

# OREGON JOURNAL

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## OAHPERD PRESIDENT'S MESSAGE

### JENNIFER PURSELL



Hey Y'all,

Seems that I haven't quite gotten rid of my summer accent, but I am excited about the last year of my teaching career. I am also excited about the great conference we have planned for you this fall. Check out all the information included in this issue and be sure to register early!

Besides extending the conference to two days, we have a very special evening planned for Friday night. Rather than honoring our award winners during general sessions and association meetings, we will be having a special awards banquet at West Brothers' River Ranch Restaurant. We will begin with a no-host reception at 6:00 p.m. followed by dinner at 7:00 p.m. During the banquet, we will also be honoring Past-Presidents and Honorary Life members. Please join us for this special night and help thank all of those who have contributed so much to our profession and organization. Reservations will be required and must be prepaid so we will be unable to accept reservations and/or payment on-site.

Much has been happening in our profession during the past year and I would like to take this time to thank all of you who have worked so hard on such things as SB 228 and the Oregon Health Education Standards. Special thanks to the American Heart Association and John Valley for representing OAHPERD during the legislative session. Now it's your turn to help the American Heart Association by participating in Jump Rope/Hoops for Heart. Remember, not only do these programs provide funding for heart disease research, they also fund a portion of our annual budget.

Hope to see all of you in Eugene and remember to register early and make all necessary reservations.

Jennifer Pursell

## OAHPERD PAST PRESIDENT'S MESSAGE

**Dr. Peggy Anderson**  
Eastern Oregon University

In 2005, the nation and our state are attempting to address the overweight, inactivity and obesity problems in American youth. OAHPERD, under the leadership of Executive Director Ginny Ehrlich, Advocacy Chair Aleita Hass-Holcombe and President Jennifer Pursell, is **ONE** of many co-sponsors of SB 228 Physical Education and Schools Act. The key sponsor is the American Heart Association under the leadership of John Valley and Peter Courtney, President of the Oregon Senate.

This is a first step and you can learn much more about the Act and many ideas to enhance Physical Education and Health Education programs in our schools by attending our two day 2005 Conference, *Fit, Healthy and Ready to Learn*, October 14 and 15 in Eugene, Oregon.

The 2005 Conference is at Kelly Middle School in Eugene and is featuring longer sessions, a National Health Educator of the Year as the Keynote, NASPE Teachers of the Year, and many sessions on health, athletics and physical education by presenters from Oregon. A co-sponsor for the 2005 conference is the Eugene 4J School District under the leadership of Jim Hart, an OAHPERD Past President.

A new feature of the 2005 Conference will be an Awards Banquet held Friday evening, October 14 at West Brothers Restaurant. It will feature 2005 Award Winners, as well as honor OAHPERD Robert J. Ritson Honorary Life Members and Past OAHPERD Presidents.

Key leaders in putting together this year's exciting conference include Ehrlich, Pursell, OAPE President-Elect Matt Tornow, OAHE President-Elect Kari Frank and Jim Hart of the Eugene 4J School District. When you have a chance, please give them a big thank you.

Lastly, OAHPERD needs your help. We need individuals willing to volunteer for committees, run for office and/or assist in increasing membership and interest in OAHPERD. If you are a dedicated and hard working individual who wants to be involved, please contact our Executive Director, Ginny Ehrlich at [ginny@integraonline.com](mailto:ginny@integraonline.com).

See you on October 14 and 15.

## UPCOMING EVENTS



**October 14-15, 2005**

### **OAHPERD State Conference**

Kelly Middle School  
Eugene, OR  
[www.oahperd.com](http://www.oahperd.com)

**February 25, 2006**

### **Council for Childrens' Expanded Physical Education Conference**

Conestoga Middle School  
Beaverton, OR  
Contact: Meg Greiner:  
[greiner@aol.com](mailto:greiner@aol.com)

**March 18, 2006**

### **Northwest District AAHPERD Conference**

Seattle, WA  
Contact: Bob Melson (800) 501-7348  
or [bobm@oahperd.com](mailto:bobm@oahperd.com)

**April 25-29, 2006**

### **AAHPERD National Convention & Exposition**

Salt Lake City, Utah

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**HOOPS FOR HEART** Hoops For Heart benefits the American Heart Association and is co-sponsored by the American Alliance for Health, Physical Education, Recreation and Dance.

