

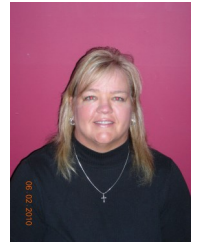


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Two Kansas Teachers Named National Physical Education Teachers of the Year!

Shelley Hoffman - Franklin Elementary School
National Elementary Physical Education Teacher of the Year



Shelley Hoffman is an innovative teacher who strives to continually better herself and her teaching. She has helped her school achieve Model School Status. She has secured grants totaling \$19,500 to help her students. She goes over and above her required duties to help her students achieve a more active lifestyle. She constructs new outdoor fitness stations every six weeks for recess and after school hours use. She sends home fitness bags to be used by students and their families over the weekend. She sends home a daily 5 minute fitness activity on a monthly calendar and gives her classroom teachers ideas on how to incorporate activity into their classrooms. She has infused technology into her classroom. She keeps parents updated with quarterly newsletters. She has shown leadership by serving on KAHPERD Council, training the Physical Education teachers in her district on Kagan Cooperative Learning, conducting training to latchkey directors and employees, and serving on the planning committee as well as arena director for Kansas Kids Fitness Day for the past 19 years.

Diane Wyatt - Abilene Middle School
National Middle School Physical Education Teacher of the Year



Diane Wyatt played a large role in helping Abilene Middle School become a Model School. She is an active member of KAHPERD and attends and presents regularly at convention. She not only attends many in-services and workshops to help in her classroom but she also brings information back to train others teachers in her district to help students be more active. She encouraged other teachers in her district to attend a LMIKS workshop after she became a certified Director of Physical Activity. She used her knowledge and training on Brain Breaks to present a district in-service to all teachers. She developed Family Fitness Nights for families at her school. She received a grant to not only fund FitnessGram equipment for her school but also for other schools in the district. She goes over and above the call of duty by leading and participating in a variety of events. She coordinates Hoops for Heart, has chaired two Health Fairs to help students and families promote healthy lifestyles, directed a three year program for kindergarten through 5th grade students in a Family Fitness Challenge that motivated students to remain physical active outside of school, led Staff Fitness Nights, and collaborates with after school program with games and equipment. Technology in PE, includes the I-pad and pedometers. Fitness and nutrition apps have been installed that students can access at school or with their families. She supplements her Physical Focus Curriculum with innovative games she creates to motivate her students and keep them excited about movement. Her students are very lucky to have her.



President's Message

Kim Morrissey



The hardest part of my Presidentship (I think that's a real word) is the necessity of writing the Presidents' Message for the Journals and Newsletters. From a very early beginning, I have had an aversion to anything that required writing. In my Master's program of study, I chose to take the extra hours in the classroom as opposed to the thesis route. I'm sure this was a direct result of a writing project in my Ninth grade year in school. I had written the "best story" ever for an English class and when I got the story back, I had received a "C" for all my hard work. From that moment on, I have avoided writing at every possible opportunity. Let me talk to you, but don't make me write it down!! However, I won't be able to talk to each of you individually, so I will put my thoughts in writing. I have recently come across two new (at least to me) teaching tools that I thought I would share.

First, a Kindergarten teacher that I work with turned me on to a new website for Brainbreaks. It's called gonoodle.com. Here you can find a whole litany of brainbreaks for all age levels. There are brain break activities for any part of the day. Calm the classroom or energize your students depending on what you need. One of the activities is "Run With Us" where students are coached by real life Olympians in various track and field events. After mastering the skills, students compete in a series of competitions. These are great activities for physical education classes as well as the classroom. Many of you are working on increasing physical activity throughout the school day and this website is a great tool to share with the teachers at your school.

Second, I have been doing some fact finding about an effective teaching tool, "Whole Brain Teaching". At my school, we have several teachers using this method of teaching and are experiencing success. One of my colleagues conducted a session at the KAHPERD Convention in Emporia this past fall and I heard rave reviews from attendees. Whole brain teaching is being touted as a new "radical" idea to some, but it nothing more than a new approach to tried and true teaching practices. Whole Brain Teaching uses seven steps that a teacher incorporates into their everyday teaching style. This is extremely effective at the elementary level, but has been used at the secondary levels as well. According to the information that I read, Whole Brain Teaching is considered a best practice because it empowers students as learners through this method of teaching. I have started using some of the seven steps in my own classroom and have found them to be successful. I would encourage you to check out www.wholebrainteaching.com to get the information about the seven steps.

