

# CAHPERD JOURNAL

The Official Publication of the California Association for Health, Physical Education, Recreation & Dance

WINTER 2010  
VOLUME 73 NUMBER 1

## Dusty Baker & Pro Ball Players 'Go to Bat' for CAHPERD

**Invited Article:** *Instant Recess:  
Getting our Instant Gratification  
Society Moving, One School at a Time*

**Peer-Reviewed:** *Developing an  
Emergency Action Plan for the  
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**CAHPERD Legislative Report:**  
*Physical Fitness Testing and Reporting:  
A Near Victim of the State Budget Crisis*

**CAHPERD Guinness World Record™ Update**

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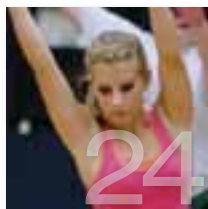
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**MANAGING EDITORS:**  
DRISHA LEGGITT  
BARBARA ANN BUCKALEW

**PEER REVIEWED ARTICLE EDITOR:**  
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**ABOUT THE COVER:**  
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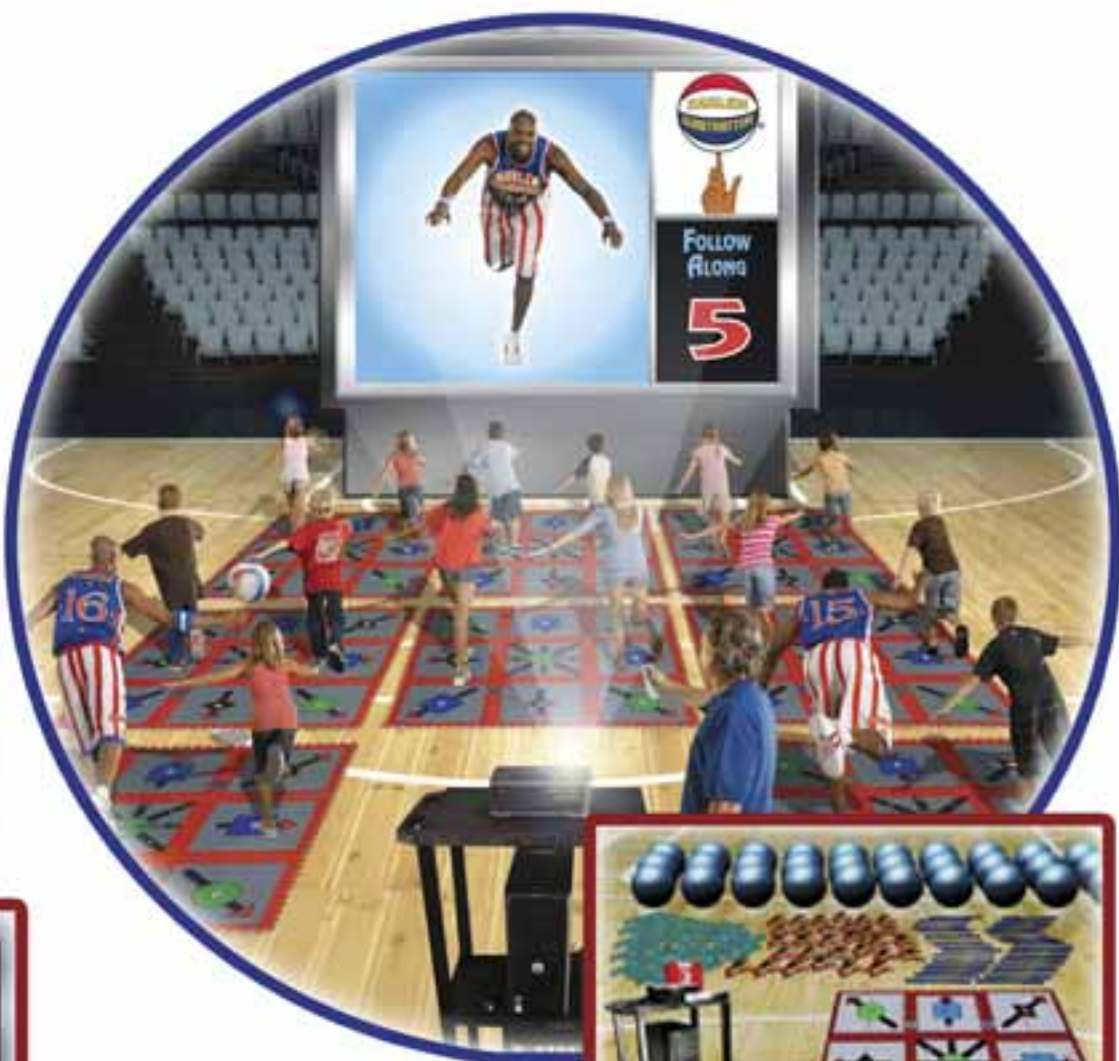