American Alliance for Health, Physical Education, Recreation and Dance | American Heart Association

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# 2005 OAHPERD STATE CONFERENCE

## *Fit, Healthy & Ready to Learn!* 2005 Oregon Alliance of Health, Physical Education, Recreation and Dance State Conference October 14-15, 2005 Kelly Middle School • Eugene, Oregon

*Please join us for our state conference featuring:*

- **Keynote Speaker Deborah Tackman/ National Health Education Expert**
- **Elementary, Middle and High School Physical Education Teachers of the Year**
- **Strategies for Advocating for Health & Physical Education**
- **Networking Sessions**
- **FUN!**

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## STATE CONFERENCE LODGING



### Phoenix Inn Suites-Eugene Oregon

850 Franklin Blvd  
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Daily 24 hours  
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Fax: (541) 686-1288  
Toll Free: (800) 344-013

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- Free Parking
- Complimentary Wireless Internet Access
- Indoor Pool and Hot Tub

**Please make reservations by September 16, 2005**

# 2005 OAHPERD STATE CONFERENCE PRESENTATION SESSIONS

## PRESENTER

## SESSION TOPIC

Deborah Tackman

Featured Keynote

### NASPE Teachers of the Year

Meg Greiner

Pat Hewitt

Jump 'n' Jive

Developing a Practice Plan; Controlling Tempo: Zone Press 1-2-1-1  
Personal Fitness: What Are the Components to Writing Your Personal  
Fitness Plan? How Can We Incorporate Daily Fitness? How to Use  
Stations, Small Sided Games and Teaching Strategies in Volleyball  
with Assessment

Mary Hirt

How to Promote Your Middle School PE Program

Rhonda Holt

Peggy Hutter

Nancy Markos

Fitness Made Fun & Moomba

Moving to the Standards

Sessions to be announced

Jump Start Your PE Program; Moving to Learn is the Way to Go

### Oregon Presenters

Joanne Alba

The New 3Rs: Rights, Respect, Responsibility –  
A New Paradigm for Healthy Sexuality

Inge Aldersebaes

Healthy Kids, Healthy Schools: Developing Local Wellness Policies that  
Address Nutrition and Physical Activity

Tracy Alexander

Ann Asbell

Margaret Bates &

Pat Hewitt

2006-2011 Oregon Asthma Leadership Plan

Current Research Developments in Physical Education

Jess Bogli

Physical Education Subject Area Endorsement

Performance Requirement

Tish Bottaro

Ginny Ehrlich &

Jess Bogli

Health Education Content Standards, Sample Scoring Guide and Other  
Department of Education Resources

Creating a Resource for Elementary Classroom Teachers

Anne Goetze &

Jenny Vannoy

Tools for Analyzing Your Health Education Curriculum &  
Addressing the Gaps

Nutrition Education in Schools; Current Materials and Resources for  
Teaching Nutrition to Students; The Secrets of MyPyramid  
Unearthed: Travel with Nutrition Educators Thru the Maze of the  
New Food Guide System

Karen Green &

Adam Rogers

Jim Hart & Jim Hess

Karen Hostetter

Tina Kotek

Paul Riggins &

Jean Rix

Diana Roberts

Lindsie Shelman

Beverly Stewart

Learn to Play Tennis Fast!

Climbing the Walls

The Female Athlete Triad and the High School Coach/ATC

Advocating for School Health

Silver Falls Follow Up

The Role of PT & OT in the PE Classroom

How to Integrate Heart Health into the Classroom

Asthma-American Lung Association of Oregon Asthma Programs  
Offered to Schools

Outrageous Teaching Techniques in Health Education

PE Standards on a PDA

Go to Health! Using 21st Century Tools for Health Education with Teens

Rock Wall or No Wall

Getting to AAHPERD on a Shoestring Budget

Deborah Tackmann

Matt Tornow

Erik Vidstrand

Sherry Watkins

Jeanie White

**Fit, Healthy, and Ready to Learn!**  
**2005 OAHPERD State Conference**  
**REGISTRATION FORM**

**Kelly Middle School      Eugene, Oregon      October 14 - 15, 2005**

*Please join us for our 2005 Conference at Kelly Middle School Friday & Saturday October 14 & 15 2005.*

