



# **COAHPERD** Journal

Colorado Association for Health, Physical Education, Recreation, and Dance

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**Dance, Nutrition, & Health Games**

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*Kathleen Kinkema  
Past-President*



## Hello Action Heroes!

I trust you are all blazing your way to wellness! I am still looking for success stories to use in the Journal, so do not hesitate to send them my way! The board has been working very hard for you and I would like to give you an update. First, the 2008 convention will be held at the Keystone Conference Center in Keystone, Colorado! Pre-convention will be Thursday Oct. 16, with the convention following on Friday and Saturday, Oct. 17-18. We are extremely excited to hold the convention at this fabulous facility. The ceilings are very high and the space is perfect. You can check out this website to get a feel for the Conference Center at <http://keystone.snow.com/info/space.center.asp>.

The board has been working on revamping the COAHPERD website and has a launch date of April 1st planned. What do you think? The website looks incredible! Thank you Joe Bishop and Terry Jones! Our new Journal Editor is Nhu Nguyen [ncaiozzi@mscd.edu](mailto:ncaiozzi@mscd.edu). Thanks for all of your hard work Nhu!

We have hired a company called CVENT to handle our membership database and registrations for convention. This company will alleviate many of the past problems with registration and will make it easier on all of us in the future!

I don't know about you, but this year seems to be flying by! Does it seem like we hardly have time to breathe? Take time to breathe, stretch, renew, reenergize, and try a new idea. If you have artistic talent, I am looking for someone to draw a female action hero to add to the logo. I would like her to be flying. I would also like several children becoming action heroes. If you would like to try your hand at that please do and send me your drawing!

Take care and I will see you all soon!

*Sincerely,  
Anna Mead, COAHPERD President  
303 982-5297*

[amead@jeffco.k12.co.us](mailto:amead@jeffco.k12.co.us); [meadvolley@mac.com](mailto:meadvolley@mac.com)

## Message From the Past -President

Think Spring!!!! While I typically would not advocate "wishing one's life away" I am eagerly looking forward to the end of snow season. Our mountain valley was overwhelmed with snow in January and my snow-shoveling muscles are in great form. I've also had the opportunity

*(continued)*



## **Message From the Past –President, continued**

to participate every Tuesday morning (5:30 am!) in the DOW's emergency deer-feeding program. As I snowshoe up the trail, my backpack full of feed, I start thinking about what springtime might have to offer (we're hoping for minimal flooding here in the Gunnison Valley) and the tasks that I have to complete in the days and weeks ahead. One of the jobs of the COAHPERD past-president is to coordinate the Friday/Saturday convention sessions. The Executive Board is finalizing site arrangements for the 2008 fall convention and I'm looking forward to receiving lots of great session proposal ideas from talented professionals (like you!!) in Colorado. If you attended great sessions this past fall in Colorado Springs, encourage those presenters to submit a session proposal. And if you are doing great things in your program, please share your expertise & talents with the rest of us. We will be posting the session proposal forms on the COAHPERD website soon (along with an email announcement). I will personally be contacting presenters based on recommendations from this past convention evaluations. There is a tremendous amount of talent in Colorado and I'll be looking forward to reading the great ideas that you have for the 2008 convention.

*Happy Spring!*  
*Kathleen*

## **From the desk of the Executive Director**

### **COAHPERD: National Physical Education and Sport Week (May 1-7)**

**Moving is a Learning Experience!** is the theme of 2008 National Physical Education and Sport Week (May 1-7). Find promotional ideas and daily activities for celebrating at [www.naspeinfo.org](http://www.naspeinfo.org). Click on the National Physical Education and Sport Week logo or find the link under the Hot News Items box.

Activities have been designed to integrate physical activity and various academic content areas: math, health, social studies, science and language arts. This year daily activities are provided for four grade levels- lower elementary, upper elementary, middle and high.

Download the National Physical Education and Sport Week logo for newsletters home to parents, classroom bulletin boards, your school website or in other communications to promote this special week.

Remember to share your plans for celebrating National Physical Education and Sport Week with NASPE! E-mail your plans to [naspe@ahperd.org](mailto:naspe@ahperd.org).

*Randy Erickson*  
*([randy@jmcornestone.com](mailto:randy@jmcornestone.com))*

# Jump Rope for Heart

## Easy ideas to make your event a success

*Michele Whittingham  
COAHPERD JRFH/HFH Rep.*



Jump Rope for Heart (JRFH) has been a big success at my school. I have been organizing and running Jump events at Cherokee Trail Elementary for 8 years now. Each year our school has raised between \$10,000 and \$15,000 in donations for the American Heart Association: earning our school a spot among the top fundraisers in the state of Colorado. My success is due to many aspects including having a supportive staff and principal, having parents and community members that are committed to the fundraiser, and students that are excited about fundraising for such an important cause.

### ***The basics of my events:***

- I run my event during the school day. I have 2 classes of students per class period (about 45 students). The students from either music or art come to the gym for their specials time. I then use the art or music teacher as a volunteer for the day.
- I have 2 events (4 track school) so that all students get to participate.
- All of my students participate in the Jump regardless of if they brought in donations or not.

Below are some ideas that I have used to get the students at my school excited about Jump Rope for Heart.

