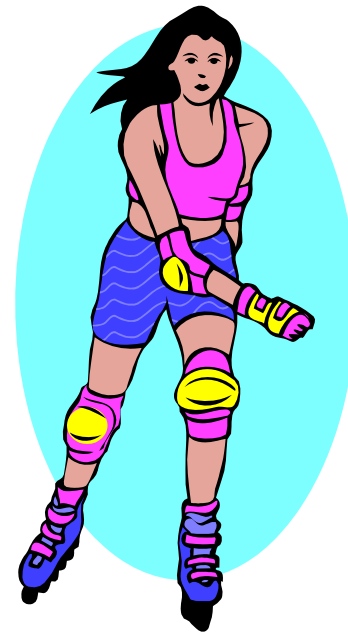


# O A H P E R D

Oregon Alliance for Health, Physical Education, Recreation and Dance

Annual State Conference

## Maximize Your Mind



## Move To Improve

**October 8, 2010**  
**West Salem High School**  
**Salem, OR**



# **OAHPERD Journal**

## Table of Contents

- |   |  |
|---|--|
| <b>4</b> <i>Restructuring of OAHPERD Preliminary Conference Agenda</i>                              | <b>5</b> <i>Keynote: John Medina “Brain Rules”</i>                         |
| <b>6</b> <i>Messages from: President &amp; Past President</i>                                       | <b>7</b> <i>OAAHE Board Report</i>   |
| <b>8</b> <i>OAPE Board Report</i>   | <b>9</b> <i>Jump Rope and Hoops for Heart</i>                              |
| <b>10</b> <i>Advocacy &amp; OAHPERD</i>   | <b>11</b> <i>Let’s Move in School</i>                                      |
| <b>12-13</b> <i>2010 Leadership Development Conference</i>  | <b>14-15</b> <i>PE Teachers: The Original Uses of Formative Assessment</i> |
| <b>16</b> <i>2011 AAHPERD Convention, NWD-SWD Co-Hosting</i>  | <b>17</b> <i>2011 National Conference Volunteer Information Sheet</i>      |
| <b>18-19</b> <i>Observations of Canadian Citizens Health Care Views and U.S. Health Care Trends</i> | <b>20-21</b> <i>2010 OAHPERD Fall Conference Sessions and Presenters</i>   |
| <b>22</b> <i>2010 OAHPERD State Conference Registration Form</i>                                    | <b>23</b> <i>NAGWS Pathfinder Award Nominations</i>                        |
| <b>24</b> <i>Upcoming Events and Hotel Information</i>  | <b>25-26</b> <i>Jump Rope for Heart and Hoops for Heart Benefits</i>       |

## **Restructuring of OAHPERD**

***Jo Rauch, OAHPERD President***

OAHPERD is restructuring to make the organization a more sufficient, less cumbersome organization. Members will be voting on the reformation of the organization at the annual OAHPERD membership meeting at the 2010 Conference. The restructure will not increase the cost to the membership, it will actually save money. We currently have three Boards of Directors, each having to four meetings annually; the restructuring will have one Board of Directors having three to four meetings annually. Currently there are 48 board positions with the three boards; the restructured OAHPERD will have 18 board positions. The following votes will occur at the OAHPERD Fall Conference 2010:

1. To dissolve OAHE (Oregon Association for Health Education) and
2. To dissolve OAPE (Oregon Association for Physical Education).
3. To accept the revisions to Constitution and By-Laws to match the proposed restructure changes pending the approval of the vote to dissolve the OAHE and OAPE. The Constitution and By-Laws are posted on the OAHPERD web site in DRAFT form for members to read. <http://www.oahperd.com/>
4. To vote for the new board members. The two current Boards for OAHE and OAPE are being used to nominate the new Board of Directors for OAHPERD.

### **Conference Preliminary Agenda:** **Friday October 8, 2010**

#### **Registration**

7:30-9:00

#### **Exhibitors**

7:30-4:30

#### **Poster sessions**

7:30-12:00

#### **Awards (breakfast snacks)**

8:00-8:20

#### **Sessions (round 1)**

8:30-9:20

#### **Sessions (round 2)**

9:30-10:20

#### **Sessions (round 3)**

10:30-11:20

#### **Association Meetings**

11:20-12:30

#### **Lunch**

12:30-1:00

#### **Sessions (round 4)**

1:10-1:50

#### **KEYNOTE: JOHN MEDINA**

2:00-3:30

#### **Book Signing & Exhibitors**

3:30-4:00

#### **Social/ Exhibitors/ Raffle**

4:00-4:30

## **Have we got a conference for you!!!!**

This year we have an all star lineup of speakers and presenters for you. OAPE and OAHE boards have worked hard to get top notch presenters in a variety of fields. We have four National Teachers of the Year which include Lisa Summers (High School), Lynn Barry (Middle School), Joanna Faerber (Baton Rouge, LA.) and Meg Greiner (Elementary School). AHE is bringing in Dr. Linn Goldberg who will talk about "The Healthy Program" an obesity and type 2 diabetes prevention program for Middle School.

OAHPERD Keynote speaker is Dr. John Medina, author of the book "Brain Rules". Encourage your administrator and other classroom teachers to attend. We have a special offer for administrators and classroom teachers to attend just the keynote for \$20. People who register early can purchase his book at the reduced rate of \$13. It will be on sale at the conference for \$15. At the end of his keynote, Dr. Medina will do a book signing. We were fortunate to schedule Dr. Medina. He is only able to accept 3 of the 10 offers he gets for his information. At the end of the conference is a raffle of prizes and some healthy snacks for the drive home.

