

# Loon Lines



VOLUME 8, ISSUE 4

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)



MNAHPERD

March 2011

## Message from the President

*Kay Oling*

It has been a busy winter at school and home with MNAHPERD business. In February, I traveled to Rapid City South Dakota to attend the Central District AAHPERD convention and was able to attend many great sessions. It was good to see friends from the other eight states and find out what is happening in their states. As the MNAHPERD President, I attended the Representative Assembly where the Central District business is conducted as one of three delegates from Minnesota. In March, it's off to San Diego to attend the National AAHPERD convention and to represent you at the National AAHPERD Assembly.



**Kay Oling**  
Minnesota and Central District  
DAPE Teacher of the Year

**MNAHPERD  
STATE  
CONFERENCE**

**October 7 & 8, 2011  
Minneapolis, MN**

**See page 4 for more  
details!**



### What has MNAHPERD been doing?

MNAHPERD hired Aarin Galski, VP of Aquatics/Recreation to obtain email addresses for all physical education teachers, health teachers and adapted physical education teachers in Minnesota schools so we could form a list serve to improve communication and have a means to send out information quickly to members and potential members. We are in the process of figuring out how to best implement the list serve and make it efficient and useful to all. This was a huge undertaking for Aarin and she continues to improve the email list with teachers that were missed. Good Job Aarin!

We have signed up for the LET'S MOVE IN SCHOOL Movement and we are encouraging Minnesota schools to sign up for Let's Move in School Event during National Physical Education and Sport Week May 1-7. Go to the Let's Move in School website to enter your school at [www.LetsMoveInSchool.org](http://www.LetsMoveInSchool.org). Let's Move in School is urging physical educators, parents, school administrators and policy makers to get involved in bringing quality physical education and physical activity to school through a comprehensive school physical activity program.

MNAHPERD continues to work on advocacy and encourage you to contact your legislators as often as you can to keep them informed on the needs of our areas. At this time, a Minnesota advocacy DVD is in the works for Minnesota teachers to use in their districts to help promote physical education and health education.

The planning for the next MNAHPERD conference to be held at the Double Tree Hotel- Minneapolis Park Place continues and we are looking for presenters. Now is the time to step up to the plate and share your wealth of information with others. A program proposal form can be found on our MNAHPERD website [www.mnahperd.org](http://www.mnahperd.org) and within this issue of Loon Lines.

# Log It



**Remember to stay active, have FUN and get involved!**

## LET'S MOVE in School Receives National Attention!

*[www.LetsMoveInSchool.org](http://www.LetsMoveInSchool.org)*

**NASPE Executive Director Charlene Burgeson discussed the importance of physical activity in children's lives on Lifetime's The Balancing Act with The Healthy Weight Commitment Foundation's (HWCF) Lisa Gable, a LMIS partner. The show reaches 400,000 viewers in the U.S. and 2 million people online. The episode aired on 02/24: <http://www.thebalancingact.com/story/?id=2538>. Not sure what all the buzz is about; here is a little information about Let's Move in School.**

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. Your school can start by registering for a Let's Move in School event during National Physical Education and Sport Week.

### Overview of a Comprehensive School Physical Activity Program

What is a comprehensive school physical activity program (CSPAP)? A CSPAP is an approach by which school districts and school utilize all opportunities for school-based physical activity to develop physically educated students who participate in the nationally-recommended 60+ minutes of physical activity each day and develop the knowledge, skills, and confidence to be physically active for a lifetime. The five components of a CSPAP are:

- ◆ Physical Education
- ◆ Physical Activity During School
- ◆ Physical Activity Before and After School
- ◆ Staff Involvement
- ◆ Family and Community Involvement

Physical Education is the foundation of a CSPAP. It is the academic subject that provides standards-based instruction on motor/movement knowledge and skills, physical activity and fitness knowledge and skills, personal and social responsibility, and valuing physical activity for its many benefits. Students become physically educated through the provision of quality physical education and a variety of opportunities to practice and enjoy physical activity both within and outside of school.