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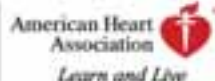


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[gabe.padayhag@gmail.com](mailto:gabe.padayhag@gmail.com)  
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CAHPERD 1501 EL CAMINO AVE., SUITE 3 – SACRAMENTO, CA 95815-2748

PHONE: 916/922-3596; 800/499-3596 (CA ONLY) FAX: 916/922-0133

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By Daniel Latham  
CAHPERD President

**Let me begin by shouting a BIG THANK YOU to all who have provided me this excellent opportunity to serve my profession and this great Association.**

Three years ago at the Mission Inn in Riverside, California, Dr. Terry Rizzo enlisted and indoctrinated a group of eager volunteers. He asked us to step outside our comfort zones and begin to conceptualize a new model for our professional association, as well as, for our profession as a whole. I believe that he was asking us to take a “new” look at ourselves and ask ourselves the question, “how do we believe others perceive us?” I began to ponder the thought of how others viewed us and it became clearer as the conference moved forward. I recall meeting a handful of like-minded professionals at a brainstorming session that was

geared to focus our attention on the “hot-topics” concerning the profession at that time. It was shared that the Bakersfield School District was eliminating all physical education throughout their district in order to save money. That really got our attention. We discussed a plan to establish strategies that would save those programs from the chopping block. Without knowing it at the time, we were beginning to identify a place of responsibility for ourselves within the profession and the organization.

## Journey to the Center of CAHPERD

Members of the CAHPERD leadership team attended meetings and initiated discussions about pertinent issues within the Association and the profession. It was felt that strong statements needed to be made that would not only echo throughout the conference, but would also be talked about for years to come. It was my belief that we needed to establish a theme that could be used to develop a movement that would wake up California to the issues having a negative impact on its youth. This is where the “Notorious Robes” were born. For the remainder of the conference, a half-dozen CAHPERD officers sported white robes as a message to “wake-up California!” My CAHPERD support group, the Notorious Robes, assured me that we would all assume roles that would begin to shape a new course of action, if elected.

In the months that followed, I attended every CAHPERD event, meeting and workshop that I could. I engaged in conversation about the hot topics facing our profession. In every instance, class size reduction was of paramount concern. Other issues included the decrease of qualified teachers, online physical education taking the place of physical educators, lack of quality facili-

ties or facilities that couldn’t support the large class sizes. Many echoed the lack of professional development in the areas of FitnessGram, technology applications and implementation of content standards. As a teacher of twenty years, I can honestly say that I have been impacted by each of the topics stated above. I was motivated to move toward a course of action that would aggressively affect change in these areas.

On June 1, 2010, I felt my journey had reached the summit. During the first two months of my term as President, the new Administrative Committee and Board of Directors completed the following tasks:

- Successfully negotiated the Executive Director’s employment contract.
- Established a more appropriate investment plan that would allow the transfer of high risk, long-term investments to more secure, interest bearing holdings.
- Replaced face-to-face Board meetings with conference calls to create savings during the low-income generating months.
- Negotiated payment schedules for outstanding debts
- Renegotiated existing contracts, resulting in a savings of \$24,000.
- Implemented workforce reductions and staff furloughs to help offset overhead costs

So, what lies ahead for CAHPERD? As your President, I have developed a list of goals that I feel are most appropriate for this time. I realize that some of these goals may take longer than others to achieve, but I will share my strategies and my vision in seeing them through to completion.