This summer Meg Greiner and Marigay Schopp attended an all day workshop in Seattle on Brain Rules. Marigay says, "It was one of the best workshops I've have attended. Dr Medina has a wealth of information as he applies the research he does to schools and business environments".

## **JOHN MEDINA**

Author of the bestseller

# br in rules



### 12 Principles for Surviving and Thriving at Work, Home, and School

About the Author:

DR. JOHN J. MEDINA, author of "[Brain Rules](#)," is a developmental molecular biologist focused on the genes involved in human brain development and the genetics of psychiatric disorders. He has spent most of his professional life as a private research consultant, working primarily in the biotechnology and pharmaceutical industries on research related to mental health.

Medina has a lifelong fascination with how the mind reacts to and organizes information. As the father of two boys, he has an interest in how the brain sciences might influence the way we teach our children. In addition to his research, consulting, and teaching, Medina speaks often to public officials, business and medical professionals, school boards, and nonprofit leaders. He lives in Seattle with his wife and two sons.

Read his complete bio at: <http://www.brainrules.net/about-the-author>

You Tube video of Exercise: <http://www.youtube.com/watch?v=RNPs819elhE>

Link to the exercise tutorial: <http://brainrules.net/exercise>

Exercise references: [http://www.brainrules.net/pdf/references\\_exercise.pdf](http://www.brainrules.net/pdf/references_exercise.pdf)

## **Message from the President of OAHPERD**

***Jo Rauch***

Wow! OAHPERD board has been busy this year. With the discussion to dissolve OAHE and OAPE last fall, there has been a lot of work done by both boards to help make this happen. You, as a member of OAHPERD, will be asked to vote to dissolve the two Associations. You will be asked to vote on the revised OAHPERD constitution and by-laws supporting this change. Lastly, you will be asked to vote on the new OAHPERD Board elect positions. The people serving on the OAHE and OAPE boards have stepped up to serve on the OAHPERD board making for a smooth transition for our Organization.

It is an honor and pleasure this past year to serve as your President.

We have been working all year to provide you, the members, the best conference we can. **John Medina** is an outstanding author and speaker on brain research. I encourage you to attend the annual OAHPERD Conference. The networking with friends, colleagues, and new connections; growing professionally; experiencing new things and ideas —

Make a commitment to attend the annual OAHPERD Conference, Oct 8<sup>th</sup> at West Salem High School.

## **Message from the Past President of OAHPERD**

***Sherry Watkins***

Way back in 2005, the nation and our state were attempting to address the overweight, inactivity, and obesity problem in American youth. Fast forward to 2010, we are still battling the obesity problem, but are battling a few new problems: financial security, the balancing of the National and State budgets, and dealing with more special population people in our community.

OAHPERD, under the leadership of Executive Director Malinda Schlatter, President Jo Rauch and President Elect Marigay Schopp, is bringing a wonderful Fall Conference to us that you don't want to miss! The Keynote speaker is Dr. John Medina, who will be presenting on "Brain Rules". Dr. Medina is a developmental molecular biologist who has focused on the genes involved in human brain development and the genetics of psychiatric disorders. Check out OAHPERD's website to learn more! [www.oahperd.com](http://www.oahperd.com)

Hope to see you at the Fall Conference at West Salem High School on October 8<sup>th</sup>, 2010!

## **OAHE Board Report**

### ***Brad Victor***

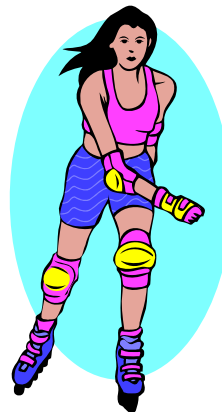
President, OAHE  
Sexuality Education Program Specialist  
Oregon Department of Education

It is an exciting time for Oregon health educators. Our Oregon Legislature has, during the last 3 sessions, confirmed their commitment to the health and well-being of all Oregon students (nutrition standards, anti-bullying, farm-to-school, self-carry medication, required Physical Education minutes, coaches steroid education, required comprehensive sexuality education, OHES, and alcohol education). Nationally, we are facing a revision of the “No Child Left Behind” act that will reflect the importance, and undeniable connection between a child’s health and his/her potential for academic success. Also, it looks likely that the current status of OAHPERD will change with the elimination of OAHE and OAPE, combining the separate organizations into one association representing all of Oregon’s physical education, health, recreation and dance teachers. All members will be voting on this change at the October 2010 conference.

What does all this mean to the “field”? Well, first it means, through a stronger partnership of all Oregon professionals dedicated the health and well-being of all students, the young people of Oregon can grow stronger, healthier, and become better prepared to face the challenges of adulthood. Second, OAHPERD can have a united voice at the legislative level to ensure a continued emphasis on Oregon’s student health and wellbeing. And third, as an organization OAHPERD can continue to grow and serve a diverse population of educators who have been assigned the task of health, physical education, recreation and dance education in our schools.

To this end, the OAHE Board of Directors has posted articles at [www.oahperd.org](http://www.oahperd.org) regarding the health education field. Contributors are: Tanya Frisendahl, Health and PE Specialist, Oregon Department of Education “*Oregon Department of Education Perspective on Health Education*”; Erica Jantzi, Junior at North Salem High School, “*All Students Need Comprehensive Wellness Education: Not Just ‘High Risk’ Kids*”; and a note from Kari Stuhmer about the *Healthy Kids Learn Better Cadre*.

Enjoy the OAHPERD website, tell others about it, submit articles and most importantly, encourage your colleagues to join OAHPERD.