The goal of a CSPAP is two-fold:

- ◆ Provide a variety of school-based physical activity opportunities that enable all students to participate in at least 60 minutes of moderate-to-vigorous physical activity each day.
- ◆ Provide coordination among the CSPAP components to maximize understanding, application, and practice of the knowledge and skills learned in physical education so that all students will be fully physically educated and well-equipped for a lifetime of physical activity.

A CSPAP is part of a larger school health framework – Coordinated School Health (CSH). This framework for planning and coordinating school health activities centers around eight critical, interrelated components:

- ◆ Health education
- ◆ Physical education
- ◆ Health services
- ◆ Mental health and social services
- ◆ Nutrition services
- ◆ Healthy and safe environment
- ◆ Family and community involvement



## Attention MNAHPERD Members!!

Please take ONE minute to nominate a colleague for one of the many MN AHPERD awards! We have a LOT of wonderful teachers in our state, please recognize them for ALL the work they do with their students!



**Deadline:  
March 15th**

We have extended the nomination deadline to March 15th. Please return the form in the Loon Lines to Sue Tarr, SCSU, 720 Fourth Ave. South, St. Cloud, MN 56301 or fax: 320.308.5399

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## Conference Exhibitors Bring a Lot to the Table!


*Aarin Galzki  
VP Rec/Leisure*

This year's MNAHPERD Conference held at the Airport Hilton was filled with great opportunities for you as a professional as well as for your school! A part of the conference that often goes **unused** or **unnoticed** are all of the Exhibitors. If you were there and took the time to visit the exhibitors you probably noticed, as well as I did, how much they can bring to the table. Sure, they want your business and they have products that they're pushing for you to buy... But, if you stopped and listened about some of their programs, you walked away with so much more!!!

Did you know you could provide a FREE Yo-yo unit for your students? Have you ever seen or heard of the "Spooner Board"? Have you gotten an Archery Program in your school yet? That too is fully funded! We had vendors there from as far away as California anxious to meet you and give you free resources and great conference deals. C'motion/Skatetime offers to come to your school and teach your students and even lets you keep their equipment for as long as it takes to offer it to all of your students for a few days. USTA provides grant opportunities for free tennis equipment. GOPHER Sport is always a great sponsor for our conference and they always give away all of their stuff that they have at their table as door prizes. On top of that, they gave away a \$100 Gift Gopher Certificate.

So on top of all of the incredible sessions that we offer each year, you should come ready to visit some of the exhibitors. Plan your P.E. budget around this time of year and you can save all that money with conference deals not to mention "NO SHIPPING!!" Often times, all of the vendors have a special offer if you buy at the conference, anywhere from 25%- 75% off the regular price. I walked away with 7 large laminated P.E. posters for \$25 instead of having to pay up to \$100 for the package.

Are you jealous or mad that you missed out? Don't be... Check some of this year's exhibitors out on your own! REMEMBER TO PLAN FOR NEXT YEAR. The best time to spend the P.E. budget is when you can get the most BANG FOR YOUR BUCK! Hope to see you next year!

American Heart Association   
Learn and Live

**HOOPS**  
FOR HEART

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.

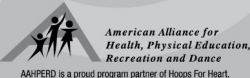
Hoops For Heart helps students:

- 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](http://heart.org/hoops) to get your school involved.



©2010, American Heart Association. Also known as the Heart Fund.

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# SAVE THE DATE!!!

## MNAHPERD STATE CONFERENCE

### “Move On Minnesota”



**Doubletree Hotel Minneapolis  
Park Place  
Minneapolis, MN 55416**

**Conference - Friday Afternoon  
Awards Celebration,  
Friday Evening  
Conference – All Day Saturday**

**Friday, October 7, 2011 &  
Saturday, October 8, 2011**

For Program Proposal contact Mary Thissen-Milder at [www.Mary.Thissen-Milder@state.mn.us](http://www.Mary.Thissen-Milder@state.mn.us) or check our website at [www.mnahperd.org](http://www.mnahperd.org)



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

*Joe McCarthy*

### **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!**

## The Importance of Physical Education

Jack Otwell

Physical Education lost one of its champions this past year. A three time cancer survivor Phil Lawler lost his final battle with the disease but not before he began a revolution in our field. In an article shortly before his death he addressed the problem faced by Physical Educators across this country: a lack of respect for our programs. He wrote, "We need to take a serious look at this problem and look at some solutions. The good news, there are solutions to getting respect for your PE program. The first reason why your PE program is not respected is because of the PE delivery in the past that turned off so many people and tainted the reputation of PE. Once school administrators, parents and school board members develop a perception of PE, it is sometimes hard to change that deep seeded perception. We must deal with the reality of the PE reputation and perception that was created over many years."

