

Loon Lines



VOLUME 11, ISSUE 1

For more information about MNAHPERD, please visit our website at www.mnahperd.org or the national site at www.aapherd.org



MNAHPERD

March 2013

Message from the President

Jack Olwell



There are many pressing issues facing Physical Education and Health in Minnesota today - not the least of which is the reduction of PE and Health offerings in many districts presumably to make room for more academic class offerings. This is occurring despite ever increasing research linking PE to improved fitness and academic performance. Large population studies in California and Texas have shown the direct relationship between fitness and academic achievement. A large study in Sweden demonstrated that by increasing aerobic fitness between age 15 and 18 – the time when participation in PE in the U.S. is at its lowest level – IQ and test scores improve. There are numerous examples of schools increasing PE and dramatically changing their academic outcomes. Still we fight to prove relevancy.

In the last 2-3 years MNAHPERD has testified before the MN House and Senate and lobbied for increased graduation requirements and the reinstatement of standards. It will be involved in the long overdue rewriting of benchmarks. MNAHPERD has produced two webinars for the Departments of Health and Education and has numerous resources for use in the promotion of Physical Education. We have an outstanding fall conference at Wayzata H.S. and several free workshops throughout the state. At this critical time we need a strong voice in the halls of Congress and in the halls of our schools. We need a robust membership who advocates for our students. It starts with our colleagues. Do you know fellow teachers who are not members? We need their support. Please encourage your colleagues to join MNAHPERD and join the fight. We cannot succeed alone.

\$1,000
ASAP Grants

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2013 Central District Conference
"Ride for the Brand" in Jackson, WY

All Good Physical Education is Adapted

Mike Doyle , VP of Dape Division

“All Good Physical Education is Adapted” was the theme of a session presented by Margery Thompson (2012 Central District Adapted PE TOY) of Tonganoxie Elementary School in Tonganoxie, KS at the Central District AAHPERD conference in Jackson, WY in February of 2013. That was a statement that she heard her mother say when she was a child and it is what made her want to become an Adapted Physical Education Teacher. Margery talked about the importance of our job. Students with disabilities have the right to a quality physical education experience, and a highly qualified Adapted Physical Education teacher should be the person that facilitates that experience for the students. It was interesting to be reminded of the difference between the terms “Accommodation” vs “Modification.” Accommodation refers to changing an activity for a student but still expecting the same outcome as students in the General PE setting. For example changing the racquet size in badminton/tennis, or having a visually impaired student “hook on” with a partner during a tag game. Modification refers to changing the outcome of the activity compared to students in the General PE setting. Examples would be taking the net off of a Ping-Pong table and allowing the students to roll a ball across the table with a paddle or their hands, or allowing the students to catch a ball during a game of volleyball and hit it back over the net. Adapting activities for students of all ability levels is what makes our job different than anyone else’s in the school.

The role of the paraprofessional in the Physical Education setting was also a topic that was discussed at the CDAHPERD conference. Margery had an interesting term she used to refer to the role of the paraprofessional working with a student with a disability in the gym. She called it “The Dance.” Not because it is her favorite Garth Brooks song, but because the paraprofessional should know when to step in and when to step out. It is important that a paraprofessional knows the 3 R’s. Restate, Redirect, and Remind. Hovering next to the student the whole class period is not helping the student become more independent. A paraprofessional that is ACTIVE and PROACTIVE and knows how to do “The Dance” will allow the student to get the most out of their experience in a physical education setting.

If you are looking for some good Developmental Adapted Physical Education professional development opportunities the MNDAPE Leadership Committee once again is hosting its annual “DAPE in Your Backyard” on Sunday April 21st. This year the one day conference will be held in conjunction with “Charting the C’s” which is an Annual Cross-Categorical Conference held in Alexandria, MN. If you would like to register for “DAPE in your Backyard” go to mndape.org and the link will be found on the homepage. The cost for the one day “DAPE in Your Backyard” conference is \$49.00.



ASAP Acceleration Grants - \$1,000 grants to get kids moving

Active Schools Acceleration Project (ASAP) is awarding **grants totaling \$1 million** to transform 1,000 elementary schools across the nation into active schools. Get everything your school needs to jump-start one of three award-winning programs: the 100 Mile Club, BOKS, or Just Move. Participating schools receive \$1,000 seed funding, a game plan to follow, and a support network of champions across the country embarking on the same path. Teachers, parents, coaches and other school wellness champions who want to expand physical activity opportunities in their school are encouraged to apply.