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

**Place of Employment:** \_\_\_\_\_

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

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

**State:** \_\_\_\_\_ **Zip:** \_\_\_\_\_

**Home Phone:** \_\_\_\_\_ **Work Phone:** \_\_\_\_\_

**Fax Number:** \_\_\_\_\_ **E-Mail:** \_\_\_\_\_

**University Enrollment:** \_\_\_\_\_  
*(Complete if registering as a full-time student)*

**Conference Fees**

| <b>Member Type</b>     | <b>Pre-Registration</b> | <b>On-Site Registration</b> |
|------------------------|-------------------------|-----------------------------|
| Professional           | \$75.00                 | \$90.00                     |
| Student                | 20.00                   | 30.00                       |
| Retired                | 20.00                   | 30.00                       |
| Honorary Life Member   | <i>Complimentary</i>    | 45.00                       |
| Presenter (1 session)  | 55.00                   | 70.00                       |
| Presenter (2 Sessions) | 35.00                   | 50.00                       |
| Advocacy Donation      | 5.00                    | 5.00                        |
| Extra Assn Check       | 5.00                    | 5.00                        |
| Awards Banquet         | 25.00                   | 35.00                       |

**Conference attendees are automatic OAHPERD members from October 1, 2005 – September 30, 2006.**

MEMBERSHIP includes three Journals. Winter and Spring are E-Journals located at our website:  
**www.oahperd.com**

Student Members: Check **one** Association.

Professional Members: Check **two** Associations.

You may check one Association twice. This determines the portion of your dues that each Association receives.

**Add \$5.00 for a third Association.**

|       |       |                           |
|-------|-------|---------------------------|
| 1st   | 2nd   |                           |
| _____ | _____ | OAAS (Athletics & Sport)  |
| _____ | _____ | OAHE (Health Education)   |
| _____ | _____ | OAPE (Physical Education) |
| _____ | _____ | ODA (Dance)               |

**Lunch and a conference premium is provided for the first 400 who pre-register!**

**PRE-REGISTER BY OCTOBER 1st**

Registration must be **received** by that date for pre-registration fee.

Register online (using Visa or MC) at **www.oahperd.com** or complete credit card information here:

Credit card number \_\_\_\_\_ Expiration date \_\_\_\_\_

\_\_\_\_ Visa    \_\_\_\_ MC    Signature \_\_\_\_\_

Make checks payable to OAHPERD.

Please mail this form with your payment to:

**OAHPERD Conference**

1816 NE 14th Avenue / Portland, Oregon 97212

# 2005 OAHPERD STATE CONFERENCE PRELIMINARY AGENDA

## Friday, October 14, 2005

7:30 – 8:00  
Registration

8:00 – 9:00  
Poster Sessions

9:00 – 12:00  
Skill-Building Sessions  
*Featuring NASPE Teachers of the Year &  
Oregon Presenters*

12:00 – 12:45  
Lunch

12:45 – 1:45  
Presentations  
*Featuring Oregon Presenters*

2:00 – 2:45  
Keynote Presentation  
*Featuring Deborah Tackmann*

2:45 – 3:30  
Jump Rope For Heart Performance  
General Assembly Meeting

3:45 – 4:45  
Association Meetings

4:45 – 5:45  
NASPE Teacher of the Year Short Takes

4:45 – 6:00  
Open Gym at Kelly Middle School

6:00 – 10:00  
Awards Banquet  
*West Brothers Restaurant*

## Saturday, October 15, 2005

8:00 – 9:00  
Roundtable Sessions & NASPE Teacher of the  
Year Short Takes  
*Featuring NASPE Teachers of the Year &  
Oregon Presenters*

9:00 – 12:00  
Skill-Building Sessions  
*Featuring NASPE Teachers of the Year &  
Oregon Presenters*

12:00  
OAHPERD Conference Adjourns

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## *Understanding the Difference*

### **Is it Physical Education or Physical Activity?**

Does your child participate in a physical education or physical activity program at your school? Hopefully, the answer is both. According to the National Association for Sport and Physical Education (NASPE), with heightened attention on childhood obesity prevention efforts, there seems to be some confusion between the terms “physical education” and “physical activity.” Often the words are used interchangeably but they differ in important ways. Understanding the difference between the two is critical to understanding why both contribute to the development of healthy, active children.