That's the bad news. The good news is there has never been a better time to sell our programs. The obesity epidemic has brought to center stage the role PE can and does play in combating the onslaught of this disease. Recent research has shown that for each day of the week a student participates in PE s/he has a 5% reduction in the likelihood of becoming obese (28% for students who have PE every day). Furthermore, in a 2009 study out of the University of California San Francisco and UC Berkeley researchers found that engaging in at least 20 minutes of exercise during PE class was significantly associated lower body mass index (BMI) scores. Lower BMI's are important not just for the health of our kids but also because overweight and obesity are linked to lower academic achievement and higher absenteeism. Kristine Madsen, MD, MPH, an assistant professor of pediatrics at UCSF Children's Hospital and lead author of the study said, "PE was by far the most significant predictor of students' fitness and was the only variable associated with improved weight status," Madsen said. "I think this shows that we need to increase the importance of physical education in schools and set up tougher standards in the same way we set up tough standards around academic performance." PE makes a difference and when students enjoy their experience their aerobic fitness scores improve.

Why is aerobic fitness important? Numerous large population (CA, TX, NYC) studies and dozens of smaller ones have shown a direct correlation between aerobic fitness and academic achievement (the reverse is true for BMI). A recently released report out of Sweden that studied 1.2 million men in the military showed a *causal* link between aerobic fitness and intelligence. That is significant for many reasons but particularly in light of the fact our high school age students are the least aerobically fit and not surprisingly receive the least amount of PE. Perhaps this is why the state of Virginia overwhelmingly (bipartisan support) voted in favor of legislation to increase the required amount of PE its students must receive. They clearly have read the handwriting on the wall. Have your decision makers?

It is imperative that we publicize our quality programs. We need to be proactive with our administrators, school board members, and in our communities. When was the last time your team presented to the school board or wrote an article for the local newspaper informing them of the amazing results that are being obtaining all over the country and the world through quality PE? The MNAHPERD website now has a page where much of the new research can be found. It will soon have power points for presentations and articles for your local newspaper. The best defense is a good offense. As General Marshal Foch said after hear dire reports from the battle, "My center is giving way, my right is pushed back, my left is wavering. The situation is excellent. I shall attack!"



## DAPE 101

*Jeanie Long*

The National Consortium for Physical Education and Recreation for Individuals with Disabilities (NCPERID) defines adapted physical education as the following:

**Developmental Adapted Physical Education (DAPE)** is physical education which may be adapted or modified to address the individualized needs of children and youth who have gross motor developmental delays. This service should include the following:

- **Assessment and instruction** by a licensed DAPE specialist means that professionals are prepared to gather assessment data and provide physical education instruction for children and youth with disabilities and developmental delays.
- **Accurate assessment data**, including diagnostic and curriculum-based data are collected by the DAPE specialist.
- **Individualized Education Program (IEP) Goals and Objectives / Benchmarks** are measurable and objective statements written by the DAPE specialist and the students' team which may include the physical education instructor. The goals and objectives are reflective of the physical education instructional content and monitored/evaluated according to district policy, to ensure that goals and objectives are being met in a timely manner.
- **Instruction in a Least Restricted Environment (LRE)** refers to adapting or modifying the physical education curriculum and/or instruction to address the individualized abilities of each child. Adaptations are made to ensure that each student will experience success in a safe environment. Placement is outlined in the IEP and may include one or more of the following options:
  - ◆ The general physical education setting
  - ◆ The general physical education setting with a teaching assistant or peers
  - ◆ A separate class setting with peers
  - ◆ A separate class setting with assistants
  - ◆ A one-to-one setting between students and the instructor

For all practical purposes, Developmental Adapted Physical Education IS developmentally appropriate physical education at its finest. It involves differentiating instruction so the physical activity is as appropriate for the person with a disability as it is for a person without a disability. The emphasis of adapted physical education is to facilitate participation of students with disabilities with typically developing peers in age-appropriate activities.