### ***One Month before your event:***

1. Hand out donation envelopes at least one month in advance from your event. This will give students time to ask out of town relatives and friends for donations.
2. Call your local American Heart Association branch and reserve a health fair display. The display is free for you to borrow. It contains items such as "Tubes of Fat" that shows the fat content in certain foods. It also has displays and models that depict what a person's mouth and lungs would look like if they used/smoked tobacco. The students really get into this on the day of your Jump.
3. Contact a local hospital or doctors office to borrow stethoscopes for your event. The students can listen to their heartbeat after they jump. Be sure to buy alcohol pads to clean the scopes after each class.
4. Have an assembly for your school to watch the video "Jump On" about how to collect online donations.

*(continued)*

***“The students can listen to their heartbeat after they jump.”***



## **Jump Rope for Heart, *continued***

5. Hang the Thank You Gift posters around your school for your students to see.
6. Get samples of the Thank You Gifts for your students to *try out*. Students will be excited to test the items that they will be earning.

### ***One to Two weeks before your event:***

1. Remind students that Jump Rope for Heart is coming up. Remind them when they come to physical education class. Put the date in the school and classroom newsletter. If your school has announcements in the morning, remind students then too.
2. Practice jumping rope in class or at recess. Students are more likely to enjoy the jump event if they are good at jumping rope.
3. Teach students that there are many ways to jump rope, including basic jump skills and advanced jump rope skills, Chinese jump rope, long jump ropes, partner jumping and jumping using a hula-hoop. It does not need to be limited to "traditional" jump rope skills.
4. Have a Jump Rope for Heart poster contest. Any student who wants to enter the contest can make one poster to be turned in. The posters can include ANYTHING having to do with JRFH or AHA. They can be any size and made out of any product. I have had small posters and I have had HUGE posters. Some are made of paper and others made of candy. The sky is the limit. I allow each student to vote on his/her favorite poster during the jump event. The winner of the poster contest gets to go to lunch with me for a prize. You may want to consider having an age bracket contest so that 1<sup>st</sup> grade is not competing with 5<sup>th</sup> grade.
5. Seek out your parent volunteers to help you run your event. I use a minimum of 4 parent volunteers for each event.
6. Format your spreadsheets for tallying your donation dollars. The spreadsheet is on the CD that AHA sends with the Jump collection envelopes. Add your own information in the spreadsheet including your name, school and JRFH date. Assign names to the different pages on the spreadsheet for each classroom teacher so that you can easily flip from one class to the next when counting donations.
7. Start hanging up posters that have been turned in for poster contest. Number each poster 1 through...? for anonymous voting purposes.

### ***The day of your event:***

1. Set up your gym for the event. I run my event in stations.
  - a. Station 1 – Individual Jumping – have single jump rope for students to practice basic jump rope skills. I use poly-spots or tape marks of the floor for students to jump on for rope safety.

*(continued)*



## **Jump Rope for Heart, *continued***

- b. Station 2 – Chinese jump rope – in a group of 3 students practice Chinese jump rope skills.
  - c. Station 3 – Health Fair – Students get to discover all of the items that you borrowed from the American Heart Association. The stethoscopes are at the health fair station as well. Make sure a volunteer is at this station to clean the scopes and insure the proper use of health fair items.
  - d. Station 4 – Poster Contest – Make a class list that a volunteer can mark on for the poster votes. The students will tell the volunteer which poster is his/her favorite by telling the volunteer the number of their favorite poster. The volunteer will tally the votes at the end of the day.
2. Jump Rope Contest – for the last 3-4 minutes of class, have a “who can jump the longest?” contest. I buy little prizes to hand out (jump ropes, heart note pads, pencils)
  3. Collect donations – when the classes arrive to the gym have the art or music teacher collect the envelopes. This teacher is the designated money counter. He/she should have a volunteer to help enter the donation dollar amounts into the computer. For security purposes, do not have the volunteer count the money. This should be the job of a teacher only. Be sure to put money that is turned in prior to the event date in the school safe so that it is secure.

After your event date(s) is complete, send all donations and forms into the American Heart Association as soon as possible so your students do not have to wait long for their thank you gifts.

If you implement a few of these ideas into your Jump Rope for Heart event, you are sure to have a very successful event. If you are interested in viewing one of my Jump events or if you have any questions, please contact me at Cherokee Trail Elementary in Parker, Colorado at 303-387-8137.



# Nutrition/Health Games

Louise LoBosco, who teaches elementary Physical Education at The Classical Academy in Colorado Springs, has been using Core Knowledge curriculum and knows that there are some gaps in health education. She has added sports programs to the school to improve the health of the students there. The following are two programs she has already seen benefits from:

**FROG Fitness** (F=Fitness R=Rocks F=for our G=Good) Students do at least two cardio workouts each week, record it and bring it to the Coach. She teaches the students to take pride in their health and to take ownership for their workouts. Louise reports this year has been the most successful yet!

The other health program she has added is a morning announcement with a quick health tip. She has covered these areas so far: breakfast, snacks, drink options, food pyramid, and movement pyramid. Other areas that she will be doing include: attitude, nutrients, vitamins, dessert options, balanced eating, meal planning, labels etc. Her school is involved in the healthy initiative for a better life, and she is on the committee. She will continue to do what she can! If you would like to contact Louise, her email address is: [lobosco@asd20.org](mailto:lobosco@asd20.org) She has also included the following Nutrition/Health games.