“Every child in the United States deserves both a quality physical education and physical activity program,” says NASPE President Thomas J. Templin, Ph.D. of Purdue University. “Physical education must be considered a bona fide subject within the school curriculum that promotes physical activity and well-being throughout one’s life.”

School **physical education**, taught through a well-defined curriculum by highly qualified physical education teachers, offers the best opportunity to provide physical activity to all children and to teach them the skills and knowledge needed to establish and sustain an active lifestyle. Physical education teachers assess student knowledge, motor and social skills, and provide instruction in a safe, supportive environment. NASPE recommends that schools provide 150 minutes of instructional physical education for elementary school children, and 225 minutes for middle and high school students per week for the entire school year. Based on sequence of learning, physical education should not be compared to or confused with other physical activity experiences such as recess, intramurals, or recreational endeavors.

A quality physical education program must provide learning opportunities, appropriate instruction, meaningful and challenging content for all children, and have:

#### **Opportunity to Learn:**

- Instructional periods totaling 150 minutes per week (elementary) and 225 minutes per week (middle and high school)
- Qualified physical education teachers providing a developmentally appropriate program
- Teacher/student ratio in physical education no greater than 1:25 (elementary) and (1:30 middle/high) for optimal instruction (similar to other classroom settings)
- Adequate equipment and facilities for all students to be active at the same time

#### **Appropriate Instruction:**

- Full inclusion of all students
- Maximum participation and ample practice opportunities for class activities
- Well-designed lessons that facilitate student learning
- Out of school assignments that support learning and practice of learned skills
- Appropriate discipline and class management (physical activity should never be used as punishment)
- Use of regular assessment to monitor and reinforce student learning

#### **Meaningful Content:**

- Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child
- Fitness education and assessment to help children understand, improve and/or maintain their physical well-being
- Development of cognitive concepts about motor skill and fitness
- Opportunities to improve emerging social and cooperative skills through physical activity and gain a multi-cultural perspective
- Promotion of recommended amounts of physical activity now and throughout life

**Physical activity** is bodily movement of any type and may include recreational, fitness and sport activities such as jumping rope, playing soccer, lifting weights, as well as daily activities such as walking to the store, taking the stairs or raking the leaves. Similar health benefits to those received during a physical education class are possible during physical activity bouts when the participant is active at an intensity that increases heart rate and produces heavier than normal breathing. NASPE recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day while avoiding prolonged periods of inactivity.

Opportunities to accumulate physical activity during the school day include time spent in physical education class, classroom-based movement, recess, walking or biking to school, and recreational sport and play that occurs before, during, and after school. The benefits of regular physical activity include:

- Reduces the risk for overweight, diabetes and other chronic diseases
- Assists in improved academic performance
- Helps children feel better about themselves
- Reduces the risk for depression and the effects of stress
- Helps children prepare to be productive, healthy members of society
- Improves overall quality of life

This school year NASPE Executive Director Charlene Burgeson encourages everyone to visit a physical education class, the cornerstone of an active lifestyle for all students. "You will see children participating in developmentally appropriate activities that help increase their physical competence, self-esteem, and enjoyment of physical activity no matter what their physical abilities may be. We want every child to embrace physical activity!"

Information about the National Association for Sport and Physical Education (NASPE) can be found on the Internet at [www.naspeinfo.org](http://www.naspeinfo.org). NASPE, which has been setting the standard for the profession for over 31 years, is the largest of the five national associations of the American Alliance for Health, Physical Education, Recreation & Dance (AAHPERD). A nonprofit membership organization of over 17,000 physical education and sport professionals, NASPE is the only national association dedicated to strengthening basic knowledge about sport and physical education among professionals and the general public. Putting that knowledge into action in schools and communities across the nation is critical to improved academic performance, social reform and the health of individuals. To assess whether your child is receiving a quality physical education program, visit <http://www.aahperd.org/naspe/template.cfm?template=observePE/main.html> for an observation assessment tool.