I'm certainly not an expert, but I do believe that it is important for both my students and myself to look for new and innovative ways to make Physical Education a place where learning is fun and manageable.

Happy Spring!



Advocacy Efforts

Efforts are underway to establish a working relationship with the current members of the State Board of Education. Ten KAHPERD members have been designated as a Liaison to communicate with the Board Member elected from respective their district. At various times throughout the year these individuals email or call their assigned Board Member and share pertinent information.

In addition three individuals have presented information to the Board of Education to discuss the importance of physical education, recess and physical activity. Vicki Worrell, KAHPERD Executive Director spoke to the board in the fall and thanked them for their service and gave some general information on “Let’s Move! Active Schools”, KFIT and other information related to our profession. Rick Pappas, a KAHPERD Past President and current member of the Convention Planning Committee spoke to the board in January about the importance and benefits of recess. In March, Rhonda Holt, “Let’s Move! Active Schools” Committee Chair shared information about the project and physical activity strategies that are being implemented in schools across the state. Handouts that were given to the board members follow this article. They contain information that may be helpful to any of you who may have the opportunity to speak to your local School Board. Please use this information to further advocate for quality physical education and recess in you school district!

It is the hope of the KAHPERD executive committee that these efforts will pay a dividend by making certain that the members of the Kansas State Board of Education know who the experts are in the area of physical education, health and physical activity. Having a personal contact allows communication between the liaison and board member when topics related to our profession arise. If you have any information you would like to share with our state school board please contact Vicki Worrell so she can get it to the state school board liaisons.

Don't Wait
ADVOCATE!



“Let’s Move! Active Schools”, a national collaboration with the First Lady’s “Let’s Move!” initiative is designed to help this generation get moving so they can reach their greatest potential. An “Active School” incorporates physical activity before, during, and after school. (www.letsmoveschools.org)

The Federal Physical Activity Guidelines for Americans recommends that children and youth age 6-17 should participate in at least 60 minutes of physical activity daily. (www.health.gov/PAGuidelines)

According to the CDC document “Youth Physical Activity: The Role of Schools”, schools are an ideal setting to help youth learn how to be physically active for a lifetime. (www.cdc.gov/healthyyouth/physicalactivity/guidelines.htm)

“Educating the Student Body” report issued in May, 2013 from The Institute of Medicine report states, “Evidence shows that physical activity is key to physical and mental health. Children who are physically active on a regular basis have improved self-esteem, greater social interaction amongst peers, and are more goal-oriented, while those who are less active are more likely to experience anxiety and depression.” And, “Children who are physically active are more likely to become physically active adults with fewer health risks. “ In addition, the report states that “Children who are more active show greater attention and perform better on standardized tests.”

Suggested recommendations from the IOM report include but are not limited to:

“Students should engage in additional vigorous or moderate-intensity physical activity throughout the school day through recess, dedicated classroom physical activity time, and other opportunities.”

“Additional opportunities for physical activity before and after school hours, including but not limited to active transport, before- and after-school programming, and intramural and extramural sports, should be made accessible to all students.” (www.iom.edu/studentbody)

Rhonda Holt
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The Importance of Recess in the Schools

No research supports the notion that test scores go up by keeping children in the classroom longer, but there is plenty of evidence that recess benefits children in cognitive, social-emotional, and physical ways.

A study of 11,000 third-graders appeared in the journal *Pediatrics* in 2009. This study found that kids who had little or no recess tended to behave worse in class and learn less than children who had at least 15 minutes of recess per day.

The National Association for the Education on Young Children has identified several benefits of recess and active play for children:

- Improved Learning: Children learn better when using the mind and body.
- More Relaxation: Play reduces tension.
- Healthier Emotions: Children work out emotional aspects of their lives easier through unstructured play.
- Increased Perceptual and Problem Solving Abilities: Experience the whole world around them versus a microcosm of computers and books is a powerful mode of learning.

The American Academy of Pediatrics "believes that recess is a crucial and necessary component of a child's development and, as such, it should not be withheld for punitive or academic reasons."

The National Association of Elementary School Principals (NAESP) recognizes recess as an important component in a child's physical and social development. The NAESP encourages principals to promote the development and maintenance of appropriately supervised free play for children during the school day.

"Recess is the right of every child: Article 31 of the United Nations Convention on Children's Rights states that every child has the right to leisure time. Taking away recess, whether as a disciplinary measure or abolishing it in the name of work, infringes on that right." (Skrupskelis, in Clements (2000), pg. 126)

The National Association of Early Childhood Specialists in State Departments of Education has said "recess is an essential component of education and that preschool and elementary school children must have the opportunity to participate in regular periods of active, free play with peers."