## **OAPE BOARD REPORT**

***Paula Jack-Fix***

President, OAPE

The work of the OAPE Board has centered on the 2010 OAHPERD conference to be held Friday, October 8 at West Salem High School. The board met in November, February, May and August to plan, recruit and develop a balanced comprehensive conference to meet the needs and interests of our members.

Our keynote speaker is John Medina, author of “Brain Rules”, a research-based book that explains why movement and activity are an essential element in brain development, academic growth and fitness for a healthy lifestyle. We invited all the COSA (school administrators) members across the state to attend Dr. Medina’s keynote address at 2:30 pm on October 8 for only \$20.00. So, check with your administrator to see if he/she is attending. Also, please invite any and all interested teachers and parents as they may also attend the keynote for \$20.00. A flyer is available on the OAHPERD website. We will also be selling his book, “Brain Rules” for \$15.00 at the conference (\$13 with pre-registration).

As usual, we recruited members to nominate and apply for Teacher of the Year (TOY). They are awarded in the following categories: elementary; middle school; high school and higher education. Our teacher of the year awardees are submitted to Northwest Region and then, if selected at NW Region, their documents and video are submitted to nationals. We would like to increase the number of nominees in each category and the number of nominees that complete the process. So start thinking...you can nominate someone at the conference.

Our financial situation is balanced, but we need to generate new revenues of income due to decreasing monies raised by Jump Rope for Heart and Hoops for Heart. Hopefully, the sales from the book, Brain Rules will help us maintain a balanced budget for next year. As always, we are open to new ideas.

Be a board member! We are always looking for new board members. Please consider serving as a part of your professional responsibility. The board is an excellent way to network, meet PE teachers from across the state and be at the forefront for new and exciting ideas. Put it as part of your professional growth plan. We need you. Please feel free to contact me at [paula\\_jack-fix@beavton.k12.or.us](mailto:paula_jack-fix@beavton.k12.or.us).

**Invite your administrator to the “Brain Rules” Speaker!!!!**

# Move To Improve



# IT TAKES HEART TO BE A HERO!

**DONNIE, Age 6**

*"I was born with a hole in my heart. I Jump Rope For Heart to support the research of the American Heart Association."*

Jump Rope For Heart and Hoops For Heart are national events sponsored by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance. Students in these programs have fun jumping rope and playing basketball — all while becoming empowered to improve their health and help other kids with heart health issues.

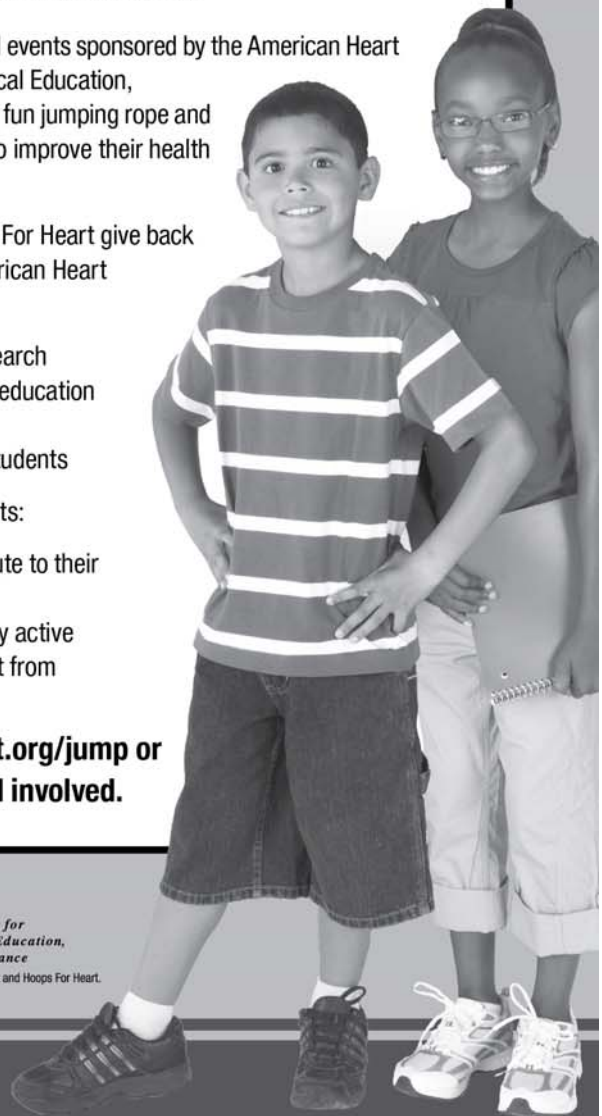
Funds raised through Jump Rope For Heart and Hoops For Heart give back to children, communities and schools through the American Heart Association's work:

- Ongoing discovery of new treatments through research
- Advocating at federal and state levels for physical education and nutrition wellness in schools
- CPR training courses for middle and high school students

Jump Rope For Heart and Hoops For Heart help students:

- Learn the value of community service and contribute to their community's welfare
- Develop heart-healthy habits while being physically active
- Earn gift certificates for free school P.E. equipment from U.S. Games

**Call 1-800-AHA-USA1 or visit [americanheart.org/jump](http://americanheart.org/jump) or [americanheart.org/hoops](http://americanheart.org/hoops) to get your school involved.**



American Alliance for Health, Physical Education, Recreation and Dance

AAHPERD is a proud program partner of Jump Rope For Heart and Hoops For Heart.

## **ADVOCACY and OAHPERD**

*Jo Rauch, OAHPERD President*

OAHPERD is in need of an **Advocacy Chair** to help lead our members in advocating for students, our profession, and the health of Oregonians. The Advocacy Chair is now open on the Board of Directors. There are professional people, organizations, and parents waiting to help us with State Legislation, we just need someone to step forward to take the lead. Please contact an OAHPERD board member if interested. You can go to the web site <http://www.oahperd.com/> to get the contact information.