ASAP Acceleration Grants make it possible for everyone to be part of the solution to childhood obesity. **Applications accepted through April 22, 2013.** For more information, visit www.ActiveSchoolsASAP.org.

Central District

Sue Tarr, President-Elect

I would like to introduce myself – for the past 5 years my primary responsibility has been the coordination of the DAPE program at St. Cloud State University. I also teach a number of courses in the Health/Physical Education program.

I have been involved in the MNDAPPE Leadership team and the MNAHPERD board of directors for the past five years. Prior to coming to MN, I spent 15 years working in the University of Wisconsin system and served on the WIAHPERD board for a number of years in a variety of volunteer positions.

It is an exciting time in our profession – I recently returned from the Central District AAHPERD convention in Jackson, WY and wanted to share with you some of the things I heard in sessions. First, if you don't already teach 'skills' (e.g. critical thinking, effective communication, decision-making) in health education classes, you might consider doing so. Second, all good physical education is adapted. Third, using an 'early bird special' can get students into the gym quickly from the locker room and provide opportunities to increase moderate-vigorous physical activity. Finally, our national organization (AAHPERD) is moving full speed ahead with the new Presidential Youth Fitness Program (<http://www.presidentialyouthfitnessprogram.org/>) and Mrs. Obama's Let's Move! Active Schools program (<http://www.letsmoveschools.org/>).

I look forward to representing MNAHPERD at the National AAHPERD convention in Charlotte in April. And, I am honored to serve MNAHPERD as your President-Elect. Please contact me (sjtarr@stcloudstate.edu) with issues, projects, or questions about Health, Physical Education, DAPE, Recreation, & Dance.

2013 Central District Conference



MNAHPERD members who attended the conference

“Ride for the Brand” Jackson, WY



Fitness challenge for
Mike Doyle & Mary Cappel



Drums Alive



MNAHPERD members



CD President Scott Strohmeier &
CD Scholar Bridget Duos



Rock Climbing



Nancy enjoying the yogurt bar



Speaker Bridget Duos



Skiing at Central District



Presentation

The Benefits of Being a Board Member

Megan McCollom

As a future professional, I have had the chance to be a board member for MNAHPERD. By being a board member, I have been given numerous opportunities that not many other future professionals have been given. I have been able to meet current and retired teachers in the health, physical education, recreation, and dance field. Networking with these professionals will help me to build connections in which I can use when I am looking for a job. These connections will also be helpful when I am trying to come up with new and creative games and activities to use in my classes.

When I attend board meetings throughout the year, I have the chance to learn about what is current and what is coming up within our profession. Going to board meetings is a great way to realize that you have the best career ever! Thinking about all the things you can bring back with you from the meetings to implement into your classes makes you feel motivated and excited. I get to see all of the ideas from current professionals being brought to life each time we have meetings.

Going to central district and national conventions is another opportunity that I have gotten because I am a board member. I have had the chance to go to the last two central district conventions as well as last year's national convention. At these conventions there are many sessions for future professionals that allow you to work with your peers and current professionals. As a future professional you are also able to take part in raising money for scholarships; these scholarships are given to the future professionals that help raise money and they are given to you as cash. There are several great sessions to go to during the day and plenty of social opportunities in the evenings. Often times there are dances, games, or other events to go to with future and current professionals. I find that these social opportunities are the best way to get to know people and make connections. If you ever have the chance to be a board member, do not hesitate to take that opportunity!

AMERICAN ALLIANCE PARTNERS WITH FIRST LADY'S LET'S MOVE! ACTIVE SCHOOLS TO GET KIDS MOVING

RESTON, VA, February 28, 2013 - The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) is proud and excited to be a part of First Lady Michelle Obama's newly released Let's Move! Active Schools - an unprecedented collaboration to bring physical activity back to American schools. The program provides simple steps and tools, including monetary support and training, to help schools create active environments where students get 60 minutes of daily physical activity through quality physical education and physical activity before, during and after the school day.