The benefits of recess on classroom behavior are especially helpful when recess periods are provided directly before or after an academic lesson (Barros, Silver, & Stein, 2009; Fagerstrom & Mahoney, 2006; Pellegrini et al., 1995).

Alarming, about two thirds of principals report taking recess as punishment for behavior problems or not finishing work, according to "The State of Play" 2009 survey by Gallop for the Robert Wood Johnson Foundation. "It's the kids who have trouble concentrating that need recess more than anybody else-and they are the ones less likely to get it," says Olga Jarrett, a leading researcher on recess and an associate professor of early childhood education at Georgia State University.

- According to research in a 2003 issue of *Teachers College Record*, you are less likely to get recess if you are African-American (39% don't have recess, compared to 15 percent of whites), living below the poverty line (44% of poor children don't have recess versus 17% of others), or struggling academically (25 percent of kids who scored below the mean on a standardized test versus 15 percent of those above did not have recess).

In a 2010 KAHPERD survey, 25% of respondents said their Kansas school had cut back on recess in the previous 3 years. Also, 43% of respondents felt their classroom teachers faced pressure to cut back on recess because of state assessments.

Let's Move Active Schools Training Offered

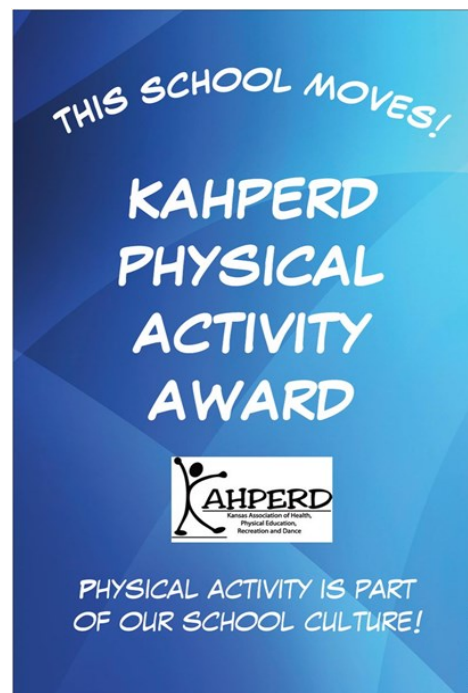
Are you interested in learning how to increase physical activity before, during and after school? Do you like being around passionate, exciting, and fun professionals? Would you love a great “kick start” to the school year? If you answered “yes” to any of these then you need to attend one of our “Let’s Move! Active Kansas Schools” trainings! Two trainings are tentatively planned, one on July 29 at Ft. Hays State University and the second one at Mid-America Nazarene University on July 31. For more information please contact Rhonda Holt, LMAKS Project Director at kansaslmis@gmail.com

**Let's Active
Move Schools
KANSAS**

KAHPERD Physical Activity Award

This banner would look great hanging in your school!! The KAHPERD “Let’s Move! Active Schools” Committee has created a new award for KAHPERD members who are implementing great strategies to promote physical activity in their schools. Check out the award criteria on the KAHPERD web site or contact Rhonda Holt, Committee Chair, at rholtpe@sbcglobal.net.

Make sure your school is registered for the “Let’s Move! Active School” initiative (www.letsmoveschools.org) and take advantage of the resources and ideas offered on this web site!



KAHPERD Convention 2014

KEEP CALM

AND



STRONG

SAVE THE DATE

Pittsburg State University

October 29-31, 2014

Nature Connection Pyramid



Together we can bring childhood back outside, one day at a time.



Five Things You Should Know about the Presidential Youth Fitness Program

by Jane Wargo, Program Director

The new Presidential Youth Fitness Program promotes healthy lifestyles, empowers students and parents, and supports quality physical education. Here are five things physical educators should know about the program:

It's a model: The Presidential Youth Fitness Program (PYFP) provides the tools, resources, and a checklist of criteria the partners believe should be part of a quality fitness education process in a quality physical education program. It's up to you how you want to incorporate them into *your* curriculum.

Physical educators are the program's focus

Professional development is one of the three core program areas for a reason. The program partners believe in the role you play as physical educators in the development of healthier students who are ready to learn. Physical educators traditionally have not enjoyed the attention, resources, and support that classroom or STEM teachers have, but we are looking to change that. You can be a change agent in your school by providing quality physical education programming, including PYFP, which provides students with the knowledge, skills, and abilities they need to be physically fit and active for life.