### ***What AAHPERD is doing for you!***

AAHPERD Legislative Action Center provides you with the information and resources you need to address the health, physical activity, dance, and sport issues being debated on Capitol Hill. In addition, this site, <http://www.aahperd.org/whatwedo/advocacy/> serves as an elections, media, and training resource.

### **National Legislative Priorities**

To further its mission of supporting healthy, creative, and active lifestyles for all Americans, AAHPERD and its associations are working to educate the U.S. Congress and Executive Branch on the following legislative priorities:

- **Support the PHYSICAL Act—PE & HE as Core Subjects.** Senator Tom Udall has introduced legislation to make physical education and health education core academic subjects within ESEA. Senate Bill 3683 would also reauthorize PEP as a stand-alone program, create a new health education grant similar to PEP and make some changes in the Department of Education to emphasize PE and health education. Please contact your Senators and ask them to co-sponsor this important bill. Use NASPE's new "PE is an Academic Subject" paper in your advocacy!
- **Support the Child Nutrition Reauthorization Bill.** The American Association for Health Education joined 127 other national organizations urging Congress to pass a strong child nutrition bill. This legislation would strengthen programs like school meals, WIC, and summer and afterschool feeding programs. With 1 in 4 children struggling with hunger and 1 in 3 obese or overweight, the Child Nutrition Reauthorization could not come at a more critical time.
- **Support Physical Education and Health Education in ESEA.** Congress has begun the process of reauthorizing the Elementary and Secondary Education Act (ESEA) and your input is critical. Please let your legislators know how important it is to include physical education and health education in the new ESEA.
- **Health Education Advocacy Alert.** Support Health Education in our nation's schools and communities by advocating for more federal support. Now is the time to lend your voice to advocate for health education.
- **Support the Fit Kids Act.** Although the House of Representatives passed a modified version of the FIT Kids Act in April of 2010, NASPE still supports the original version of the bill. Write your legislators and urge them to include the original bills in the ESEA Reauthorization legislation.

- **Support PEP Grant Funding.** In an effort to streamline the Department of Education (USDE)'s programs and increase effectiveness, the President's FY 2011 budget contains major changes to the PEP grant program. The Administration proposes to consolidate PEP into a new authority along with 5 other existing programs.
- **National Physical Activity Plan Updates.** Senate Bill 1810 and House Resolution 3851 would require regular updates to the National Physical Activity Guidelines. Just as the Dietary Guidelines are updated every five years, these bills would require the same for the Activity Guidelines, according to current scientific evidence. Ask your legislators to cosponsor these bills!



"The physical and emotional health of an entire generation and the economic health and security of our nation is at stake." First Lady Michelle Obama at the Let's Move! launch on February 9, 2010

NASPE supports "[Let's Move!](#)" the First Lady Michelle Obama's campaign to solve the epidemic of childhood obesity within a generation.

NASPE supports [www.letsmove.gov/](http://www.letsmove.gov/). Schools make a difference. The purpose of Let's Move in School is to ensure every school provides a comprehensive school Physical Activity program with quality Physical Education as the foundation so youth will develop the knowledge, skills and confidence to be physically active for a life time.

Let's Move in School is urging parents, school administrators and policy makers to get involved to bring quality physical Education and Physical Activity to schools through a comprehensive school Physical activity program.

For more information you can go to: [www.aahperd.org](http://www.aahperd.org) or [www.letsmove.gov/](http://www.letsmove.gov/).

Join OAHPERD on our Facebook page by going to [www.oahperd.com](http://www.oahperd.com) and clicking Facebook.

## Leadership Development Conference

### *Marigay Schopp, OAHPERD President-Elect*

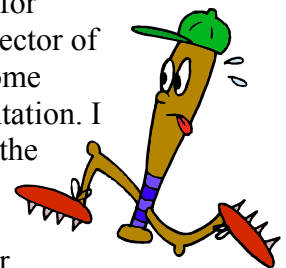
In June, I traveled to Washington DC to attend the AAHPERD Leadership Development Conference (LDC). The conference hosts president-elects and executive directors for states and districts across the US. Prior to the conference, I set up appointments with two Oregon Senators, Jeff Merkley and Ron Wyden, and my House of Representatives member Peter DeFazio. My flight got delayed so I hit the ground running. I practiced what I planned to say and got to meet Jeff Merkley. He has a regular Thursday Morning Coffee and it is a relaxed atmosphere and I talked with him about the importance of Physical Education in the lives of children and how it needed to be in Tier One of the Elementary and Secondary Education Act which is coming up for renewal. I also got to talk with Jeff Merkley's main advisor for Education and Health.

On to Senator Wyden's office however, since most of the senators and representatives were on the floor due to the BP oil spill, I visited with his staff about Physical Education and Health. I emphasized how we need to continue funding the Carol White PEP grant. In the senate office building, there is an underground tunnel that connects the two different buildings for the senators and now it was time to go to the house side. Malinda Schlatter and I had some time, so we dropped by her congressman's office, Greg Walden, and left a folder for the congressman on the physical education and health agendas.



In the afternoon I met with Peter DeFazio's staff. They were very receptive to the physical education and health programs. At the end of the day, all of the Leadership Conference people who had been to the "hill" debriefed, which was quite interesting. I got very good responses overall from my visits to the hill, with the caveat that money is tight and everyone wants their causes promoted. Many in the room got much cooler receptions, but a few were able to do some work with their states to promote better understanding of the problems we face as physical educators.