Let's Move! Active Schools mobilizes "School Champions" - P.E. teachers, classroom teachers, administrators, staff, and even parents - who are ready and willing to be leaders for their school community. These champions go to LetsMoveSchools.org and follow a simple, six-step process that includes building a team, conducting a basic school assessment, and creating a customized action plan. Participating schools will have access to free tools and resources, ranging from in-person trainings, to program activation grants to direct, personal assistance from certified professionals.

Moving vs. Learning?!?!?

Ben Tressel

How many times has a teacher dropped off their class at PE and said something like this to you? “Run ‘em hard” ... “These kids need to move” ... “Wear them out for me.”

It used to happen daily to me and I had a smart remark for all of these requests that I kept under my breath. But I always would find a way to point out that students come to my class for the same reason as theirs...to learn!

I did not appreciate being told the objectives of my class by other teachers, so I did some research as to how much time students should be moving in an effective PE classroom. The internet indirectly gave me the answer I was searching for as I found teachers, administrators, professors, researchers, and others share a variety of answers. They ranged from 90% of the class period to 30% minimum. The NASPE PE Teacher Evaluation Tool says at least 60%. But my favorite response comes from the PECAT released by the CDC which says, “*most of the time.*” *Despite all of the opinions, there was not one specific percentage of class time the experts could agree upon. This was a relief to me. There cannot be a required amount of movement in PE, the pace and structure of your class needs to be based on learning.*

As physical educators, we cannot lose sight of this fact. Every experience in your gym needs to be about learning. If you planned for running warm up laps, make sure your students know why and they are learning to self-assess if their bodies are ready for increased vigor. It is easy as a teacher to explain why the students are required to practice lay-ups before shooting 3 pointers, but can every student in your class explain why?

The secret to being a successful, impactful, and fun PE teacher is finding a way to have students move and learn at the same time! How do we make this balance happen? It is called teaching. It needs to be a cyclical process that requires planning, leading, assessing, analyzing, and adjusting. It is the difference between a playground supervisor and a PE teacher. Failure to do any step in the teaching process affects the learning that will take place in your classrooms.

As Physical Education teachers, we sometimes brush off educational buzz words like differentiation, formative assessment, prior knowledge, and engagement. But these words are popular in education for a reason; they are the keys to making sure learning is taking place whether your classroom is a lab, a field, or the traditional desks and chairs. Without these buzz words, we are merely playground supervisors. We need to be more. Kids deserve more.

Over the course of the year, we will dive into how these educational practices (formative assessment, differentiation, data analysis, engagement) manifest in the Physical Education setting in upcoming Loon Lines Articles.

The end result is that when you excuse your students after PE, and the classroom teacher says “look at all the sweat, you must have worked them hard.” You can respond and honestly say, “They moved *most of the time, but were learning every second.*”

Twitter, Tweets, and the Twittersphere

Jason Karn

Last year I was looking for a way to improve the use of technology in my 9th grade Physical Education class. At our district Teach 2.0 workshop (Integrating technology in teaching) I stumbled onto a class on Twitter. Teachers in our district were using Twitter as a communication device with students. Would this work for me? What I did learn from this class is that Twitter is a great Professional Development tool to connect with individuals that have similar interests and passions. There is a phenomenal Physical Education community on Twitter willing to share information and ideas. If you Tweet great, if you do not now is the time to join the Twitter PE community.

A tweet is a 140-character message used on an information network called Twitter. What does that have to do with Physical Education? Twitter is a great Professional Development and networking tool that can be used to improve your teaching, find ideas, discuss issues and problems with peers, not just locally, but globally.

Beginners to Twitter must set up an account on twitter.com. The process is similar to any online setup service. Each person must have a unique Twitter username, example, my Twitter username is @jason_karn. All Twitter usernames have the @ prior to the name. When you initially sign up for Twitter you must follow 10 people. It is best to begin by following individuals whom you know or who know you. When you are Following an individual you will be able to see their tweets on a regular basis as part of your dashboard (homepage) each time you log in. Twitter users choose who they follow. They have total control of what news they receive on their Dashboard. The Dashboard is referred to what you see when signed into Twitter (Home). Your personal page contains the information that you have Tweeted or Retweeted, Mentioned, Favorites, Following and Followers.