*My goals are to:*

- Develop strategies for class size reduction in physical education, statewide
- Increase the use of technology within the Association
- Continue to strengthen legislative interaction within the membership
- Develop stronger ties with allied partners
- Broaden CAHPERD’s social networks
- Continue to enhance the CAHPERD Journal

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## PRESIDENT'S MESSAGE

- Reduce fiscal liabilities
- Generate innovative, long-term funding opportunities
- Initiate a statewide membership campaign
- Produce an exciting, well-balanced and energizing State Conference in March 2011

Statewide Class Size Reduction is my number one goal. I plan to create regional task forces throughout the state and partner with organizations such as the California Teachers Association (CTA), Healthy Kids, Project Lean, California Public Health Advocates, Kaiser Permanente, Aetna, Blue Shield, the California State Superintendent of Public Instruction, and The California Endowment, to help facilitate our desired direction. In order for the regional task forces to be successful, the creation of a successful template can be used at local school board meetings, union meetings and legislative hearings. This template will be framed in such a way that, regardless of the geographic region, all presentations will follow the same format and delivery. We will form a group of dynamic, well-versed speakers in the field of physical education that can establish foundations at the local level. Class size issues are currently dealt with at the local district level. Due to the varying contract language across the state, it is difficult to establish unity within the physical education community.

The one common variable for our teachers is the unions to which they belong. I find the definition of union to be helpful in our resolve. Union is defined as an organization of workers joined to protect common interests and improve working conditions.

So, why is it that physical education is singled out as the discipline with twice the class size of any other subject? Is class size not considered a working condition? I believe it is. Physical Education has state adopted Content Standards. Its educators are required to hold certifications similar to those of other disciplines. Who is responsible for determining how many students should be in a physical education class? Does the responsibility fall on the unions and district administrations? Did unions

across California ask its members to vote for higher class-sizes in some areas of education and not others? Did the unions allow individual school districts to place higher class-sizes in physical education, in return for "core" academic allowances? Where is the "common interest" here or how is this improving working conditions? Where is the research to support that large class-size equals high quality education? Or better yet, that large class-size drives higher test scores. Could the poor results in the California Physical Fitness Test Scores be attributed to increased class-size? Does class size in physical education affect how students perform in school? Absolutely!

In a California study, higher achievement was associated with higher levels of fitness for students in grades five, seven, and nine; and achievement was greater in mathematics than in reading, particularly at higher fitness levels. In secondary schools where class sizes are 45 or more, students are half as active as those with fewer than 45. Hence, smaller class sizes equal greater activity time. Greater activity time equals positive academic performance. As prepared by researchers at the UCLA School of Public Health's Center to Eliminate Health Disparities, Oakland-based Samuels and Associates and the Active Living Research Program of San Diego State University, levels of physical activity in physical education, not total physical education time, is linked to student fitness levels and higher levels of activity in physical education are associated with better academic performance.

If district administrators and unions created the working condition, then our voices need to be heard. This is an UNFAIR LABOR PRACTICE. We are no different than any other discipline on a public school campus. So why do we continue to allow this behavior to continue? Do we not value who we are? What we teach? Or, the students we serve? Here are some steps that I recommend we follow:

1. Continue to gather samples of contract language statewide. (Please send your teacher contract pertaining to class size to [ectoman@ca.rr.com](mailto:ectoman@ca.rr.com).)




President Dan Latham joined California Governor's Council on Physical Fitness and Sports' Vice Chair Peter Vidmar and Executive Director Drisha Leggitt at the "Governor's Spotlight Awards" in September 2010.

2. Compare class size language for similarities and gaps statewide.
3. Create a template with identified speaking points for school board meetings, district meetings or union meetings.
4. Develop legislative policies to support class size reduction.
5. Develop a CTA/Physical Education Support Unit to address the needs of physical education.
6. Develop a statewide campaign with professional athletes, high profile coaches, celebrities, corporate America and the medical community for physical education reform. This could parallel the VH1 "Save the Music" campaign.
7. Locate documentation and FAQ's from the California School Boards Association and Association of California School Administrators identifying the relationship between physical activity and academic achievement. Engage in discussion and understanding of their position. Develop a course of action to unite all groups in providing what's best for California's youth.

CAHPERD is a strong Association, but we are only as strong as our membership. I'm confident that we will weather any and all storms that may come our way and, in the process become better for it. I can promise you that we will Learn It, Do It and Live it throughout this journey. I look forward to the opportunities that lie ahead.

