrition facts for their favorite meal. Then tell them they are forced to choose another meal, but it has to be the healthiest meal possible. They will be amazed at how bad the food they eat is for them and how they can still make better choices when the time is taken to pay attention to what is in the foods before they eat them.
- **Push-Ups Dojo.** This app is \$0.99 and works great for the health and physical education teacher that is trying to build upper body strength in their students. If you teach physical education, the push-ups you see from many students leaves something to be desired. For most of those cases, the students just are not strong enough yet. This app motivates students to do push-ups by providing an object on the screen that breaks every time they touch their nose to the iPad. The more push-ups they do, the faster they advance to a different level. The other great piece is that this app will track how many push-ups a student does, so they can see their improvement every day!
- **Virtual Heart.** If you have ever tried to explain the path of blood through the heart, I am sure you have seen the same blank stares from students that I have. This free app makes that explanation easy with a great inside view of the heart. It also includes an explanation of the electrical signal that takes place causing the heart to contract with its regular beat.
- **Nike Training Club.** With this app, students are allowed to create their own training program. They have the freedom to choose not only what they do but for how long they do it. It includes a video of a person performing the exercise to ensure the students are doing them correctly. This is another great free app.

**#2 Google Apps.**

Google has revolutionized the way we use the Internet in schools. What used to be a simple search engine, Google has taken web-based tools to a new high. Our school district has a Google account for every one of our 10,000 students. This gives students the opportunity to create various types of documents, from the simple word processing document to spreadsheets and presentations. The type of app I find the most beneficial for student learning is the Google drawing. This is essentially a blank piece of paper that the student has complete control over. I use drawing document to have the student create concept maps of topics we are covering in class. CPR and first projects are how I use it the most. There are many different areas of first aid; we map out the steps and strategies for all of them. I have had students come back to my room after their time with me is over and talk about how they had used those concept maps they had created to help with an injury at home. There is nothing better than hearing about how students are applying something you teach them!

**#3 Socrative.**

Socrative is a free app for iPad, iPhone, and iPod Touch. This is an app that allows the teacher to do a couple of different things. I personally use it in two ways. The first is as a student response tool. The teacher has the ability to create a set of questions and students can use their device (iPad, iPod, or iPhone) to respond to the questions. The teacher can control how fast the questions are presented to the students, which prevents students from working ahead and allows for discussion with 100% attention of all your students.

The second way that Socrative is best used, is as a web-based test and quiz-taking tool. Ahead of time the teacher creates the quiz with true/false, multiple choice, and open response questions. Then the student logs into your Socrative “room” and with the direction of the teacher, the student takes the quiz; each student can take it at their own pace. The quiz will correct itself, giving the student instant feedback on how they are doing. Best of all, when the class is done taking the quiz, Socrative will prompt the teacher to email themselves an excel spreadsheet. This spreadsheet will have every student’s exam graded with each of their responses, the teacher can see then if there is a question that a majority of students answered incorrectly and if re-teaching is required.

**#4 iBooks Author.**

While this is a relatively new tool for me, my opinion is as educators, this is something we are all going to be using more of in the future. iBooks Author is an application for your computer that allows anyone to create a document that will be in an iBooks format. When complete, the teacher can post a link of the file on their class website. The student can use any device that uses the iBooks app to click on that link. The device will prompt the student if they wish to download it into their iBooks library. You may be asking yourself, how is this beneficial for me? As the teacher, you can create a book with all of your unit specific notes and activities so that a student can have access to them on their personal device, 100% of the time. This could ultimately replace the use of textbooks in the future. If you would like to see an example, go to my class website with your device, (iPad, iPod, iPhone) and click on the link for the free iBook on the main page. The iBook I have created for my class contains all of the notes for my CPR and first aid unit. My website is [www.southhealth.weebly.com](http://www.southhealth.weebly.com).

**#5 Quizlet.**

With the need to prepare students for class quizzes, exams, and activities, Quizlet has proven to be the answer for my students. This online, and app based, activity allows the teacher to create what Quizlet calls “sets” of review cards. These review cards can be vocabulary words, review questions, or any other topic the instructor thinks may be best for their students. Any student then has open access to these sets of review cards as long as the instructor supplies their Quizlet login name. The student searches the teacher’s name and then all of the different sets of note cards for that teacher appear.