## Elementary: K, 1st and 2<sup>nd</sup>

**Healthy Food/ Junk Food** (chase game, no equipment)

- two teams on a line facing each other, with an outer boundary on both sides
- side 1 is the healthy food
- side 2 is the junk food
- each team stands 1 or 2 feet from the line and listens for the food choice given by the leader, when they are running away from the other team, they must cross the designated safe line boundary
- If the food choice is healthy, the healthy chase the junk food
- If the food choice is junky, the junk food chases the healthy
- When a student is caught, they join that line and try to remember which way to run
- Leader must choose foods that are recognizable for the level
- Remind players to watch out when they run and tag nicely
- Remind players that getting caught is part of the game and keeps the game fun for everyone

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## **Nutrition/Health Games, *continued***

### **Elementary: K-3**

**Steal the Food-** (fake food from all food groups and 1 hula hoop for each team and 1 starting spot for each team)

- Form 5 teams of 4 players and give each a number
- Give each team a starting spot on the perimeter of the area
- Put all the hula hoops in the middle of the area and fill each with a variety of fake food or laminated pictures of food
- The leader calls one number and a food type, pyramid area or healthy or junky
- The player that is called must go find the designated food requested by the leader and bring it back to the group
- The group must approve of the food or player will have to return and get the proper food
- Players keep the food at the starting spot
- All players have a chance to go and get food from the hula hoops
- Any player can take from any hoop at any time
- Play continues with numbers called in various order until the food is out
- Leader tries to call out food types that make the players think (top of the pyramid and full of fat but not sweet- French fry etc.)
- This game can be played with scooters also

### **Elementary: K, 1<sup>st</sup> and 2<sup>nd</sup>**

**Food Relay** (fake or laminated food, starting cone for each team, bucket, or hula hoop for each team)

- Form 8 - 10 teams or 2 (set up start on one side of the area and bucket or hula hoop on the opposite side with a variety of food in each)
- Players are given a locomotor skill to do while traveling across the area to the food and back and are given a food type, pyramid section or health food junk food to retrieve on the opposite side of the area
- Players continue taking turns with each command by the leader
- Animal actions can be added (frog jump, crab walk, bear crawl...)



*(continued)*

## **Nutrition/Health Games, *continued***

### **Elementary: 3<sup>rd</sup>-6<sup>th</sup>**

#### **Hustle Hoops with Nutrition** (12-16 colored hoops)

- Spread out 12-16 hula hoops anywhere on the floor of the gym with space between all the hoops.
- Students do different locomotor skills around the hoop or over (careful not to slide on a hoop it is painful!) until the whistle. Coach times the group to see how long it takes for all of the students to get into hoops (any hoop sharing or not).
- Each player will be asked to name a food of that color and tell why it is good for you or not, naming the section of the food pyramid and approximate servings for the day if any
- After each time, the coach changes the requirement and has the students do the math. "Now two in each hoop and how many hoops will be used and will some one be alone in one hoop?" The locomotor skills also change each time with skipping, jumping with two feet, leaping and galloping.... Students are getting a little cardio if you keep playing for a while, great locomotor, curriculum crossover and team work!
- Coach can change the meaning of the color hoop that players pick. If players are in a color of a junk food they may have to do 10 push ups or 20 curl ups to make up for it
- When grouped in the hoops as a team of 2, or more, problem solving can be added. Name a food that is that color and a healthy way to prepare it

### **Junior High: 6<sup>th</sup>-8<sup>th</sup>**

#### **Risk Factor Chase**

- Review Risk Factors, high blood pressure, high cholesterol, over weight, smoking, inactivity, (over 35 years old not included)
- Each risk factor has an "it", high blood pressure wears a red vest (stress and poor blood flow), high cholesterol wears a yellow vest (too much fat in diet and clogged arteries), smoking wears a black vest (causing second hand smoke), inactivity wears a blue vest (oxygen deprivation), and overweight wears a green vest (color of healthy foods)
- When any it tags one of the players they have the problem of the tagger and must get better before going back into play. High blood pressure has to take 5 deep breaths and relax then they must run a lap around the gym to get healthy, high cholesterol has to describe a low fat food and do 5 up downs to get healthy, being near second hand smoke makes you need to run away so you must do 3 line sprints, overweight has to do 20 skiers and say why carrying too much weight is bad for you, inactivity must do 15 push ups and 15 curl ups to start getting healthy!

*(continued)*

## Nutrition/Health Games, *continued*

- Change the taggers every few minutes (watch the person you pick for overweight)
- Variation could include the player tagged picks something they know would help their problem on their own.