*Paula Keyes Kun / Director of Communications / National Association for Sport and Physical Education  
1900 Association Drive, Reston, VA 20191  
Phone: 703-476-3461 Fax: 703-476-8316*

## OREGON NAGWS PATHFINDER AWARD

The NAGWS Pathfinder Awards were established in 1991 to provide national recognition to women who have demonstrated continuous dedication to the advocacy, recruitment, and enhancement of girls and women in sports and sport leadership in their states.

### Criteria for Consideration

1. Must be someone who has made a significant contribution to girls and women in sport in Oregon.
2. Must be a current member of OAHPERD and AAHPERD.

### Nomination Process

1. A one-page explanation by the nominator of why nominee deserves award.
2. A vita/resume or biographical statement.

**Deadline March 31, 2006**

### Send nominations to:

(email: [panderso@eou.edu](mailto:panderso@eou.edu))  
Dr. Peggy Anderson  
129 Zabel Hall  
Eastern Oregon University  
One University Blvd.  
LaGrande, OR 97850

# Considering Bullying in Schools

by Jamie Tatum / OAHE President

While working as a full time middle school teacher, I have the privilege of working with students who are adapting physically, intellectually, emotionally and socially at an incredible rate. I have grown to love working with kids during this challenging time in their lives. There is one thing that I find particularly distressing about this age group, however, which is the tendency that a disturbingly high number of these children have of being deliberately cruel to their peers. I am not speaking of the mistakes made when youth are furthering social skills and learning how to function successfully in varying relationships. I am more directly addressing a variety of actions children take that can be classified as bullying. Bullying is a serious issue on a number of levels. It negatively effects all parties involved in the situation; the bully, victim and bystanders. School atmosphere is negatively impacted, and for many students the constant state of stress and fear that exists as a result of bullying makes school a very unpleasant place where learning is the last priority. Understanding how to effectively reduce bullying means understanding the role of bullies, victims, and bystanders as well as the three major methods by which the aggressors bully.

*Can we not teach children, even as we protect them from victimization, that for them to become victimizers constitutes the greatest peril of all, specifically the sacrifice - physical and psychological of the well-being of the other people? And that destroying the life or safety of other people, through teasing, bullying, hitting, or otherwise "putting them down", is as destructive to themselves as to their victims* — Lewis P. Lipsitt, Brown University (May 1995)

The bully, unlike the stereotypical view often perpetuated in popular culture, is not always big stupid and suffering from low self esteem (although they can be). Aggressors come in many forms, big and small, intelligent and unintelligent, popular and unpopular, and contrary to popular belief, they typically have higher than average self-esteem. Although you can not identify a bully by their appearance, you can recognize them by their actions. A bully takes conscious, willful, deliberate actions against another person to cause them pain and distress.

*"I shall remember forever and will never forget."*

*Monday: my money was taken; Tuesday: names called; Wednesday: my uniform torn*

*Thursday: my body pouring with blood; Friday: it's ended; Saturday: "freedom"*

*The final diary pages of thirteen year old Vijay Singh.*

*He was found hanging from the banister rail of his home on Sunday.* — Neil Marr and Tim Field

Victims are as diverse as their aggressors. Kids who are passive, shy, unassertive, exhibit low self esteem, are not confident, and lack social support are at an elevated risk of becoming victims. Interestingly the most common similarity among targets lies not with the victim, but with the fact that the aggressor has identified them as *different* in some way. This difference is used by the bully to justify their behavior and can be real or imagined.