Participation is free:

If you visit www.pyfp.org, and click on one of the three program area tabs, (1) Professional Development, (2) Assessment or (3) Recognition, you will be directed to free resources that address that program area. Professional Development includes webinars, a Physical Educator Resource Guide, and a host of additional resources from the program partners. The Assessment tab provides access to the FITNESSGRAM® and Brockport Physical Fitness Test protocols, Healthy Fitness Zone® standards, and a pre-programmed score sheet for FITNESSGRAM scores, as well as score and data entry sheets for use with the Brockport Physical Fitness Test. Lastly, you'll find a free downloadable school recognition certificate in the Recognition section.

Supplemental resources MAY be purchased:

As noted in number 3, participation is free, and with resources you may already have on hand you can begin implementation of the Presidential Youth Fitness Program. However, if you want to enhance your program, there are a variety of resources you can purchase.

The FITNESSGRAM® software has many advantages to support you in your role as an educator with individual, class, or campus-wide reporting. Some of you may already have FITNESSGRAM, so the next piece you ought to consider is our *Essentials of the Presidential Youth Fitness Program* virtual course. In about two hours, you'll have the foundational elements needed to successfully implement the Presidential Youth Fitness Program. Participants in the course have suggested that it offered a fresh perspective on how to approach fitness education with their students.

Even if you don't have FITNESSGRAM, this course is still a good place to start. Finally, there remains the fun, low-cost recognition items that your school (or, perhaps, your PTA) can purchase to encourage students to achieve their health fitness goals. Recently, there was an opportunity to apply for support to receive these supplemental resources for three academic years. While this opportunity is now closed, be on the lookout for future opportunities (available through the program or through other grant-making organizations) to support access to them.

The program is a partnership:

You may encounter a booth at a conference, see an ad, or receive an email from one of our partners, each of which is promoting adoption of the program and has contributed much to ensure you have the tools and resources you need, regardless of budget or experience. The founding partners are the President's Council on Fitness, Sports and Nutrition; Centers for Disease Control and Prevention; Amateur Athletic Union; National Foundation for Fitness, Sports and Nutrition; Society for Health and Physical Educators (formerly AAHPERD); and The Cooper Institute. The Amateur Athletic Union co-sponsors the President's Challenge program, administrator of the Presidential Youth Fitness Award. In addition, Human Kinetics, publishing partner for The Cooper Institute and SHAPE America, is integral to many program resources, such as, FITNESSGRAM®, Brockport Physical Fitness Test, and the Success with the Presidential Youth Fitness Program virtual training.

A Final Note

For those of you who may not know, the future publication of both the KAHPERD Newsletter and the KAHPERD Journal will be in the hands of Dr. John Opplinger and Dr. Scott Gorman at Pittsburg State University. These fine gentlemen (and some outstanding graduate students) have agreed to take on this enormous task. I want to express my appreciation to them for stepping up to the plate and taking this duty on.

This newsletter will officially be my final publication. As I step down from this position I leave with very mixed emotions. I have had the opportunity to serve KAHPERD in this capacity for the past 10 years and it has truly been an honor to do so. The many passionate professionals I have worked with have made a lasting impression on me...I will miss working with them very much. As the old song says, "The times they are a changing", and it is time for this old goat to pass these duties on to a younger generation. Technology has allowed us opportunities to communicate and publish in an electronic format (ready or not) and these young leaders have the knowledge and skill to do this far better than I could ever hope to do. I thank everyone who has contributed to the publications over the past ten years and wish our new publishers the best of luck! It has been a pleasure and honor to serve our profession!





AAHPERD Becomes SHAPE AMERICA

Who We Are

The vision of SHAPE America is "Healthy People – Physically Educated and Physically Active!" Headquartered in Reston, VA, 25 miles west of Washington, DC, SHAPE America is the largest organization of professionals involved in physical education, physical activity, dance, school health and sport--all specialties related to achieving an active, healthy lifestyle. Its mission is to advance professional practice and promote research related to health and physical education, physical activity, dance and sport by providing its members with a comprehensive and coordinated array of resources, support and programs to help practitioners improve their skills to further the health and well-being of the American public.

Our Mission

SHAPE America's mission is to advance professional practice and promote research related to health and physical education, physical activity, dance, and sport

Kansas Association of Health, Physical Education, Recreation and Dance

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