### Elementary: 3<sup>rd</sup>-6<sup>th</sup>

**Bleachers Bench** (space needed to move freely)

Each wall is designated with a label (North, South, East, and West) or Food group (meat/bean, grain, fruit and veggie, Dairy). Hit the deck means lay on the gym floor and do 5 push ups. Injury on the field means take a knee. Time out is used for "lay on the floor" and then do 10 curl ups. Commands are given to the class changing the direction with food group or label on the wall

### Any Level: (fun for all)

#### "Eat More Veggies"

- Group forms a circle with two or three "its" in the middle of the circle
- The goal of the its is to trick a player and have them switch places with the it
- The its have two ways to trick players
- When they say "eat your veggies, 1,2,3" you must name a veggie before they finish 3. If you do not name a veggie, you switch places with them
- When they come to your place in the circle and call out a food to be, you must make it with the people next to you on both sides before they count to ten
  - a. **Jello:** players on each side of the jello player hold hands around the jello player forming a circle, the jello player jiggles inside of the circle
  - b. **Chocolate Cake:** players on each side of the chocolate cake player must put one hand on the shoulder of that player and the other out in front forming a V with the player on the other side. The chocolate cake player stands with their arms together touching in front and forming the center of the slice of cake.
  - c. **Popcorn:** players on the side of the popcorn player form a circle around the popcorn player while squatting down low making a popcorn popper. The popcorn player squats and pops up and down inside the popper.
  - d. **Broccoli:** The players on the sides of the broccoli join the broccoli standing in a tight line front to back with both arms over their head like the top of the broccoli (turn sideways to do it)If someone has been it too long find a player willing to replace them!

# ACTIVITY CORNER: Lesson Plan to Share

## Gen X/Dance to 200+ Session Participants at AAHPERD 2007

### **MSCD Unit Daily Lesson Plan Organizer**

Teacher: Dr. Nhu Nguyen Caiozzi and Metropolitan State  
College of Denver students  
Date: AAHPERD National Convention 2007  
Unit: Gen X/Dance Grade Level: 6-12+  
Day Number: 5 of 10 Days Number of students: any

### **District/Colorado/NASPE Content Standard(s): (Moving into the Future: National Standards for Physical Education, 2nd Edition)**

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 3:** Participates regularly in physical activity.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

### **Objective/Purpose:**

- psychomotor—TSWBAT perform and demonstrate a 32 count dance to the beat of the music in a whole class setting during a 60 min class period.
- cognitive—TSWBAT understand and verbalize an 8 count of a dance to their group members in a small group setting.
- affective—TSWBAT show enjoyment and enthusiasm by positive verbal and nonverbal reinforcement to their classmates in the small group and whole class setting.

### **Resources, materials, space, facilities, and equipment:**

- Power Music Top 40 Vol 33
- Preferably a wood floor/dance studio/gym

### **Pre-Assessment (as appropriate):**

- Q&A—How many have experience in hip hop class?
- Group exercise/aerobics setting, dance/cheer/drill team; formal dance training, etc...?
- Hearing the beat; tempo, etc...

*(continued)*



## Lesson Plan to Share, *continued*

Lesson Focus:	S/T Organ:	Skill Analysis:	Motiv/FB/Cues:
<i>Command and Reciprocal -</i>			1, 2, 3, 4, 5, 6, 7.8 OR
T 1	T	S S S S	G walk double heel twist
T2	T	S S	Janet Jackson, stomp clap
T3	T	S S S	Step back, stomp/ twist
T4	T	S S	Slide R, L, knee, clap, 180 turn (2)
			step drop, step drop, heel twist, heel twist
			1 & 2 & 3 & 4 & step clap, step pump pump
			step clap, step clap, heel in out, in out
			slide, slide, knee, clap, step pivot turn, step turn face front
<i>Guided Discovery Guidelines: Utilize Space, Effort, Time to create novel combinations</i>			



*(continued)*

*“Be aware  
of personal  
space...”*



## **Lesson Plan to Share, continued**

### **Pre-Phase/Set/Intro/Warm-up of Lesson:**

- Origins/brief history of hip-hop
- Verbal instruction/directions-Direct instruction, indirect reciprocal and guided discovery teaching styles
- Positive verbal/nonverbal- “oh yeah!/ fist”; “Go Johnny (2X)/ Pump hands; “awesome/thumbs up”
- Warm-up: March 1, 2, 3 Clap 4 (2X)  
Grapevine (RT) 1, 2, 3, 4 Grapevine 5 & 6 (LFT), 7 & 8 (RT)  
March forward 1, 2, 3, 4 Pose 5, 6, 7, 8
- March backward 1, 2, 3, 4 Touch ground 5, up 6, lean 7, finish 8

### **Safety:**

- Be aware of personal space as you travel in general space
- Music BMP selection
- Flooring/surface issues
- Movements based on students limitations/injuries

### **Post-Phase of Lesson/Closure/Cool-down:**

Q&A session—Did you have fun? What made you/group feel successful?

What did you think about direct instruction to more indirect forms of instruction?

Variations to this activity...

### **Post-Assessment (if appropriate):**

- a. Psychomotor—Were the students able to complete 32 or more counts of the dance and demonstrate it successfully to their classmates?
- b. Cognitive—Did the students understand and remember the directions and were they able to explain the steps back to their classmates?
- c. Affective—Did the students use the positive verbal and nonverbal encouragement/feedback to each other? Did students display smiles and work together successfully in a group?