*When the dignity and safety of an individual is assaulted, the dignity and fabric of the group as a whole is diminished.* — William M. Bikowske

*We cannot live only for ourselves. A thousand fibers connect us with our fellow me: and among those fibers, as sympathetic threads, our actions run as causes and the come back to us as effects.* — Herman Melville

Bystanders are the most frequently overlooked participants in a bullying incident. Although these incidents can occur without onlookers, they are almost always present in school bullying incidents. Bystanders have a substantial effect on both the bully and the victim. A bully's actions are frequently encouraged by the presence of others. If the aggressor desires to discontinue their actions it becomes much more difficult to do so with onlookers present (image to keep, and encouragement from others). With more people present the bully may feel less individual responsibility for their actions and the pain caused. The effect of bystanders on the victim are arguably more severe.

Embarrassment and humiliation are amplified, feelings of isolation increase, and both short and long-term social effects from the incident multiply. Bystanders not only impact the bully and victim and change the dynamic of the incident, but are also affected on an individual basis. Onlookers often become desensitized to these anti-social behaviors, experience a reduction in compassion and empathy, have a resulting decreased view of moral responsibility to others, and feel guilt, distress and fear.

There are three distinctly different types of bullying; physical, verbal, and relational. Physical bullying (used most often by boys) is visible and readily identifiable. Less than one third of reported bullying cases are physical (hitting, slapping, kicking, choking, etc.). The bully who employs this type of bullying is the most likely to move on to more serious criminal offenses. Sixty percent of males who physically bully will be arrested by the age of 24 for criminal offenses, as compared to 23 percent of males who did not physically bully (Olweus, D. , and Limber, S. 1999).

Verbal bullying is the most common type of bullying and is used equally by boys and girls. It is easy to get away with since it can be whispered with little risk of detections. Examples of verbal bullying most often include name calling and taunting.

Relational bullying (also known as relational aggression) is used to alienate and reject the target and is the most difficult of the three types of bullying to detect. Exclusion, shunning, isolating and ostracizing the victim is the goal; subtle gestures, aggressive stares, sneers, and hostile body language is used to accomplish that purpose. Relational aggression is used *far more frequently* by females and has been popularized in recent literature, including books such as *Odd Girl Out* by Rachels Simmons and *Queen Bees and Wannabes* by Rosalind Wiseman.

Considering the pervasiveness of the problem, the thought of making a substantial lasting change in reducing bullying in schools is daunting. There are many different ways to approach and combat the problem; leading researchers in the field suggest that the most effective way to reduce bullying on a school wide basis is to promote a positive school and social climate change. Creating a change in the

*Continued on page 14*

## **Child Care Service available at the OAHPERD State Conference!**

**Friday October 14th, 2005 / OAHPERD State Conference  
Kelly Middle School, Room # TBA  
7:30 am – 5:30 pm / Cost: \$ 25.00 per child**

The Linfield College Health, Athletic Training, Physical Education and Exercise Science (H.A.P.E.) Club is offering a **Child Care Service** at the OAHPERD State Conference to raise money to attend the National AAHPERD Conference in Salt Lake City, Utah on April 25-29, 2006. The H.A.P.E. Club students will take turns taking care of the children throughout the day so that they can also attend the conference.

Activities will include art projects, games, play time, movies and more! Please pack a lunch and snacks for your child, as well as anything else your child will need throughout the day. There will be a waiver form and a medical information sheet that needs to be completed when dropping child off for the day.

**If you have any questions please contact Stephanie D'Agostino at:  
[sdagost@linfield.edu](mailto:sdagost@linfield.edu)**

# Greiner Receives P.E. Teacher of the Year Award

by Theresa Hogue  
Corvallis Gazette-Times

Corvallis resident and longtime educator Meg Greiner has had a busy couple of years. Last fall, the Independence Elementary School physical education instructor won the Wal-Mart Teacher of the Year Award for Oregon, and \$10,000 to use for teaching.



Last spring, she was named the Northwest District Elementary School Physical Educator of the Year, and she went on to win the National Physical Education Teacher of the Year Award in the elementary school category.

The award comes from NASPE, which recognizes outstanding teaching and the ability to motivate youth to participate in a lifetime of physical activity.

Greiner, who was born and raised in Condon, graduated from Oregon State University with a master's degree in movement studies and dedicated herself to becoming the kind of physical education teacher she never had as a child.

She has been teaching at Independence Elementary School for nearly a decade, and her classes emphasize the importance of combining physical activity with academic work. Instead of traditional physical education classes that focus on competitive sports, students in Greiner's classes learn healthy living skills, problem solving and physical activities such as juggling and rock climbing.