The DAPE teacher is a **direct service provider**, as contrasted with physical or occupational therapists. These therapies are considered related services and are provided to the child with disabilities only if he/she needs them to benefit from instruction. Special physical education (DAPE) is a federally mandated component of special education services [U.S.C.A. 1402 (25)] and ensures that physical education is provided to the student with a disability as part of the child's special education services. Change the word "adapted" to "differentiated" and you have the idea of Adapted Physical Education. It is GOOD teaching which differentiates the curriculum, task, equipment, and/or environment as appropriate for each child, so ALL students can successfully learn and participate in physical education.

## Work Smarter Not Harder!

*Amy Kaiser*  
*Jump for Heart Coordinator*

I have been coordinating Jump for Heart Events at my elementary site(s) for about 18 years and each year I try to keep the event exciting without creating more work for myself. Over the past years through trial and error and networking with other Jump/Hoops coordinators I am happy to share some tips that might help you to work smarter sooner than I did.



- ◆ Tradition works! Kids look forward to the event year after year. It is a great culminating event at the end of a teaching unit.
- ◆ Create a fun atmosphere in the gym for the day. I used to decorate a lot, now I encourage students to do it themselves. Some art teachers or classroom teachers love to help.
- ◆ Bring a camera to the event and take lots of pictures. It's easy to create a bulletin board or newsletter article afterward and students are always motivated to show tricks when the camera is watching.
- ◆ Mix in a surprise or two at the event. Along with traditional ways to jump with a rope add something unexpected like snowboard jumping down some mats or jumping on pogo sticks.
- ◆ Use your older students!! 5<sup>th</sup> grade helpers now help turn the rope when I am teaching Kindergarten and 1<sup>st</sup> grade students during lessons and then help run the stations at my Jump Rope for Heart Event. Not only does that help me with organization, they are learning good leadership skills.
- ◆ Invite parents to watch and participate. This is great exposure for your program!
- ◆ Remember that we are partners with the American Heart Association and money that we raise for Jump or Hoops not only helps in heart research and education but also helps our national AAHPERD and our state MNAHPERD organization.





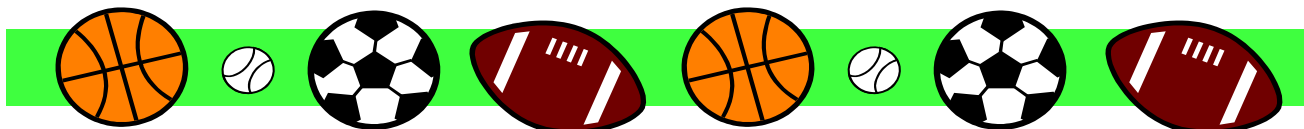
## Professional Development Opportunities on a Shoestring

*Shelly Gilmore*

School districts are facing tighter and tighter budgets in this tough economy and it can be difficult to get funding from your principal to attend conferences for professional development. This doesn't mean that you have to go without however. There are opportunities that are free or low cost that can help you continue to grow professionally.

- ◆ MNAHPERD had been providing free professional development in the form of regional workshops to members. If a person is not a member, they can become one at the workshop and then attend for free. See events on the MNAHPERD website.
- ◆ Ask for the MN Student Survey data for your school district. Analyze the data and determine if changes need to be made to your curriculum.
- ◆ Check out the community agencies in your area: food shelf, Planned Parenthood, medical assistance, MN Food assistance Program, etc. What services do they provide for your students and their families, what are their hours, are there income requirements? This can really keep you up to date on the types of resources that students can use to access the health information/ services they may need in your community.
- ◆ Free webinars are provided by SPARK and Action for Healthy Kids on a variety of useful health and physical education topics. Just Google for more information.
- ◆ Take an exercise class from a gym or community education and adapt it for your classes.
- ◆ Health care systems often have free or low cost seminars on a variety of topics.
- ◆ Start up a learning community of health and physical education teachers in your district. Pick a morning once a month to have coffee and discuss best practice teaching strategies.
- ◆ Stalk conference websites. The handouts can sometimes be found online and can give you great best practice strategies.
- ◆ Present at a conference. Many districts will allow teachers to attend a conference if they are presenting at it. The MNAHPERD proposal form is on the website.
- ◆ Observe another teacher in your department during your prep time, or have another teacher observe you and give you feedback.
- ◆ Start a book club and read "Spark" by Dr. Ratey or "Brain Rules" by John Medina.
- ◆ Check out PE Universe or U Tube for video clips of lesson ideas for dance, cooperative activities and games. Then submit one of your own!