Students then have multiple options on how they wish to review. They can simply review by viewing a word or question and then click on the card to flip it and see the answer, or if the student would like more interaction, they have many different review game options to choose from. I find it best to check out our building iPad cart, which allows each student to review on his or her own or with one other student.

If you would like to take a look at some sample sets, go to [www.quizlet.com](http://www.quizlet.com) and enter (jheitkam) in the search bar to see the sets of review cards I have created for my health classroom.

These are tools that work for me; the key is to find what works for you. If you like it and believe in it, your students will too. Best of luck with trying something new!

## How to teach Long Jump Rope

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

<p><b>Definition</b></p>	<p>Long jump rope involves two students turning the rope, one at each end, and another student jumping as a chant is being recited by all. The jumping student's movements are performed to the chant.</p>
<p><b>Teaching Progression</b></p>	<p>An effective teaching progression is to teach long jump rope first and individual jump rope second. Students only perform one skill at a time, turning or jumping, in long jump rope, and two skills at a time, turning and jumping, in individual jump rope. Thus, instruction moves from simple to complex skills.</p> <p>Some disagree and believe the correct progression is to first teach an individual skill (individual jump rope) and second teach a group skill (long jump rope).</p> <p>What is your belief?</p>
<p><b>Student Organization</b></p>	<p>Safety needs to be a priority in organizing students when teaching long jump rope. Equipment allocation should be one long jump rope for every three to four students to provide ample practice time. Students should remain in the same group throughout the lesson.</p> <p>Position ropes parallel to each other in a box formation. Students should enter the ropes facing the wall and not the center of the gym. This will eliminate the risk of students from other groups running into each other. Make sure each rope is at least 10 feet from the wall and from another group.</p> <div data-bbox="651 1444 1193 1770" style="text-align: center;"> </div>
<p><b>Parts</b></p>	<p>There are two parts to performing long jump rope:</p> <p style="margin-left: 20px;"><b>Turners</b></p> <p style="margin-left: 20px;"><b>Jumpers</b></p>



1st

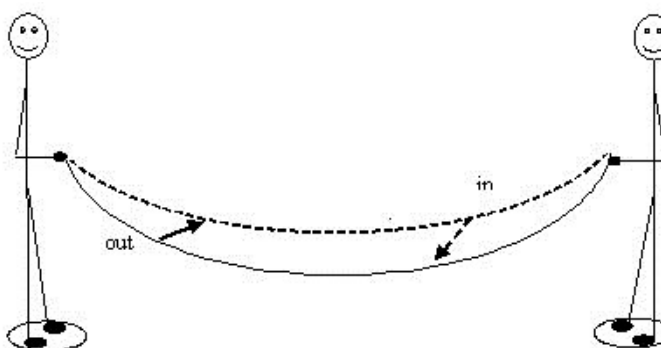
**Teach Turning**

Use poly dots or gym tape as **landmarks for turners to stand** on. This will aid in learning the distance to stand apart so the rope is not too tight.

-**Teach how to grip the handle**—as if shaking a person’s hand.  
 -With two turners practice shaking the rope on the ground making “snake” movements so students learn how to grip the rope.  
 -Next practice half swings back and forth to learn to synchronize movement with the other turner.

-**Teach how to turn.** The direction the rope is turned is very important.  
 -First teach turning the rope **towards** the jumper. This is called “**Front Door.**” When the rope moves in this direction it is easier for the jumper to enter. Focus on arm movement, keeping the elbow in and coordinating turning with the other turner. To synchronize turners start with one half-swing towards the wall, next one half-swing toward the center of the gym and then a full swing towards the wall. Use the teaching cues “**Out, In, Over.**”

-Practice turning so all students get an opportunity to turn. Don’t be surprised if it takes longer than you had anticipated for students to learn how to turn.



2nd

**Teach Stationary Jumping**

-**Jumper stands in the center of the rope with it not turning.**

-Turners start moving the rope saying “**Out, In, Over.**” This will cue the jumper to begin jumping. Turners swing the rope out two feet towards the wall, back in touching the jumper’s calf, out again towards the wall and over the top of the jumper to begin jumping.