Winning the award, she said, and just being a part of the competition, has put her side by side with many high-caliber physical education instructors.

Although there is no cash award, the acknowledgment alone is a great one — “honored by your peers and colleagues who know best what you do,” she said.

Because of the award, Greiner will be making presentations on children's physical education across the country next year, from Tennessee to Hawaii.

“We'll see what my life looks like next year,” she laughed.

## OAHPERD BOARD MEMBERS

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**Portland, OR 97212**  
**503-318-1359**

# The Waiting Game

As the deadline for this OAHPERD Journal article comes before the end of the 2005 Oregon Legislative Session, the outcome of SB 228-A Engrossed is still pending. On July 30, physical education advocates, like many other Oregon folks with passionate legislative issues, are still playing a waiting game. The fact that a bill without any significant objectors and with 36 endorsing groups including such reputable voices as the Oregon Pediatric Society, Oregon Medical Association, American Heart Association and American Diabetes Association is in a holding pattern just out of reach of a House floor vote is quite distressing.

Hopefully by the time you read this article SB 228-A Engrossed will have left the House State and Federal Affairs Committee, successfully passed over it's final hurdle in the House Budget Committee and arrived onto the House floor in time for a strong affirmation by a large majority of Oregon Representatives. Quality physical education is responsible state policy and our state government must be held accountable for the role they can play in averting a heath crisis in Oregon.

SB 228-A Engrossed would establish:

- 150 minutes of PE instruction per week for students in kindergarten through 5th grade, and 225 minutes of PE instruction per week for middle school students 100% compliance of minute requirements by 2017.
- The Oregon Department of Education to develop and administer a grant program to award grants to school districts to help meet the PE instruction requirements.
- The Oregon Department of Education to collect information from each school and report to the public how many minutes of PE is being taught in each school.

It is no secret that the high cost of unfit and obese young people in our midst is fast approaching epidemic proportions. It is no secret that adequate physical activity has been identified as a major factor in overcoming obesity. It is no secret that motivating children and young people to be physically active for a lifetime requires the attainment of skills and knowledge that quality physical education can provide. It is no secret that to ignore the need to legislate responsible state policy like SB 228-A Engrossed is to shortchange the lives of our children, our most valuable resource.

So the waiting game continues.  
Will it be for just a few more days or will it be longer?

## Aleita Hass-Holcombe

*Advocacy Chair*

*Oregon Alliance for Health, Physical Education, Recreation and Dance*

*Editor's note: Sadly, SB 228-A Engrossed died in the legislature.*

[www.oahperd.com](http://www.oahperd.com)



**Can you hear the fun?**

Whirr, whirr, whirr as jump ropes cut the air. Click, click, click as they slap the ground. Thump, thump, thump — kids' feet pounding. Your kids, in your school, laughing with excitement, doing Jump Rope For Heart. Raising money for research and programs. Helping save lives in your community by stopping heart disease and stroke.

Support life, health and physical activity with Jump Rope For Heart!

**Did you know?**

- Congenital cardiovascular defects are the most common cause of infant death from birth defects.
- Obesity and physical inactivity are major risk factors for cardiovascular disease.

Jump Rope For Heart benefits the American Heart Association and is co-sponsored by the American Alliance for Health, Physical Education, Recreation and Dance.

To learn more, call 1-800-AHA-USA1 or visit [americanheart.org/jump](http://americanheart.org/jump).

American Alliance for Health, Physical Education, Recreation and Dance | American Heart Association

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## Have you checked the OAHPERD website lately?

Visit our site at [www.oahperd.com](http://www.oahperd.com) to get the latest information on our organization.

Online registration and session forms are posted now for the conference in October.

# Saving Lives Has Never Been So Easy!

Most think of Jump Rope For Heart and Hoops For Heart as an “event”, whereas it is actually a fun and flexible program designed to support what we are all trying to teach—the seriousness of cardiovascular diseases and how physical activity can play an important part in heart health. You are probably already integrating health lessons into your physical education programs. Jump Rope For Heart or Hoops For Heart are an easy reinforcement to what you are already trying to accomplish, packaged for you in such a way that it further supports your state benchmarks and standards.