### **Reflection (to be completed after the day’s lesson was taught):**

- a. Students-
- b. Lesson-
- c. Teacher-
- d. How will this impact your future teaching/lessons?-
- e. Other/s

# Pacer Test

By Patricia Morrison-Hughes

Student Name \_\_\_\_\_  
School \_\_\_\_\_  
Pre Test Date \_\_\_\_\_ # of Laps Completed \_\_\_\_\_  
Modification Used \_\_\_\_\_ Shortened Distance in Feet \_\_\_\_\_  
Tested by \_\_\_\_\_  
Details:

Post Test Date \_\_\_\_\_ # of Laps Completed \_\_\_\_\_  
Modification Used \_\_\_\_\_ Shortened Distance in Feet \_\_\_\_\_  
Tested by \_\_\_\_\_  
Details:

*Below are a few modifications that may be used for students with special needs when running the Pacer Test. Indicate the modification used by inserting abbreviations in the "Modifications Used" area above and provide details of the modification if necessary.*

## **Key to Levels of Assistance:**

**SD—Shorten the distance:** Have the student run as far as they can till the first "beep" sounds. From this distance shorten the run by about two feet. Set a marker down and continue to use this mark as the end line, performing the test as usual at this distance. When finished, measure the distance at the marker and use this measurement for the post test.

**HH—Hand held assistance:** An adult walks or runs with the child, holding their hand.

**EX—Extra verbal and physical assistance:** An adult moves with the child to keep them moving in a straight line or to stay on task.

**GR—Guide rope:** Technique used with students who are visually impaired.

**PWC—Power wheelchair movement:** Perform the test with the class, working on staying in a straight line and making tight turns.

**MWC—Manual wheelchair pushing:** Independent pushing. If just learning, this may be for a straight distance in 7 beeps. If they are able, have the student push and turn, decreasing the distance of the "run" as described above.

**AMWC—Assisted manual wheelchair:** Student is unable to push, the adult pushes to involve the student in movement.

**EQU—Equipment:** Other equipment such as crutches, walker, etc. List type of equipment used above.

**ONE—One to two:** Student runs one lap for every two beeps.

**FLAG—Visual signal:** At every beep, a flag is moved from a "high" position to a "low" position, indicating time to move.



# Bite Sized Resolutions

*By Coach Stacy Fowler, M.S., C.P.T.*



Now that we've rung in the New Year, it's time to write out the Resolutions. Instead of "Happy New Year," let's embark on a "Healthy New Year." But be wary of setting Biggie-sized resolutions. Why? To avoid setting yourself up for certain failure. Research shows that six out of ten people quit their health clubs after the first 30 days of membership. Here are some guidelines for establishing goals geared for success:

- Start with "Bite-Sized" resolutions. For example, "Get my body in shape" is very broad and ambiguous. You need to break this goal down. Perhaps your stomach is a problem area. Start in January by working on your abs and getting your 10,000 steps in.
- Next you need to equip yourself with the necessities for carrying out your goals. Join a gym, if necessary, or purchase some basic exercise gear.
- Establish a support group for yourself – find some workout buddies, or involve your family and friends in your exercise quest.
- Map out an entire year's worth of healthy habits that you can do alone or with the help of your support group. Choose activities that are enjoyable and attainable – also, include both physical and nutritional elements, as well as spiritual and mental components. Maybe even do some events that are fitness related. For example, my monthly resolutions look like this:
  - January – Cut the "junk" and move to the tune of at least 10,000 steps per day, five days per week at my local recreation center. Shovel snow!
  - February – Go snowshoeing on the weekends, recreation center weekdays and increase my water intake.
  - March – Focus on my abs and back and increase my fruit intake. Get a facial!
  - April – Spend time doing indoor circuit training in my gym and cut my sugar intake.
  - May – Get arms and legs in shape through gardening and eat more greens.
  - June – Explore outdoor trails on my bike and grill veggies on the barbecue.
  - July – Explore hiking trails near my home and increase my fiber intake.
  - August – Play tennis with my workout buddy and avoid processed foods.
  - September – Enjoy daily walks in my neighborhood and try assorted melons.
  - October – Explore hiking trails in the mountains while enjoying the fall foliage and eat pumpkin seeds and nuts.



- o November – Indoor circuit training in preparation for holiday overload! Look into recipes for healthy treats to serve for the holidays.
- o December – Get a massage, relax and savor the goodies – get my cardio in while shopping. Pace myself at the holiday buffet parties.

You'll find that when goals are attainable and somewhat enjoyable, you're much more likely to stick with your resolutions. Just remember one thing: If you're moving, you're improving. That's a guarantee.

## **Heart and Stroke Death Rates Steadily Decline; Risks Still Too High**

DALLAS, Jan. 22 – In an appropriate prelude to American Heart Month, which is just ahead in February, new mortality data from the Centers for Disease Control and Prevention (CDC) shows that, since 1999, coronary heart disease and stroke age-adjusted death rates are down by 25.8 percent and 24.4 percent, respectively. This means that the American Heart Association's 2010 strategic goal for reducing deaths from coronary heart disease has been achieved, and for stroke nearly achieved – ahead of time. However, potential problems loom for the future, as all of the major risk factors for these leading causes of death are still too high and several are actually on the rise. If this trend continues, death rates could begin to rise again in years ahead.