That night we had a wonderful dinner with everyone in their favorite team jersey and being a St. Louis Cardinal fan-I had on my Cardinal's classic Jersey. We exchanged state pins before dinner and then listened to the new CEO for AAHPERD, Paul Roetert, former USTA (US Tennis Association) administrator. He took over as CEO in July and is a great addition for AAHPERD. Our second address was from Shellie Pfohl, the new Executive Director of the President's Council on Physical Fitness and Sport. She is looking to make some changes in the council and announced the new council the week after her presentation. I found her to be a very dynamic yet practical person who wants to help promote the First Lady's "Let's Move in School Program".



The next day we went to sessions learning how to do our best job in our states or districts. The sessions were varied. They ranged from strategic planning to use social media to promote marketing ideas. Friday night was a night on the town on your own. We decided along with many others to go to the Nationals Baseball game with the Chicago White Sox. It was a

great game and the weather was wonderful. We got a special treat as the President and the first family came to the game and sat above us in the mezzanine level. I tried to catch a glimpse but only saw others standing, but I did see the snipers on the roof of the stadium.

I spent the last day learning from our AAHPERD leaders. We learned how to be the best leaders we could be, look for grants and work with others on joint projects. We finished out the conference with a "Deal or No Deal" game which was very fun and I won \$50!

The LDC was a great opportunity to learn about advocacy, which I think is an area we really have to polish with ideas and people to put forth our cause. We need to make lists of those parents, staff and administrators that value your programs. You work so hard each year to help our students learn how to best take care of their bodies and live a healthy lifestyle, make sure people understand the value, not just the fun. With budgets being tight we all need to pull together to help one another and make sure our students are getting a complete education.



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

## *PE TEACHERS: THE ORIGINAL USERS OF FORMATIVE ASSESSMENT*

*Paula Jack-Fix*

As you are well aware, “assessment” is one of the new buzz words in the field of education. Fortunately for us, as PE teachers and coaches, we have always used formative assessment to help students improve their performance, whether to modify or learn a new skill, game play, strategy, fitness level, problem solving, cooperation, self management, leadership or social responsibility. Formative assessment, which is the frequent specific and targeted feedback that we give students throughout a class, is the backbone of good teaching in Physical Education.

Learning occurs primarily during formative assessment so consequently, it is more important to the learner in his/her development of new or modified skills than summative assessment which is an end-product final assessment. Physical Education has long embraced the formative assessment approach to teaching and learning. Our professional books are written to reinforce this concept as a key to excellent instruction. Something as simple as a “skill cue”, (side to target, step to target), focuses the learner and is the basis for formative assessment. As a K-12+ curricular area the manner, type and specificity of feedback will vary depending on the age and developmental stage of the learners.

At my middle school, Highland Park in Beaverton, we start the formative assessment process by posting the learning targets for the day, generally, one from each of the three strands (Efficient and Expressive Movement, Fitness for Life and Self Management/Social Responsibility.) The idea is to focus the learners on what they will be learning and practicing, that day or the next several days, in class so they are able to explain to anyone what they are learning that walks into the gym. As the teacher, it focuses the feedback I give to the students. I have not changed my teaching style or lesson designs except to formalize what I was already doing by adding the specific learning targets and checklist style scoring guides/rubrics for my students.

Formative assessment comes in many forms and can be delivered in a variety of ways and rarely needs to be “graded.” Verbal cues/corrections, self assessment, peer assessment, cooperative group work, stations, pedometers, heart rate monitors, checklists, rubrics/scoring guides, exit comments, goal-setting, game play, modified game play and quizzes are just a few types of formative assessments. As an example, I use a badminton checklist-style scoring guide (attached at the end of the article) to focus the learners on the skills and strategies needed to be a proficient badminton player. Students fill out the form at the end of each class period (takes about 30 seconds) over the course of three class periods. The next class period, while they are playing or doing drill work, I hand out the scoring guides and give feedback to each student about their badminton play, skills, strategy and use of the rules.

So, keep up the great work. Invite your colleagues, administrators, school board members, superintendent and parents into your “moving” classroom to witness excellent examples of formative assessment in action.

## BADMINTON SCORING CHECKLIST RUBRIC

**NAME**

**PERIOD**

**A or B day**

	Highly Proficient	Proficient	Nearly Proficient	Working towards proficiency	Novice
Game Play/strategy	I can move my opponent left, right, forward, backward	I can move my opponent forward and back	I can move my opponent deep on the court.	I can hit mid court shots,	I can hit overhand.
Stroke Speed	I can change the speed and the hardness of my strokes.	I can change the speed of my strokes.	I can change the hardness of my strokes.	I can hit medium speed strokes.	I can hit over the net.
Stroke Quadrant	I can hit all quadrants: forehand, backhand, overhand and underhand.	I can hit overhand and underhand forehand strokes and overhand backhand strokes.	I can hit overhand forehand and backhand strokes.	I can hit forehand overhand strokes.	I can hit forehand strokes.
Stroke Skill	I can hit a clear, a drop shot, an overhand smash and both underhand and flick serves.	I can hit a clear, a drop shot and both underhand and flick serves.	I can hit a clear and a drop shot and one of the two types of serves: either underhand or a flick serve	I can hit a clear and one type of serve: either underhand or flick serve.	I can hit a clear.

For each of the skills circle the box that best describes your play and skill development for the day.

# NWD AND SWD OF AAHPERD CO-HOSTING 2011 CONVENTION



## Helpers Needed

Southwest District and Northwest District of AAHPERD will be co-hosting the AAHPERD National Convention in San Diego, March 29 – April 2, 2011.