-Practice stationary jumping so all students get an opportunity to jump.

3rd

**Teach Entering**

**First, teach how to enter only—no jumping.**

-Make sure all turners are turning the rope in the direction towards the jumper “**Front Door.**”  
 -Entering is getting into a turning rope. It can be intimidating because of the possibilities of getting hit by the rope. The key is to know **when** to enter and **timing** the entrance. The rope hitting the floor is the signal to know **when** to run into the turning rope. The cadence “**1, 2, Hit, Go**” helps **time** the entrance. The rope initially hitting the ground is “**1,**” the second rope hit is “**2,**” the third rope hit is “**Hit**” signaling the student to run, and “**Go**” enabling them to enter the turning rope without being hit.

<p><b>3rd</b></p> <p><b>Teach Entering</b> (cont.)</p>	<p>- Have students run through the turning rope without jumping. Start by using only one rope for the class. First have the teacher and one student run through together, if needed hold hands. Next add an additional rope and have each student enter alone. This will allow students to learn entering without the added complexity of jumping.</p> <p><b>Second, teach entering with jumping.</b>          -Have students practice entering and jumping combined. Students will enter and start jumping when in the center of the turning rope. Use multiple ropes in the formation established in the student organization section. For safety purposes, allow only one student per rope to enter and jump at a time. Encourage turners to start turning with “<b>Out, In, Over</b>” using the “<b>Front Door</b>” as the turning direction while jumpers say the cadence “<b>1, 2, Hit, Go</b>” to enter.</p>
<p><b>4th</b></p> <p><b>Teach Exiting</b></p>	<p><b>Exiting is leaving a turning rope.</b>          -Teach jumpers how to exit the turning rope. Immediately after jumping over the turning rope leave the opposite side used to enter—towards the wall. Encourage students to quickly follow the sideward direction of the rope giving the jumper time to exit before the rope comes back around. Again, the jumper can use the cadence “<b>1, 2, Hit, Go</b>” to help time the exit. The rope initially hitting the ground is “<b>1</b>,” the second rope hit is “<b>2</b>,” the third rope hit is “<b>Hit</b>” signaling the student to run, and “<b>Go</b>” enabling them to exit by following the turning rope without being hit.</p> <p>-Have students practice exiting. Again, use multiple ropes in the formation established in the student organization section. For safety purposes, allow only one student per rope to jump and exit at a time.</p>
<p><b>5th</b></p> <p><b>Teach the Chant</b></p>	<p>A verbal chant is used in long jump rope. Music is not utilized because movement is performed to the beat of the chant.</p> <p><b>-Teach the verbal chant.</b> Write the chant on the white board and read aloud as a group several times to aid students in learning the chant. Reading and reciting a chant is a great way to integrate reading into P.E. lesson. Example of a chant:</p> <p>“Teddy Bear”          Teddy Bear, Teddy Bear, Turn around          Teddy Bear, Teddy Bear, Touch the ground          Teddy Bear, Teddy Bear, Tie your shoe          Teddy Bear, Teddy Bear, That will do          Teddy Bear, Teddy Bear, Go upstairs          Teddy Bear, Teddy Bear, Say your prayers          Teddy Bear, Teddy Bear, Dim the lights          Teddy Bear, Teddy Bear, Say good night</p>
<p><b>6th</b></p> <p><b>Teach skills in the chant</b></p>	<p><b>Teach the jumper skills performed in the chant by breaking them into parts.</b>          -Using one long jump rope explain and demonstrate each part of the jumper skills in the order they are performed. Have students recite the chant as each part is demonstrated to enhance student learning.          -Next, <b>without a rope</b> have students recite the chant and perform the jumper skills to practice the skills with the chant.</p>

7th

*Practice skills with chant*

**Using a long jump rope students practice the jumper skills with the chant.**

-This can be done two ways. Method 1: Teach all parts and then allowing students to practice with a rope. Method 2: Teach one part at a time and then allow students to practice each part with a rope before teaching the next. If the jumper skills are simple use Method 1. If the skills are more complex use Method 2.