Retweeting is a way to share messages you have found. If you are nervous about Tweeting, a Retweet is a way for you to become more comfortable with Twitter. A reply is another way to interact with individuals. If you reply to a Tweet add your reaction to it. The Retweet and reply icons can be found by hovering the cursor at the bottom of an individual Tweet. If you are a new to Twitter, others are more likely to find your message and follow you if your Tweets are Retweets or replies.

When you are ready to Tweet consider “mentioning” other users by their Twitter username in your Tweets. Precede the username with the @ sign, this will allow that individual to see that you mentioned them. This is useful if the individual that you mentioned does not follow you. Most individuals will respond to a mention.

Favorites, represented by a small star icon next to a Tweet, are most commonly used when users like a Tweet. Favoriting a Tweet can let the original poster know that you liked their Tweet, or you can save the Tweet for later.

The # symbol, called a hashtag, is used to mark keywords or topics in a Tweet. It was created organically by Twitter Users as a way to categorize messages. People use the hashtag symbol # before a relevant keyword or phrase (no spaces) in their Tweet to categorize those Tweets and help them show more easily in Twitter Search. If you Tweet with a hashtag on a public account, anyone who does a search for that hashtag may find your Tweet. If you click on a hashtag in a tweet you then see the entire conversation and can then join the conversation or just eavesdrop.

A direct message (DM) is a message sent between you and one of your followers. You can only receive a DM from a user that you follow. This is usually used for private messages.

For those still apprehensive about Twitter check out this twitter for beginner's article.
<http://tinyurl.com/9v956l8>.

The preceding section was modified from the Twitter Help Center. <http://support/twitter.com>.

For advanced Twitter users and beginners alike, Twitter can be a great place to connect with like minded individuals that are passionate about Physical Education and Physical Activity. There are some great hashtags that PE Professionals use: #pegeeks, #pechat, #physed, #PhysEd, #fitness, #TogetherWeAreStronger, #PEScholar, #HRE. These are great vehicles to see what PE professionals from all around the world are talking about.

In the Twittersphere there are organizations that Tweet and individuals. Organizations that I feel are super PE supporters that share great information: @AAPAR_AAHPERD, @APEQonline, @CooperAerobics, @DailyFitLog, @exerciseworks, @FitnessGov, @inmotionSK, @KidsHealth, @letsmove, @MNAHPERD, @NASPE, @NTAAHPERD, @PHECanada, @PhyeEdPlus, @Physicaliteracy, @SPARK_Programs.

Some individuals that share great PE Pedagogy information, ideas and technology are: @DrAshCasey, @GraciousWolf_PE, @JoeMcCarthy09, @JoeyFeith, @KenForde, @LovePhyEd, @Mr.Bridge, @MrWickensPE, @PEGeeks, @PENathan, @PEScholar, @phys_educator, @Physed_Pomeroy, @professor_julie, @YouthFitnessGuy.

These are only a few of the great individuals on Twitter with a passion for Physical Education. If you know of others share them with us @MNAHPERD. I hope that this article gives you a little incite to Twitter and gets you curious to connect to the global PE community that is willing to share and collaborate. Good luck and send me a Tweet @jason_karn.

Dance Resources and Upcoming Conferences

Cynthia Johnson

Looking for new ideas for moving to music or dance in your physical education classes? Check out the "Sid Shuffle" on YouTube. Sid the sloth from the new Ice Age movie "Continental Drift" has a cute dance and it is a cute, catchy song. My students enjoyed this dance and were singing the song days later. Another great resource on YouTube are dances from



Chad Triolet, 2011 National Physical Education Teacher of the Year. Chad has been doing a dance a month with his students the past two years and has posted these dances on YouTube. Lastly, PE Central has a dance lesson section with many dances and videos to use in your PE lessons. Take some time to check out these resources and teach a dance or two to your students or challenge yourself, like Chad did, and teach a dance a month.

MNAHPERD and Central District AAHPERD are always looking for division Vice Presidents, if you are interested in one of those positions contact me for more information. Also, in the next three years, the National AAHPERD conventions are in our backyard--St. Louis in 2014 and Minneapolis-St. Paul in 2016. Keep your eyes open for future convention information. Our next MNAHPERD conference will be November 7 and 8 at Wayzata High School. The dance division is always looking for individuals to present at the state conference, please contact me at cjohnson@esko.k12.mn.us if you are interested in presenting.

How Does One Teach That?