**OREGON** has the Expo hall demonstration area to manage / supervise. We are in need of volunteers to help for Wednesday, Thursday, and Friday (March 30 - 31, and April 1). You will need to work a 4 hour blocks of time on one of the days. You could volunteer for more. All volunteers will receive a T-shirt. There are a few free Convention registrations available – they are based on need - to be decided by AAHPERD at a later date.

Professionals and students are both needed.

Students will be helping in the demonstration areas.

The following page is the volunteer application. There will also be volunteer applications for the AAHPERD Convention at the OAHPERD Conference. Look for the AAHPERD table.

The National Convention is a great opportunity to network, absorb new ideas, and gain massive knowledge from fellow Physical and Health Educator Professionals.



## Volunteer Information Sheet

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

Home Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Home Phone #: \_\_\_\_\_ Cell Phone # \_\_\_\_\_

Work Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Work Phone #: \_\_\_\_\_

Fax #: \_\_\_\_\_

Email: \_\_\_\_\_

AAHPERD Membership Number: \_\_\_\_\_

Shirt Size \_\_\_\_\_

Please list immediate supervisor/principal's name, address, phone numbers, email address and superintendent, (If applicable) below or on the back.

Please return to: Bob Melson 21415 Stirrup Street, Leavenworth, WA 98826

**Reflections on Four Years of Canadian Road Trips: Observations of Canadian Citizens  
Health Care Views and U.S. Health Care Trends**  
**Leslie K. Hickcox, Ed.D., Portland Community College**

As I reflect on ten Canadians I have spoken with regarding their health care system over the past four years, only two of the people (a couple), felt negatively about their national health care experience. One individual felt it was adequate, but was negative about the tax increases over time. In other words, eight out of the ten citizens were either positive or felt the services offered by the Canadian health care system were adequate. The citizens I spoke to, were as follows:

gender- seven men, three women,  
age – middle age (40-55) –six; older age (56-65) –two; elderly (66-80)-two;  
professions – health care assistant, accountant, realtor, general contractor, retired airline pilot, retired freight ship pilot and truck driver.

The man and woman who felt negative were of East Indian descent and were negatively impacted when an extended family member, a child, was placed on a waiting list for surgery. The child did not receive medical attention in time and died. One of the questions Americans raise about the Canadian government health care is the wait time for surgeries. I asked three people about their experiences with wait time. The elderly couple said they had no lengthy wait time experiences. I inquired to the type of waiting time involved in a hip surgery. They explained it could be a wait of two or three months, however they did not see this as excessive. In Canada, surgeries are listed in a priority system based on urgency. I explained people may also experience similar waits in the U.S. As a U.S. health care consumer I experienced a wait of two and one half months prior to a cancer surgery in the 1990s.

The topic of pregnancy care also came up. The elderly Canadian couple explained all pregnancies are taken care of by the national health insurance program. In other words, a birth is free in a Canadian hospital. If you spend any money, it is to have a private room following the birth. In my most recent Canadian trip, I spoke with a fitness professional from Washington. She explained her daughter, who had moved to Canada, experienced several miscarriages. She understood all of her daughter's procedures were covered by the Canadian health care program, however, she added since her daughter is in a higher income bracket and some of the procedures may have been covered by additional health insurance.

I stopped at two private Canadian health care clinics on my travels. One clinic was in a rural setting and one was in a mid-size Canadian city. The rural clinic served people related to cardiology specialty services. They explained people need to have additional health insurance (non-governmental) to cover their services. They also required a \$40.00 appointment fee. The other clinic offered chiropractic and registered massage services (as it was termed). The medical assistant explained their services were paid through patient's additional insurance plans. In recent years, the government health care program allowed for up to 10 chiropractic or massage visits annually. But now, these additional services are supported by the government health care program, in part. It appears medical specialist services are allowed for in Canada, but those with additional health insurance (the higher income groups) will be able to access them to a greater degree. This is actually similar to our American health care industry. Those with better health insurance plans may receive more extensive health care services.

About 46 million U.S.ians (my term for Americans) are non-insured, about 30 million U.S.ians are underinsured which totals about 76 million people, almost one third of the U.S. population is under or non-insured. The most emotionally difficult summary to consider is more middle, lower and non-income people in the U.S. will die earlier. According to a discussion on National Public Radio (2009), 20,000 people per year in the U.S. die of causes related to non-access to health care. In a ranking of developed countries by the Centers for Disease Control and Prevention (CDC) the U.S. ranks 29<sup>th</sup> in infant mortality, lagging behind Cuba (Weil, 2009).

It should also be acknowledged widespread positive wellness initiatives have taken place for all economic groups since the 1970s. The wellness and health promotion initiatives are a part of the U.S. health care system. As I visit and live in U.S. cities and rural towns I frequent fitness facilities. I recently met an owner of a private fitness business serving the young, as well as the elderly in rural Morton, Washington. The fitness opportunities from public to private have truly developed across the U.S. I also have seen this pattern in British Columbia, as evidenced by so many Canadians out exercising in the morning or late afternoon in vacation cities and towns. I learned in British Columbia, people receive some government allowance if they pay for fitness club services. This could be another example of what states could offer within their health care programs.

My overall conclusion of the health care systems is as follows: Canadians will live a higher quality of life and perhaps have longer life expectancies. The Canadians may particularly have a higher life expectancy than the middle and lower U.S. income groups. Keep in mind the Canadian population is 35 million to date (about 10% of U.S. population). It is clearly recorded U.S. lower income groups have shorter life expectancies than the middle and upper income groups, in part related to lack of access to health care. The upper & upper middle classes in most developed countries live longer lives. Again this is in part related to access to health care.