-With a long jump rope have students practice the jumper skills with the chant. Again, use multiple ropes in the formation established in the student organization section. For safety purposes, allow only one student per rope to practice at a time.

8<sup>th</sup>*Encourage students to practice outside of class*

**To improve long jump rope skills encourage students to practice outside of class.**

-Provide students long jump ropes to use at recess or lunch time to help them refine their skills. You will be amazed how students' skills improve when given time outside of class to practice.

- Take the big jump into teaching long jump rope and count on having fun!

## ATTENTION MNAHPERD Members!!

Please take ONE minute to nominate a colleague for one of the many MNAHPERD awards! We have a LOT of wonderful teachers in our state, please recognize them for ALL the work they do with their students! The MNAHPERD Recognition Committee requests that each MNAHPERD member have input into the selection of our award and scholarship recipients. If you know anyone who you think is deserving of special recognition. You may apply for a scholarship and/or nominate yourself for an award. Check the MNAHPERD website [www.mnahperd.org](http://www.mnahperd.org) for more information or refer to the applications on pages 18-23. Let's take the time to recognize our special teachers.

Please return the award form to  
**Marci Wills,**  
**Parkside Elementary,**  
**207 3<sup>rd</sup> St. NE, Buffalo, MN 55313 or**  
[mwills@bhmschools.org](mailto:mwills@bhmschools.org).

**Award Nominations due**  
**February 28, 2014**  
**Scholarships due**  
**February 14, 2014**



## Make a difference in the lives of your students.

Jump Rope For Heart and Hoops For Heart are educational fund-development programs. Each year more than 7 million children participate in a JRFH or HFH event, engaging teachers, schools and their community in a shared collaboration to improve the health and educational success of students.

### Teachers receive

- classroom resources
- teaching tools
- professional development
- networking opportunities

### Students learn

- heart healthy living
- physical activity skill-building
- civic engagement
- teamwork and cooperation

### Schools can

- increase access to PE
- earn equipment vouchers
- promote student success and well-being



Sign up to hold an event in your school and shape a new generation of healthy, physically active and engaged citizens!

Learn more! [www.aahperd.org/jump](http://www.aahperd.org/jump)



## Nominate your colleagues!

**DEADLINE  
FEBRUARY 28, 2014**

ATTENTION! It's that time of the year to nominate your colleagues for the MNAHPERD Awards. Minnesota has many great teachers at all levels that should be recognized for the outstanding work they are doing for their students and schools. The Teacher of the Year Awards includes teachers in these areas: Developmental Adapted Physical Education, Elementary Physical Education Teacher, Middle School Physical Education, High School Physical Education, Health Education, K-12 Dance Educator. These award winners have the opportunity to advance to the Central District level and national AAHPERD level. Other awards include: the Lou Keller Award for college and university professors in the fields of health, physical education, recreation or dance; Paul Schmidt Award for outstanding services given by an elementary, secondary or supervisor in the fields of health, physical education, recreation, or dance; Carl Knutson School Health Award to honor outstanding services given by a health educator; George Hanson Developmental Adapted Physical Education Award for outstanding services given in this field by an elementary, secondary, higher education or other professional worker; Carolyn "Dolly" Strumbel Distinguished Service Award which recognizes contributions made by professional retirees to MNAHPERD; Aquatics Award; and lastly the Pathfinder Award recognizes contributions and services to girl's and women's sports. Award nomination forms can be found on the MNAHPERD website- [www.mnahperd.org](http://www.mnahperd.org) . NOMINATE NOW!!!!

# Here are FIVE reasons why it is imperative that you become a member of MNAHPERD association!

1. MNAHPERD is a leading advocate for Health, Physical Education and DAPE teaching jobs!

MNAHPERD will advocate for status within our profession. In 2010, MNAHPERD worked with the American Heart Association and hired lobbyists to pass the MN Physical Education standards. MNAHPERD knows our jobs and requirements to meet our Health and Physical Education needs were not met with this major accomplishment so MNAHPERD will not stop there! In 2011, MNAHPERD will continue the relationship with the American Heart Association and in addition to that relationship MNAHPERD will hire our own lobbyists to advocate for more! We need Physical Education graduation requirements in our schools. We need language requirements and support for Physical Education license teacher specialists to teach Physical Education in our schools. We need each child to have daily Physical Education in their school day. We need MN Health Education standards. We need Health Education graduation requirements. We need language requirements and support for Health Education license teacher specialists to teach Health Education in schools. We need each child to have more Health Education support in their school day.