Jack Olwell



There has been some recent good news from some unlikely places: the Physical Education liaison position at the Minnesota Department of Education that was lost when state standards were eliminated has been reinstated. Also, the last week in February a bill was introduced in Congress that would add Physical Education and Health to the core subjects in the national ESEA legislation. In perhaps the biggest news of all Nike and its global partners have thrown their financial weight and support behind First Lady Michelle Obama's Let's Move initiative thereby creating greater traction in the movement to end childhood obesity. AAHPERD's Let's Move in School with Physical Education as its focus must play a pivotal role.

This news offers hope for future generations but we need our current teachers of excellence to replicate themselves by taking on student teachers as often as possible. Some of our best and brightest do not avail themselves to mentoring and coaching future professionals. Admittedly there is more work than reward for the supervising teacher but I consider student teaching to be the most significant learning experience an undergrad will have. For most it is a formative experience that guides their career - for better or worse. I am grateful that I student taught under the wonderful guidance of Kathy McClure at North Heights Elementary in Roseville many years back. She was always well prepared, thorough in her lesson planning, and took the time necessary to discuss and explain the many challenging aspects of teaching: important pieces that can only be learned on the job. What strikes me now as I look back was how much she cared, the passion she had. How does one teach that? But she was able to pass that on. Although I could not approach her effectiveness I had become a capable understudy ready for my own test. It was her example and attention to *every detail that laid a solid professional foundation on which to build a career.*

That experience was in stark contrast with my secondary student teaching experience. After observing my supervising teacher the first day and never saw him again except each morning when I arrived dreading the day in the lion's den and again in the afternoon when I left in near total discouragement. I was left with an unfamiliar curriculum and no mentor or example that would be around to correct or give feedback. I have thought many times how my university justified that placement. Did they not know what this individual was like? Or worse did they not care? Perhaps there were no quality mentors willing to invest in a green but promising student teacher.

Those of you who have a passion for Physical Education and have a love for kids I hope you will consider accommodating as many student teachers as you are able. I believe our profession and possibly our students' future depends on it more than what they decide in Washington or St. Paul.





MNAHPERD Membership Form
 (or register online at www.mnahperd.org)

Name (first, middle, last) _____

Home Address _____

Home City _____ State _____ Zip _____

Home Telephone _____

Work Address1 _____

Work Address2 _____

Work City _____ State _____ Zip _____

Work Telephone _____

Email Address _____

of years in HPERD Profession _____

Areas of responsibility (circle all that apply): Advocacy, Agencies, Aquatics, Athletics, Curriculum, Dance, DAPE, Exercise Science, Health, Recreation, Retired, Physical Education, Sport Management, Other: _____

Level of responsibility (circle one): Community College/University, Early Childhood, Elementary, Middle School/Junior High, High School

Membership Categories (select one)

- | | |
|---------------------|---|
| | Membership Fee (annual/includes processing fee) |
| Professional Member | <input type="checkbox"/> \$30.00 |
| JRH/HFH Coordinator | <input type="checkbox"/> \$20.00 (\$10 discount off professional membership for coordinators) |
| Student Member | <input type="checkbox"/> \$15.00 College attended full-time: _____ |
| Retired Member | <input type="checkbox"/> \$15.00 Year Retired: _____ |
| Associate Member | <input type="checkbox"/> \$30.00 |
| LifetimeMember | <input type="checkbox"/> \$600 |

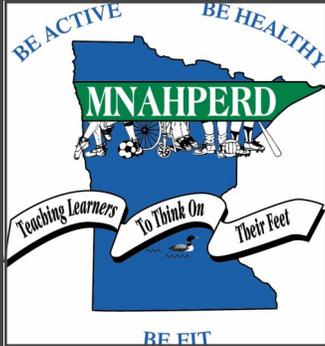
Payment Method

- Personal Check (Make check payable to MNAHPERD)
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Mail to: Nancy Christensen
 25673 Muskrat Lake Drive
 Detroit Lakes, MN 56501
 218-847-9769 (Home Phone)
 Fax to: 218-846-2416

Questions: Call Nancy Christensen at 218-847-9769 or email nancy1485@gmail.com

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



www.mnahperd.org

Loon Lines

March 2013

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

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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.

You can also access this newsletter in PDF format on the web at www.MNAHPERD.org