In 1999, the American Heart Association set a strategic goal of reducing the death rates from coronary heart disease and stroke, and reducing the risk factors for these diseases by 25 percent by 2010. The new CDC data notes early success in meeting the coronary heart disease death rate goal, and shows that success is near for the 25 percent reduction in stroke. However, American Heart Association president Dan Jones, M.D., said the victory could be short-lived if the risk factors that lead to heart disease and stroke are not also reduced.

"This progress in the reduction of death rates is a landmark achievement, and has come about as a result of tremendous efforts from many partners in research, healthcare, government, business and communities," Jones said. "As encouraging as it is, heart disease and stroke remain the No. 1 and No. 3 causes of death in the United States. We still have remaining goals that we haven't yet met – reductions in the risk factors that lead to heart disease and stroke, as well as eliminating the striking disparities in care for women and minority populations. We must continue to address those concerns at the same time we continue to support the advances that we know are saving lives today."

*(continued)*

## **Heart and Stroke, *continued***

The reduction in the death rates for coronary heart disease and stroke equates to approximately 160,000 lives saved in 2005 (the most recent year for which data is available) compared to the 1999 baseline data. If the current mortality trends hold (which will not be the case if the current trends in risk factors are not improved and current quality of care improvements do not continue), the American Heart Association analysts projects that there may be a 36 percent decline in the age-adjusted coronary heart disease death rate and a 34 percent decline in the age-adjusted stroke death rate when the 2008 data are released in a few years (in comparison with the 1999 data). The population size in 2008 will also be larger, so it is projected that the estimated lives saved in 2008 will be approximately 240,000.

Multiple factors appear to have led to the reduction in deaths. Ongoing scientific research has led to improvements in medications and in technology. The development of evidence-based practice guidelines has helped healthcare providers know what is effective both for the treatment and prevention of heart attacks and strokes. Some of the advances are complex and others are quite simple, though important.

"We know that getting patients to the hospital quickly for the appropriate treatment is crucial to saving lives. We know that timely angioplasty to open blocked coronary arteries, or thrombolysis when primary angioplasty is not available or appropriate, is making a difference. The development of more hospitals into primary stroke centers and providing more rapid and better care for stroke victims have all made positive impacts," Jones said. "Improving the quality of care through the dissemination of evidence-based clinical guidelines can help patients benefit from the research that we and others have supported, helping them live longer and reducing their risk of a second heart attack or stroke. The American Heart Association's Get With The Guidelines hospital-based quality improvement program initiative, which now includes more than a million patient records, is just one way we continue to translate scientific knowledge into day-to-day practice."

Among those practice measures making a difference is better control of blood pressure and cholesterol levels, both with lifestyle change and with medications. In addition, a variety of strategies to reduce smoking in this country have made a difference, including tobacco excise taxes, clean indoor air legislation and smoking cessation efforts. But not everyone is receiving the proven medicines and treatments that save lives.

Coronary heart disease age-adjusted death rates for women have dropped 26.9 percent since 1999. But, age-adjusted stroke death rates among women are down by only 23.7 percent, lower than the overall age-adjusted stroke death rate reduction and the age-adjusted stroke death rate reduction for men, which is 25.8 percent. The age-adjusted death rate for blacks is down 23.8 percent for coronary heart disease (compared to 25.6 percent for whites) and 20.3 percent for stroke (compared to 25 percent for whites.) These disparities in the outcomes for women and minority populations are echoed in the statistics for

*(continued)*

## **Heart and Stroke, continued**

those living in certain parts of the country, such as the Stroke Belt in the South, and for those with lower income levels.

"These disparities are unacceptable," Jones said. "We are actively seeking ways to better address these issues so that we can ensure that every person has the appropriate care they need to live a healthier, longer life."

He said this will require reaching the American Heart Association goals for reducing the major modifiable risk factors for heart disease and stroke. Those include hypertension, high blood cholesterol, obesity, diabetes, physical inactivity and tobacco use. Because of progress in research, each of these risk factors can be controlled to goal levels for nearly everyone with either lifestyle changes alone or lifestyle combined with medications.

However, the data show that while there is progress on some of these risk factors, others are not being reduced nearly enough. The number of people with uncontrolled hypertension has fallen by 16 percent since the American Heart Association set its 25 percent 2010 strategic goals. The number of people with elevated blood cholesterol is down 19.2 percent and tobacco use is down 15.4 percent. Perhaps most alarming, the rate of physical inactivity has only declined by 2.5 percent and the prevalence rates for obesity and type II diabetes are actually increasing, and are appearing at earlier ages than ever before.

"We're working on this, but much more needs to be done," Jones pointed out. "If we don't make a concerted effort to reduce these risks, we will lose the momentum we celebrate today. We will see our children developing heart disease earlier, experiencing early deaths or needing major medical care sooner. The financial and, more importantly, the emotional toll is too great."

"We are pleased with the progress this new data shows, but we know we can do much more," Jones said. "We need to continue to push for more research and new medical advances, along with improved adherence to our practice guidelines. Most importantly, we must make it a priority to institute lifestyle and behavior changes, and the patient-healthcare provider partnership that can control risk factors and reduce the risk of developing cardiovascular disease in the first place."