The possibilities are endless when it comes to professional development. It might take a little creative thinking, but what you learn is totally worth it.





ANNUAL  
DINNER  
-  
DANCE



CONVENTION 2011

## WHAT'S HAPPENING AT AAHPERD

In September 2010, the American Alliance for Health, Physical Education, Recreation and Dance Board of Governors passed motions to move toward one national organization focused on comprehensive physical education and physical activity. Ad hoc committees were formed and are now studying how to make this happen. Larry Hensley was appointed the Chair of the Organizational Planning Committee. (OPC)

Here is the **Main Message**: **We need to unite in order to move this organization forward.**

- ◆ We need to focus on our strengths: Physical education and physical activity.
- ◆ We need to evolve and grow.
- ◆ We need to streamline our structure to best serve our members and our mission.

**Current Status**: The AAHPERD Board of Governors has passed motions to:

- ◆ Move toward one national organization focused on comprehensive physical education and physical activity
- ◆ Create work groups to plan the details

**Next Steps**: The Alliance Assembly will be asked for input at the 2011 Convention. The Board of Governors will review a detailed a detailed proposal in September. The Alliance Assembly would be asked to approve any bylaw changes at the 2012 Convention.

### Why AAHPERD Needs to Unify

We Need to Keep Pace with Changing Times

- ◆ The vast majority of AAHPERD members are now physical educators and related higher education faculty.
- ◆ We need to focus on what we do best: Physical education/activity.
- ◆ AAHPERD can't be all things to all people.
- ◆ AAHPERD has many competitors now: Other associations and the Internet.

We Need to Clarify Who We Are and What We Stand For

- ◆ First rule of marketing: Be clear.
- ◆ Unifying would help with media, sponsors, members, potential members.
- ◆ Some people are even confused about whether they're members.
- ◆ Have you ever tried to explain AAHPERD and its 5 associations, 6 district associations, and Research Consortium? People tune out before you finish.

We Need to Operate Efficiently

- ◆ We have 13 boards of directors. Most organizations have one!
- ◆ With overlapping missions, our associations compete for sponsors and attendees.
- ◆ The complicated structure requires time and funds that could be spent on programming and advocacy. Focus offers our best hope for financial strength.

MNAHPERD members are welcome to submit articles, article ideas, creative lesson plans or digital photos to Loon Lines for possible submission. Please direct them to Amy Knopf at [aknopf@detlakes.k12.mn.us](mailto:aknopf@detlakes.k12.mn.us) with Loon Lines in the subject heading. Your district may allow you continuing education clock hours for doing this!

### IF WE UNIFY, WE WOULD . . .

- ◆ Strengthen our status as the undisputed national leader in PE/PA
- ◆ Strengthen our media presence and lobbying voice on Capitol Hill.
- ◆ Strengthen our ability to:
  - ◆ Connect experts and emerging leaders at the national level.
  - ◆ Develop and disseminate cutting-edge, useful programs and standards.
  - ◆ Advocate for members' interests and their professions.
  - ◆ Be a modern, efficient organization.



### What the Numbers Say

- ◆ Member committees appointed by the BOG's reviewed 25 reports written about AAHPERD between 1991 and 2010. Two major themes:
  - ◆ AAHPERD has spread itself too thin trying to be all things to all people.
  - ◆ AAHPERD's structure is redundant, convoluted, and inefficient.
- ◆ Membership has declined 20% since 1998.
- ◆ Educators including PK-12 physical education teachers and higher education kinesiology faculty comprise more than 80% of AAHPERD's membership.
- ◆ The total membership represents less than 10% of the estimated potential membership in physical education/physical activity alone.
- ◆ There are more than 200,000 practicing physical education teachers in the US who are not yet members of AAHPERD.
- ◆ NASPE is 15 times larger than the smallest association (NDA).
- ◆ NASPE is almost twice as large as the second largest association (AAPAR)
- ◆ NASPE and AAPAR are considering merging.
- ◆ NAGWS, operating in a deficit since December 2009, is negotiating transferring some of its programs to a university.
- ◆ AAHE plans to leave AAHPERD to consolidate the health education profession.