The Jump Rope For Heart and Hoops For Heart programs have three parts: 1) increasing a life-long love of physical activity, 2) educating students, their friends and family, and the community about healthy lifestyles and 3) offering the opportunity for community service and advocacy by collecting donations for the American Heart Association. They can be conducted at your school in a variety of ways, with flexibility to fit into any curriculum plan.

Your local AHA Field Representative will meet with you to plan a program specifically designed for you and your school. Together you can devise a program that will fit your needs and make an educational impact on your students, while helping to further the mission of the American Heart Association.

You may already know that the mission of the AHA is to reduce death and disability from cardiovascular disease and stroke. By conducting a JRFH/HFH program at your school, you are helping to invest in life-saving research, distribute education materials and information and support our advocacy efforts on the national, state and local level including working for improved P.E. and Health education standards in schools. With youth obesity at such epidemic proportions, enhancing your curriculum with these programs makes even more sense.

The programs are easy to conduct, with very little planning time, assisted by the AHA Field Representatives. The guides and support

materials are thorough and easy to understand and implement. We have been streamlining and perfecting these programs for over 20 years – they take much less time to conduct now than they did even a few years ago. It is a good way to reach out to PTA/PTOs and other parents to get them involved with your school’s programs and it can be scheduled whenever it is most convenient for you.

The program format can be as simple or complex as you want to design it. Some coordinators are hesitant to handle (or prohibited from doing so) the donations for the American Heart Association. Don't let this be a road-block to your program. The post-event paperwork has been refined and the instructions are simple. Your AHA Representative can assist you in securing additional, outside, volunteer support, possibly from your PTA/PTO, local bank volunteers, etc.

We want to help you bring this opportunity to your school. There is no risk or cost to your school; we provide all of the necessary materials and planning support. Please consider adding a Jump Rope For Heart or Hoops For Heart program to your curriculum.

Call your AHA today and we will be happy to make an appointment with you to explain how fun, easy and rewarding these programs can be. It is a small investment of time when you consider all of the benefits to your students and your school. You can help to make a difference in the lives of your students as well as countless others who have, or are at risk, for cardiovascular disease and stroke.

Simple timeline for a successful program:

**Six to Ten Weeks Before**—Schedule a planning session with your AHA Representative to review materials and determine the program format.

**Three to Four Weeks Before**—Announce the program, distribute the materials, possibly hold a kick-off assembly (your AHA Rep can help) and challenge the students to learn and participate with fun incentives.

*Continued on page 14*

**Two to Three Weeks Before**—Begin teaching students the importance of heart disease risk reduction by using some of the simple lesson plans from the education kit and remind them of the need for donations to continue funding research and education opportunities.


**One Week Before**—Continue teaching jump rope/basketball skills and offer incentives to those who turn in their donations on time (have donations turned in on or before the final day).

**Hold a special Jump Rope for Heart/Hoops for Heart Day!**—In your regular PE class, as a during school assembly or whatever you have planned with your AHA Representative.

For additional information and to reach your AHA Field Representative, please call Lindsie Shelman at 503-595-2279 or email at: [lindsie.shelman@heart.org](mailto:lindsie.shelman@heart.org).

Thanks for your help in saving lives!


school and social climate is a multi-faceted process. Important initial steps include a clear emphasis on the topic in the student conduct code, graduated consequences for bullying behavior in the discipline policy. Staff training that covers topics such as proper supervision of bullying hot spots (playground, hallways, etc.) and effective intervention techniques to appropriately handle bullying incidents. A bullying education curriculum should be implemented, to help students identify major themes in bullying, promote respect for diversity, train assertiveness, and encourage empathy and compassion. The goal to reduce bullying will most effectively be accomplished through creating awareness of the problem among all involved parties, consistent and firm universal consequences by staff, creating a positive school environment and atmosphere, continuing evaluation and assessment of anti-bullying programs, and most importantly creating a social climate that is intolerant of bullying behavior. As William Porter puts it, "Changing the silent majority, into the caring majority."



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