The 2005 mortality report can be accessed at [www.cdc.gov/nchs/data/nvsr/nvsr56/nvsr56\\_10.pdf](http://www.cdc.gov/nchs/data/nvsr/nvsr56/nvsr56_10.pdf). For more information on heart disease and stroke deaths and risk factors, visit [www.americanheart.org](http://www.americanheart.org).

# Professional Development Needs of Colorado Physical Education Practitioners

"Celebrating Our Best Practices" was this year's theme for 2007 COAHPERD State Convention in Colorado Springs, CO. Three hundred and forty-three (N=343) attended state convention. Surveys were presented to (N=204) convention luncheon attendees with a return rate of 47% (n=95) respondents. Of the total attendees, students accounted for 13% of those attended (n=46) and were not respondents in the survey. The purpose of the survey was to assist the COAHPERD Board in future planning and direction. Thirty-seven (N=37) districts school districts were represented according to the survey data. Largest district practitioner responses came from the following school districts: (a) Jefferson County, (b) Aurora, (c) District 11, and Douglas County School Districts. Survey data results confirm a largest number (67%) of respondents (n=64) attend a combination of activity and lecture sessions, while 33% of respondents (n= 31) attend activity sessions while at convention. An open-ended survey question revealed practitioners desires for session topics that they were "hoping to attend, but not offered" or "suggestions" for next year. The following session topics were indicated repeatedly: (a) high school related sessions, (b) outdoor adventure games, and (c) adapted topics. Other topic interests included sessions such as lacrosse, rock climbing, interactive health lessons, and compass activities among a host of other session topics.

The COAHPERD Board appreciates and welcomes your suggestions. Thank you for your attendance and for assisting us in our future direction and planning!

*Submitted by: Nhu Nguyen, PhD and Susan Barnd, PhD  
COAHPERD Board Members and Professional Development Committee  
Members Assistant Professors at The Metropolitan State College of Denver*

## Colorado legislative update

The general legislative session is underway with several physical education, nutrition and health bills being debated. Hopefully, you are receiving and responding to the ALERTS that are sent before votes in the House and Senate. Grant programs seem to be the next step toward actually requiring physical education in Colorado's schools. Representative Benefield has introduced HB 1224. This bill will expand Colorado's wellness policy, using comprehensive school health funds. There is a requirement for each school applying for the funds to prove that their physical education teachers are endorsed in PE. Senator Williams has a grant program bill that sets minimum requirements for nutrition (food) as

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## **Colorado legislative update, *continued***

well as physical activity and physical education minimum requirements for any applicants. The American heart association, Colorado children's campaign and CoAHPERD have worked hard to set a reachable but significant standard for these health components. The strategy is to offer an incentive to improve existing programs in school districts throughout the state. Representative Todd and Senator Tupa are sponsoring these bills in their respective venues. Other legislation deals with school lunches (Senator Sandoval) and minimum requirements for drinks in schools (Senator Gibbs). Watch for action ALERTS as we get closer to votes on these bills and thanks, in advance, for your support.

Here are some questions and answers about our legislature. If you have any other questions, email ([rickmetz@mric.net](mailto:rickmetz@mric.net)) or call (303-642-2802) anytime.

### **WHAT IS THE COLORADO LEGISLATURE?**

There are three branches of our government: legislative (lawmakers), executive (Governor's offices) and judicial (legal). The legislative branch consists of the Senate and the House of Representatives. The General Assembly (Senate and House combined) meets annually from January to May (120 days).

**HOUSE OF REPRESENTATIVES:** 65 state representatives, 2 year terms, limited to 4 consecutive terms

**SENATE:** 35 state senators, 4 year term, limited to 2 terms

### **WHO CAN BE A LEGISLATOR?**

To be eligible to run for the office of state Senator or Representative a person must be a citizen of the US, at least 25 years old, a resident of a district for at least 1 year and elected by the registered voters in that district.

### **ARE LEGISLATORS PAID?**

Yes, an annual salary as well as travel and daily expenses.

### **WHO DO THE LEGISLATORS WORK FOR?**

Their constituents in their districts and all Coloradoans.

### **WHAT IS THEIR JOB?**

Senators and Representatives approve the state budget and write laws to make our state safer and improve the quality of life for our citizens.

### **HOW DO I CONTACT MY LEGISLATOR?**

The capitol website has links to phone numbers, websites and information about committees, bills and daily calendars. ([www.leg.state.co.us](http://www.leg.state.co.us))

Senate phone # 303-886-2316

House of Representative phone # 303-886-2904

**COLORADO  
ASSOCIATION  
FOR HEALTH,  
PHYSICAL  
EDUCATION,  
RECREATION,  
AND DANCE**

**CONGRATULATIONS TO THE  
FOLLOWING 2007 COAHPERD  
AWARD WINNERS!**

*Elementary Physical Education Teacher of the Year 2007:*

**Linde Chaves**, Elementary School, Littleton

Linde is a teacher who goes above and beyond the call of duty every single day for her students. Her program stands out as an exemplary/ model physical education program that allows all children to succeed and gives them the opportunity to fall in love with being active. Linde sets high expectations and students meet her challenges. Teachers at her school are actively involved in collaborating with Linde and they come up with new and creative ways to integrate other subjects into a movement framework. Linde challenges children to think and problem solve by incorporating math and literacy into activities. She also realizes that all children learn in different ways and creates "outside the box" methods of reaching children who cannot learn in a traditional way. She is a shining example of a professional who "walks the talk."