Remember it is not just the responsibility of the MNAHPERD members to do the advocacy for ALL Physical Education/DAPE and Health Education teachers in Minnesota. We need everyone to support our Profession. Become a member if you are not one now! MNAHPERD has and will continue to support your job; to do this we need your membership!

2. When you attend MNAHPERD workshops, you will be given the opportunity to receive CEU's towards your re-licensure. Our goal is for all 13 regions to have 1 workshop every year.
3. You will have the opportunity to observe and participate in workshops and sessions conducted by the state's best presenters.
4. Scholarship and grant opportunities are available through MNAHPERD to MNAHPERD members.
5. Being a MNAHPERD member gives you the opportunity to be honored in our state for your great service and commitment to our profession.

Do you want to do more? MNAHPERD will assist you in promoting your own workshop in your region!

### FIVE Keys to a successful workshop:

1. Design a theme
2. Find a location
3. Find presenters
4. Provide CEU's
5. Make it fun!

**As a MNAHPERD member, you can be a part of this!**

## Why are lesson plans required?

*Dr. Julie Knutson, MSUM*

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 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 district curriculum 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 teaching effectiveness. A good lesson plan allows me as a professional to reflect on the lesson and make notes and appropriate changes as needed.

### Planning:

- Proof to show the future professional can plan
- 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")
- 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:

- Proof to show the future professional can teach (in conjunction with video & reflection)
- 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 to show the future professional can assess in their discipline
- 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
- Support those teaching under Performance Based Pay Contracts to show evidence that students are learning
- Sell your program with data to support it's worth

### Reflection:

- Proof to show the future professional can be reflective in their teaching and planning
- 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!

## YOU are the change and energy for YOUR program

*Jason Karn, Buffalo High School*

As I reflect back on the Fall 2013 MNAHPERD Conference, I continue to think back to a technology presentation that Ryan McCallum, a colleague of mine, delivered to our district. His message wasn't about the latest or greatest gadgets; it was about everything we need. It was about learning and teaching in the 21st Century. Make kids think critically, creatively, communicate and collaborate. A quote that Ryan shared from Zach Matere stated, "Information is powerful. But it is how we use it that will define us." Two points that Ryan emphasized were, "Your students are waiting for you to be remarkable so they have a chance to be remarkable." and "If you're waiting until you have all the time you want, then you'll never start." So reflecting back, my challenge to you is to dig out your notes or handouts and try one new thing from the Fall Conference tomorrow in your classroom. Remember YOU are the change and energy for YOUR program. Keep making PE great!

Ryan's entire presentation can be viewed at <http://prezi.com/acbret5xuy3r/everything-we-need/>



## Scholarships Available

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 are included in this newsletter and due at different times throughout the year. Please encourage students and professionals alike to apply for the appropriate scholarships.

### THE FOLLOWING SCHOLARSHIPS ARE STILL ACCEPTING APPLICATIONS:

Mary Lampe Scholarship: 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. **Due February 14, 2014.**

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 14, 2014.**

Application forms are attached on pages 10-13.

## NOMINATIONS FOR MNAHPERD AWARDS

**Nomination Due Date: February 28<sup>th</sup>, award winner must be MNAHPERD member.**

**Send to Marci Wills, Parkside Elem. 207 3<sup>rd</sup> St. NE, Buffalo, MN 55313 or [mwills@bhmschools.org](mailto:mwills@bhmschools.org)**

### Information on Nominee

**Name** \_\_\_\_\_

**School** \_\_\_\_\_

**What they teach** \_\_\_\_\_

### Person making the nomination

**Name** \_\_\_\_\_

**Phone number** \_\_\_\_\_

**Email** \_\_\_\_\_

**Please check the award that you are nominating this person for.**

#### **Lou Keller Award**

Honor and recognize outstanding services and contributions given by a college or university professor or other professional worker (public school teachers exempted) in the fields of health, physical education, recreation, or dance as exemplified by Dr. Lou Keller former professor at the University of Minnesota at Minneapolis.