In conclusion, I don't know how we can improve the life expectancy or health of the lower income classes unless our country's government creates medical care as a right for all. I believe in a large society as the U.S. has, it can be done. In part, it already has taken place: the creation of Medicaid and Medicare in the 1960s began the process of medical care for the low, no income and disabled.

It is my hope our diverse and large country consider some of the good medical care and wellness programs that our sister nation, Canada has developed. In the end, we may learn and experience a great deal about a better quality of health and life for all our U.S. citizens.

#### References:

National Public Radio, 2009, [www. NPR.org](http://www.NPR.org)

Weil. Andrew. Why Our Health Matters: A Vision of Medicine That Can Transform Our Future. Hudson Street Press, New York, New York, 2009.

## **2010 OAHPERD Fall Conference Sessions**

*Keynote: John Medina (“Brain Rules”)*

<u><b>SESSION</b></u>	<u><b>PRESENTER</b></u>
<i>Let's Move it, Move it, Move It-Meaningful Movement and School Success</i>	<i>Brian Hagbo, Consultant/Physical Education Teacher, GeoMotion Group</i>
<i>"Zumba: Latin Dance-Based Aerobic Exercise"</i>	<i>Marita Cardinal, Ed.D., Professor, Western Oregon University</i>
<i>"Line Dance 101: So You Think You Can Dance? Go Beyond the Basics with Dance Sport Education &amp; Assessment"</i>	<i>Raquel Cope, Physical Education &amp; Health Instructor, Philomath High School</i>
<i>"Let's Swing"</i>	<i>Lisa Summers, National Teacher of the Year, Black Hills High School, Olympia, WA</i>
<i>Mat Activities and Cooperative Games for Middle School</i>	<i>Beth Fountain, PE Teacher, Candalaria Elementary School &amp; Stuart Charleston, PE Teacher, Stephens Middle School</i>
<i>Basic Flag Team / Color Guard</i>	<i>Kathy Edmiston</i>
<i>"You Couldn't See That? Common Visual Skills Needed for Sport &amp; Physical Activity"</i>	<i>Fraser Horn, OD, Pacific University</i>
<i>Parental Influences on Child Physical Activity</i>	<i>Paul Loprinzi, PH.D. Candidate, Oregon State University</i>
<i>"The HEALTHY Program: Reducing Obesity and Risk Factors for Type 2 Diabetes in Middle School"</i>	<i>Linn Goldberg, MD, Professor of Medicine, OHSU</i>
<i>"It is a Marathon, Not a Sprint"</i>	<i>Vonda L. Winkle</i>
<i>"Standards-Based Grading in PE"</i>	<i>Lisa Summers</i>
<i>"Jump &amp; Hoops: How to Meet State Standards While Helping Others"</i>	<i>John Ling, American Heart Association</i>
<i>"The Wonders of Skin: Looking Good, Being Healthy"</i>	<i>Edward Diller, Senior Project Director, The New York Academy of Medicine</i>

<b><u>SESSION</u></b>	<b><u>PRESENTER</u></b>
<i>Handball in Schools</i>	<i>Gary Cruz, Director of Program Development, United States Handball Association</i>
<i>"Let's Get Physical"</i>	<i>Joanna Faerber, National Elementary PE Teacher of the Year</i>
<i>CrossFit</i>	<i>Lynn Barry, National Teacher of the Year, Thora B. Gardiner Middle School, Oregon City SD</i>
<i>Lacross Skills for the Middle and High School Curriculum</i>	<i>Kelly Cedar: APE/PE Teacher, Chehalem Valley Middle School &amp; Girls Lacrosse Coach, Newberg High School</i>
<i>Supporting Health/PE in Tight Financial Times</i>	<i>Nancy Neufeld, Consultant, The Children's Health Market</i>
<i>The Wonders of Skin: Looking Good, Being Healthy</i>	<i>Edward Diller, The New York Academy of Medicine, Office of School Health Programs</i>
<i>Using Policy to Make Your Classroom a Healthier Place.</i>	<i>Randi Phillips, Polk County Tobacco Prevention</i>
<i>Pyramid Plus: Real-Life Nutrition for Teens</i>	<i>Jeri Greenberg, Oregon Dairy Council:</i>
<i>A Fresh Approach to Educating Youth about Risky Behaviors/Healthy Choices</i>	<i>Wendy Hausotter, DHS: Addictions and Mental Health Division</i>
<i>Amazing Assessments in Health</i>	<i>Dawn Graff-Haight and Trisha Ebbs</i>
<i>Primary Prevention Education Challenges to Students</i>	<i>Amy Loftus, Prevention Education Coordinator, Sexual Assault Resource Center</i>
<i>Depression and co-existing mental health problems in teens.</i>	<i>Isabelle Barbour, Adolescent School Health Coordinator, Department of Human Services</i>
<i>Safe Routes to School [SR2S]</i>	<i>Gigi Simms</i>
<i>WISE in Oregon</i>	<i>TBA</i>

**“Maximize Your Mind, Move To Improve” OCTOBER 8, 2010**

**2010 OAHPERD State Conference Registration Form**

Location: West Salem High School\* Salem, OR

Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
 Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_  
 Place of Employment: \_\_\_\_\_ Fax Number: \_\_\_\_\_  
 School Year Email: \_\_\_\_\_  
 Summer Email: \_\_\_\_\_  
 University (attending as full-time student) \_\_\_\_\_