*Linde Chaves*

*Middle School Physical Education Teacher of the Year 2007:*

**Cecilia Studdard**, Cresthill Middle School, Highlands Ranch

A teacher like Cecilia comes along once in a lifetime. Some of her accomplishments include writing a grant to get a bouldering wall for her gym, creating "Cecilia's Closet" with clothing, shoes, and coats for students in need who can't afford them. Cecilia also helped raise funds for a ropes/climbing course and was instrumental in writing the curriculum for students to use the facility; she designed and created the cardio/weight room for CMS students by single-handedly getting equipment donated and set up, created a before-school intramural program that involves all students at her school, and created a school-wide race called "Cougar Prowl" that is a community walk/run and all staff and students participate annually. In addition to all of these projects and her teaching duties she has coached multiple sports and serves as the athletic director for CMS. Don't say "It Can't be Done" in front of Cecilia – she is a "can-do" person who always demonstrates this positive attitude with students, staff, and parents.



*Cecilia Studdard*

*High School Physical Education Teacher of the Year 2007:*

**Laura Zlogar**, Lakewood High School, Jefferson County

Laura Zlogar is an educator who shows a true passion for teaching her students about the lifelong value of being physically fit and healthy. She is knowledgeable about best practices in physical education instruction and shares her expertise with the other members of her department. Laura works hard to incorporate an academic atmosphere into her classes. She has high expectations, and works with her students with caring and a sense of humor. Laura is also an excellent communicator with students, parents, and administrators, knowing how important it is for everyone to work together. Resourceful and innovative, she has worked hard to improve the quality of physical education in her school.



*Laura Zlogar*

*(continued)*

## **AWARD WINNERS, *continued***

*Health Education Teacher of the Year 2007:*

**Elly Naill**, Pitts Middle School, Pueblo

Elly has created many opportunities for her students and staff members at Pitts Middle School that organize and stimulate their healthy lifestyle. Because she expects the most from her students and treats them with consideration and respect, her students are devoted to her and her colleagues trust and respect her work. Elly is one of the co-leaders of the Health Promoting School Teams at Pitts Middle School. She has written and received funding from the Colorado Department of Education and the Colorado Department of Public Health and Environment for grants that improve the healthy environment of Pitts Middle School for students and staff. She is an integral part of an organization and has always provided creative and innovative methods of completing a task.



*Elly Naill*

*Young Professional Award 2007:*

**Stephanie Johnson**, Dry Creek Elementary School, Centennial

Stephanie has transitioned from a successful undergraduate career at the University of Northern Colorado to one of our promising future leaders in physical education. She is a gifted teacher who inspires Dry Creek students to build skills confidently – while exhibiting patience, kindness, and a true emphasis on sportsmanship. Stephanie's enthusiasm for health and fitness is admirable – and contagious. She has created a learning environment that is both positive and safe. One of Stephanie's many strengths is her ability to integrate academics into her physical education program.



*Stephanie Johnson*

*Outstanding Administrator Award 2007:*

**Jackie Henderson**, Principal, Hellbeck Elementary School, Pueblo

As the principal of Hellbeck Elementary School in Pueblo City Schools, Jackie Henderson provides exemplary power of devotion to students and staff. She is a "just say yes" principal that makes programs successful and makes good schools great schools! Jackie is actively involved in the "health promoting" environment at her school. Understanding a appreciating the value of professional development, she encourages her staff to participate in activities that increase student success. Hellbeck is a well-structured, developmentally appropriate environment that focuses on academic success, skill development, self-improvement, cooperation, participation, and goal setting.

## **AWARD WINNERS, *continued***

*COAHPERD Recognition Award:*

**Randy Evetts**, Director of the Southeastern Colorado Area Health Education Center, Pueblo

Randy is an extraordinary leader, and as director of SECAHEC he readily shares his vast background and knowledge to support the collaboration of the Steps to a Healthier Pueblo project. He also has been very successful in developing partnerships and resources for success in many other programs. Randy is the president of the Pueblo City Schools Health Advisory Council where he readily gives his time, energy, and passion to develop “health-promoting” schools. He has helped create a network of informed members that initiate and respond to issues in Southern Colorado. He is a leader within the community who not only speaks about healthy lifestyles but models a healthy lifestyle himself.



*Randy Evetts*

*COAHPERD Recognition Award:*

**Tony Antolini**, Secretary for Athletic Department Department of Athletics, Aurora Public Schools

Tony and Dorothy worked tirelessly to provide the opportunity for two boys who use wheelchairs to compete with their respective school teams in the track season. Because of the support of Tony and Dorothy, for the first time in Aurora Public Schools history, two special young men were provided the opportunity to race, be members of a relay team, and participate in a special wheelchair obstacle course. “It’s the right thing to do” became their mantra as they worked to convince administrators to embrace these young athletes.



*Tony Antolini*

<b>Position</b>	<b>Name</b>	<b>Address</b>	<b>City</b>	<b>Zip</b>	<b>Work Phone</b>	<b>Email Address</b>
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