#### **Paul Schmidt Award**

Honor and recognize the outstanding services and contributions given by an elementary or secondary teacher or supervisor in the fields of health, physical education, recreation, or dance as exemplified by Paul F. Schmidt, supervisor of elementary physical education and recreation, Rochester Public Schools.

#### **Carl Knutson School Health Education Award**

Honor and recognize the outstanding services and contributions to school health education given by a Minnesota health educator as exemplified by Dr. Carl Knutson, supervisor of health, physical education, and safety with the Minnesota Department of Education.

#### **George Hanson Developmental Adapted Physical Education Award**

Honor and recognize outstanding services and contributions given by an elementary, secondary, higher education, or other professional worker in developmental adapted physical education profession as exemplified by George Hanson.

**Continued on Next page**



### **\_\_\_\_\_Carolyn "Dolly" Strumbel Distinguished Service Award**

Honor and recognize the significant contributions professional retirees have made to MNAHPERD for at least 10 years.

### **\_\_\_\_\_Aquatics**

Honor and recognize outstanding services and contributions in aquatics.

### **\_\_\_\_\_Pathfinder Award**

Honor and recognize the outstanding services and contributions in girls' and women's sports by a physical educator who is also a member of AAHPERD

### **\_\_\_\_\_Adapted Physical Education Teacher of the Year**

The purpose of this award is to honor and recognize the outstanding services and contributions in adapted physical education by a Minnesota school teacher who is also a member of AAHPERD.

### **\_\_\_\_\_Elementary School Physical Education Teacher of the Year**

The purpose of this award is to honor and recognize the outstanding services and contributions in elementary school education by a Minnesota elementary school teacher who is also a member of AAHPERD.

### **\_\_\_\_\_Middle School Physical Education Teacher of the Year**

The purpose of this award is to honor and recognize the outstanding services and contribution in middle school education by a Minnesota middle school teacher who is also a member of AAHPERD.

### **\_\_\_\_\_MNAHPERD Dance Educator of the Year**

The National Dance Association K-12 Dance Educator of the Year Award is given to K-12 teachers who are members of both MAHPERD and NDA/AAHPERD and who demonstrate exemplary teaching abilities in respective grade levels and dance education. A dance educator as defined by NDA, includes those educators who are employed full time in a K-12 school and teach dance at least 50% or more of the time.

### **\_\_\_\_\_Secondary Physical Education Teacher of the Year**

The purpose of this award is to honor and recognize the outstanding services and contributions in secondary school education by a Minnesota secondary school teacher who is also a member of AAHPERD.

### **\_\_\_\_\_Health Education Professional of the Year**

The purpose of this award is to recognize outstanding contributions by practitioners in the health education field.

The American Association of Health Education (AAHE) Teacher of the Year Awards (TOY) are given to teachers who are members of both MAHPERD and AAHPERD and who demonstrate exemplary teaching abilities in respective grade levels and health education.

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 14, 2014**

**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 2014-2015.
  - 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. 14, 2014 to Nadine Moeller, 801 Hamilton Drive, Duluth, MN 55811. Nadine's email is [nadine.moeller7@gmail.com](mailto:nadine.moeller7@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 14, 2014**

**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: \_\_\_\_\_

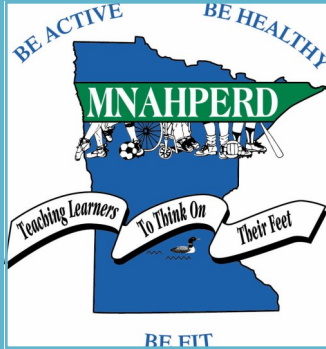
Working toward a degree in: \_\_\_\_\_

**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 2014-2015.
  - How you expect this experience to assist you in your professional development.

**Send completed application, letters of recommendation, and resume by Feb. 14, 2014 to Nadine Moeller, 801 Hamilton Drive, Duluth, MN 55811. Email Nadine at [nadine.moeller7@gmail.com](mailto:nadine.moeller7@gmail.com)**

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



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

Loon Lines

February 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

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

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)