**Conference Fees (Circle those being purchased)**

Member Type	Pre-Reg	On-Site	Member Type	Pre-Reg	On-Site
Professional	\$85	\$100	Presenter (1 Session)	\$65	\$80
Student (full-time)	\$25	\$35	Presenter (2 Sessions)	\$45	\$60
Retired	\$25	\$35	Advocacy Donation	\$5	\$5
Honorary Life	Complimentary	\$55	Admin. & Classroom Teacher <i>Keynote only</i>	----	\$20
Extra Assoc Check	\$5	\$5	Brain Rules Book	\$13	\$15

Conference attendees are automatic OAHPERD members from October 1, 2010 – September 30, 2011

**MEMBERSHIP includes three Journals. E-journals and mailed journal in the fall.**

Student Members: Check **ONE** Association    Professional Members: Check **TWO** Associations  
 You may check one Association twice. This determines the portion of dues each Association receives. **ADD \$5.00 for a third Association**

_____ 1 <sup>st</sup>	_____ 2 <sup>nd</sup>	OAAS (Athletics & Sport)
_____	_____	OAHE (Health Education)
_____	_____	OAPE (Physical Education)
_____	_____	ODA (Dance)

**GO ON LINE TO REGISTER ([www.oahperd.com](http://www.oahperd.com))**

**OR**

**Make Checks payable to OAHPERD mail this form with your payment to:**  
**(OAHPERD, PO Box 143, Lostine, OR 97857) FAX: 541-549-2015**

**OR**

**Card #:** \_\_\_\_\_ **Expiration Date** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Questions???** 541-569-2025

## **Oregon NAGWS Pathfinder Award** **Call for Nominations for 2010 Award Recipient**

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 leadership in their states.

### **Criteria for Consideration**

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

### **Past Oregon Pathfinder Award Recipients**

2008 Marigay Schopp	1999 Oma Blackenship*
2007 Margaret Bates	1998 Betty Joy Kimball
2006 Judy Lovre	1997 Sally Jones
2004 Ann Casey	1996 Virginia Yankoskie
2003 Teri Mariani	1995 Virginia A Neal
2002 Peggy Anderson	1994 Becky Sisley
2000 Cheryl K Brown	* Deceased

### **Nomination Process**

1. A One-page explanation, by the nominator, of why nominee deserves the award;
2. A color or black and white photo of the nominee (electronic or hardcopy);
2. A vita/resume or biographical statement. (1/2 page; electronic or hardcopy)

**(Deadline: October 15, 2010)**

### **Please send nominations to:**

OAHPERD  
P.O. Box 143  
Lostine, OR 97857  
[oahperd@gmail.com](mailto:oahperd@gmail.com)

Once selected by Oregon all materials are to be sent to:  
NAGWS Pathfinder Awards Committee  
1900 Association Drive  
Reston, VA 20191

## *Upcoming Events*

- **October 8, 2010**  
OAHPERD State Conference  
West Salem High School Salem, OR  
[www.oahperd.com](http://www.oahperd.com)
  - **February 2011** CCEPE : Council for Children's Expanded Physical Education : 31<sup>st</sup> Annual Conference  
[www.ccepe.net](http://www.ccepe.net)
  - **March 29-April 2, 2011**  
AAHPERD National Conference & Exposition  
San Diego, CA  
[www.aahperd.org](http://www.aahperd.org)
  - \*\*\*\*\*
  - **Future AAHPERD Conference Dates and Places**
    - 2012: Boston, Massachusetts- March 13-17
    - 2013: Charlotte, North Carolina- April 21-27
    - 2014: St Louis, Missouri- March 18-22
    - 2015: Seattle, Washington- March 17-21
- 

### *Red Lion Hotel*

**3301 Market Street NE Salem, OR 97301**

**(503) 370-7888 or 800-Red-Lion**

**[www.redlionsalem.com](http://www.redlionsalem.com)**

**Email: [desk@redlionsalem.com](mailto:desk@redlionsalem.com)**

***\*\*\*MUST declare attending OAHPERD conference to get special rate. (\$77.00 single/ \$99.00 double occupancy)***

***\*\*Directions: From I-5, Take Exit #256 (Market St.) and go west one block. The hotel is located on the north side of Market St.***

***Amenities: Fitness facilities, swimming pool, internet, restaurant, lounge, and pet friendly.***

## Benefits to Participants

- Students learn about volunteering and community service.
- Provides an opportunity to help others and contribute to a community service event.
- Encourages physical activity and heart health.
- Gets kids excited about physical activity.
- Provides achievement opportunities to kids who may not be top students academically or athletically.
- Promotes goal-oriented teamwork.
- Builds rapport between teachers and students.
- Gives a sense of accomplishment and builds confidence.
- Enhances social skills.
- Provides leadership opportunities.
- Teaches responsibility in handling money.
- Gives non-athletic students a chance to participate successfully in a non-competitive physical activity.
- Encourages creativity in finding sponsors and ways to raise money for a good cause.
- Rewards students with thank you gifts for their participation and contributions raised.

## Benefits to Coordinators & Schools

- Demonstrates the school's commitment to the community.
- Provides volunteer opportunities.
- Builds school spirit and a sense of goal-oriented teamwork.
- Fosters friendly competition among schools.
- Raises funds to develop and distribute educational materials and programs.
- Rewards schools for contributions raised with gift certificates for physical education equipment or educational materials.
- Can be conducted as a thoughtful and meaningful tribute to someone in the school community who has experienced heart disease or stroke.
- May offer a Jump Rope For Heart demonstration team performance or educational assembly program.
- Can be included in the school's physical education curriculum.
- Can be conducted as a culmination of a school-wide education program about the cardiovascular system.
- Provides detailed, illustrated educational materials developed especially for physical educators.
- Can be held anytime, including over a number of class periods, making it flexible enough to fit any school schedule.



May 08