### What the Members Say: According to a recent survey:

- ◆ 75% of members (and 85% of AA delegates) believe it would be positive to unify.
- ◆ 90% of members believe focusing on physical education/activity is important.
- ◆ 93% believe it's important to have clear consistent brand identity.
- ◆ 97% believe it's important to have an efficient, effective governance structure.

### What Do You Say?

- ◆ Will you help us make history by moving AAHPERD into the future?
- ◆ What ideas can you contribute to help us with this **United We Move** effort?
- ◆ Any concerns or questions

If you would like to express your concerns, questions, or ideas, please email one of the three representatives that will cast your vote at the Alliance Assembly on Friday, April 1 in San Diego. Kay Oling, MNAHPERD President – [Katherine.Oling@duluth.k12.mn.us](mailto:Katherine.Oling@duluth.k12.mn.us); Mary Cappel, MNAHPERD President -Elect – [mary.cappel@winona.k12.mn.us](mailto:mary.cappel@winona.k12.mn.us); or Nancy Christensen, MNAHPERD Ex. Dir. – [nancy1485@gmail.com](mailto:nancy1485@gmail.com).

## The When and What of Teaching Rhythms

*Dr. Jane A.K. Carlson , VP of Dance  
University of Minnesota Duluth*

Rhythms can and should be taught at all grade levels. However, there is a lack of rhythms taught throughout the grade levels particularly in high school. The scarcity of rhythms in a physical education program most likely is a cyclical process of teachers' unfamiliarity or inexperience with rhythms, resulting in a lack of exposure in lessons leading to non-acceptance by students. Ideally, rhythmic activities should encompass a percentage of the total program in a K-12 physical education curriculum: primary grades 15%, intermediate grades 10%, middle school 8%, and high school 10% (Buck, Lund, Harrison & Cook, 2007, p. 144). Appropriate selection, progression, and age level maximizes the effectiveness of rhythmic activities in a physical education program.

A written scope and sequence of rhythmic activities is needed, stating what activities to teach and when. Take into consideration gym space, equipment, number of class meetings, class time and size, and also use effective resources to select and organize developmentally appropriate rhythm activities into age appropriate progressions. The final selection of rhythmic activities should be based on best practices, not on the teacher's ability or inability to teach rhythms. See the following table for resources. The table was created from resources (Weiker, 2006; Graham, 2010; Pangrazi 2010).

Initial preparations to teaching rhythms may seem laborious mainly because the content is new. Start the catalyst of teaching rhythms by adding one each semester and over time a teaching repertoire is developed. Once the rhythm is established it can remain in a teaching repertoire indefinitely.

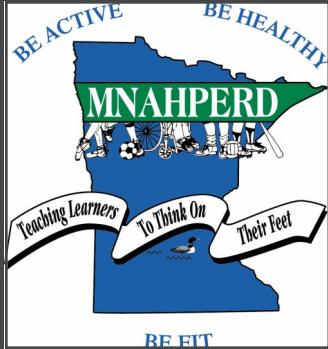
Book Title	Author	Publisher	Year
<i>Teaching Movement &amp; Dance</i>	Weikart	High/Scope Press	6 <sup>th</sup> ed. 2006
<i>Dance awhile: A Handbook of Folk, Square, Contra and Social Dance</i>	Pittman/Waller/ Dark	Pearson Benjamin Cummings	10 <sup>th</sup> ed. 2009 (access to a website with musical selections in MP3 format)
<i>Dynamic PE for Elementary School Children</i>	Dauer / Pangrazi	Macmillan Publishing Company	8 <sup>th</sup> ed. 1986 (older editions include song and chants)
<i>World of Fun: Manual of Instructions for Use with World of Fun Folk Dance and Game Records</i>	Hipps/ Chappell	Melody House	1970
<i>Christy Lane Complete Book of Line Dancing</i>	Lane	Human Kinetics	1 <sup>st</sup> ed. 1995 2 <sup>nd</sup> ed. 2000
<i>Multicultural Folk Dance Guide</i>	Lane/ Langhout	Human Kinetics	Vol. 1 1998 Vol. 2 1998
<i>Rhythmic Activities and Dance</i>	Bennett/ Riemer	Human Kinetics	1 <sup>st</sup> ed. 1995 2 <sup>nd</sup> ed. 2006 (includes music CD)
<i>Dance Teaching Methods and Curriculum Design</i>	Kassing/ Jay	Human Kinetics	2003
<i>Teaching Children Dance: Becoming a Master Teacher</i>	Purcell Cone/Cone	Human Kinetics	1 <sup>st</sup> ed. 1994 2 <sup>nd</sup> ed. 2005
<i>Teaching Rhythmic Gymnastics</i>	Palmer	Human Kinetics	2003
<i>Dancing in Your School Book: A Guide for Preschool &amp; Elementary School Teachers</i>	Dunkin	Princeton Book Company	2006

DVD Title	Presenter	Company	
Jump Rope Basics	Peter Nestler	Rope Masters	2008
Single Rope Skills	Peter Nestler	Rope Masters	2007
Revolve	Peter Nestler	Rope Masters	2007
Jumping with Jump Bands	Kathryn Short	Gopher Sports	2000
Multicultural Folk Dance	Christy Lane	Human Kinetics	Vol. 1 2007 Vol. 2 2007
Christy Lane's Complete Guide to Line Dancing	Christy Lane	Human Kinetics	2006
Dance Lessons 101: The Ultimate Couples Dancing Instruction Video for Beginners	Shawn Trautman	Xpress Innovations	2007
CD Title	Artist	Company	
Learning Station CDs'	Various	Learning Station	Various
Multicultural Folk Dance	Christy Lane	Human Kinetics	Vol. 1 1998 Vol. 2 1998
World of Fun Music Set	Hipps/Chappell	Melody House	1970
Christy Lane's Line Dance Music	Christy Lane	Human Kinetics	1998
Lummi Sticks for Kids	Laura Johnson	Kimbo	1984
Parachute Activities with Folk Dance (2 discs)	Various Artist	Kimbo	1973
Any Turkey Can Tango	Lee Campbell-Towell	Cat Paws in Motion	1991
Cat Paws Songs for Moving	Lee Campbell-Towell	Cat Paws in Motion	1993
Wagon Wheel Records	Various	Wagon Wheel <a href="http://www.wagonwheelrecords.net/">http://www.wagonwheelrecords.net/</a>	Various
Web Site	Sponsored	URL	
Jump Rope for Heart: Single Rope Skills/	American Heart Association	<a href="http://www.americanheart.org/presenter.jhtml?identifier=3014944">http://www.americanheart.org/presenter.jhtml?identifier=3014944</a>	
You Tube	Type in the name of the dance/ rhythm	<a href="http://www.youtube.com">www.youtube.com</a>	
PE Universe A space for physical educators	Gopher Sports	<a href="http://www.peuniverse.com/video/">http://www.peuniverse.com/video/</a> Under search keywords type in "Dance" <a href="http://www.peuniverse.com/search/index.php?tag=Dance">http://www.peuniverse.com/search/index.php?tag=Dance</a>	
PE Central	Type in search	<a href="http://www.pecentral.org/">http://www.pecentral.org/</a>	

## 'LOG IT' is a Step Toward Fitness

When PE Central launched the site LOG IT to encourage kids to be more active and record their daily steps, the program was its first designed specifically for student use. But students weren't the only ones to respond! Now in its tenth year, thousands of registered users have logged millions of miles and improved their activity and fitness while virtually hiking around the country. Healthy competitions have formed between classes in different countries that have even blossomed into long-distance friendships. For more information go to [http://www.educationworld.com/a\\_admin/admin/admin619.shtml](http://www.educationworld.com/a_admin/admin/admin619.shtml)

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Loon Lines

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# 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	Kay Oling	(218) 722-8215
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Treasurer	Jeremiah Hinkemeyer	(218) 329-2088
Secretary	Patty Mollberg	(218) 841-1576
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)