In good health,  
Dan Latham

*CAHPERD President 2010-2011*



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*American Alliance for  
Health, Physical Education,  
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# CAHPERD Guinness World Record Update

*As announced early this Summer, the Guinness Book of World Records organization confirmed that the California Association for Health, Physical Education, Recreation and Dance (CAHPERD) now holds the World Record for “Mass Rope Skipping - Multiple Locations!”*



Many VIPs participated in, or were celebrity judges of, CAHPERD's World Record-breaking, "CAHPERD Jamba Jump Day." At the "Home Site" in Sacramento, California (from which the live webcast was coordinated), important attendees included (left-to-right, back row: CAHPERD President Dan Latham, CAHPERD Treasurer Darren Avrit, Jamba Juice Chief Executive Officer James White, Sacramento Mayor (and former NBA All-Star) Kevin Johnson, 2009-2010 President Kathy Cordes, Sacramento City Unified School District Superintendent Jonathan Raymond, and Three-Time Olympic Gold Medalist Debbie Meyer; front row: two students from participating Bowling Green Charter Elementary School and Fern Bacon Middle School, with CAHPERD North Central District Coordinator – and CAHPERD Jamba Jump Day on-site leader Heather Deckard.

Unfortunately, CAHPERD's record was confirmed just weeks after the publication deadline for the 2011 Guinness Book of World Records. The "CAHPERD Jamba Jump Day" record will (hopefully) be featured in the 2012 Guinness Book of World Records.

In the meantime, the Guinness Editors now have CAHPERD's photos on file of the February 1, 2010 "CAHPERD Jamba Jump Day" participants, and are considering featuring the event within the slideshow of the Guinness World Record website! We will send out an E-Blast to the membership if we learn that the CAHPERD Record has been prominently featured.

The new World Record and photos/video from all participating sites are also under consideration for inclusion in the Guinness World Record Video Game and cable television feature programming!

Additionally, "CAHPERD Jamba Jump Day" and the new World Record have been promoted by the President's Council on Physical Fitness and Sports, the California Governor's Council on Physical Fitness and Sports, the American Alliance for Health, Physical Education, Recreation & Dance (AAHPERD), and dozens of health and wellness organization websites and newsletters throughout the country!



188,455 people skipped rope on February 1, 2010, to break the Guinness World Record for "Mass Rope Skipping in Multiple Venues."



Television Star ("The Closer") and founder of "Project Reina," Gina Ravera joined Grammy-Nominated Singer Brian O'Neal (of the "Bus Boys"), as Celebrity Judges at Van Nuys Middle School on "CAHPERD Jamba Jump Day."

CAHPERD invites all schools and individuals that participated in the World Record-setting "CAHPERD Jamba Jump Day," to purchase an official, personalized Guinness Book of World Records' Certificate, and/or school/gym banner, displaying the name of the participant. You and/or your school could have a permanent, personal reminder of your World Record-Breaking effort!

CAHPERD can also provide a CAHPERD board member or leader to make an official presentation of the certificate and/or banner at a school assembly, school board meeting or other public arena upon request.

Order the official Guinness Certificates and/or banners through the CAHPERD website: [www.cahperd.org](http://www.cahperd.org). And, to view photos from all of the World Record-setting "CAHPERD Jamba Jump Day" participants, check out the CAHPERD Jamba Jump Day movie on You Tube: [www.youtube.com/watch?v=2xA9hIQvZ4](http://www.youtube.com/watch?v=2xA9hIQvZ4).



## Enjoy Jamba Juice Treats and CAHPERD Benefits!

Our friends at Jamba Juice continue to support CAHPERD and its programs! And now, with your help, CAHPERD will benefit every day from Jamba Juice donations.

CAHPERD has thousands of Jamba Juice "Swipe Cards," for use by CAHPERD members, friends, students, parents, community members, etc. A ten percent (10%) donation of every purchase of any/all Jamba Juice smoothies, food, beverages, gift cards, etc., will be sent to CAHPERD for every "swipe" of the CAHPERD Jamba Juice Swipe Cards. These swipe cards can be used at any Jamba Juice location regardless of geography!

CAHPERD will be distributing these special CAHPERD Jamba Juice Swipe Cards at upcoming events and conferences, as well as with every membership sale and renewal.

However, you don't have to wait! If you would like to receive one (or many) CAHPERD Jamba Juice Swipe Cards, please contact the CAHPERD State office at: [reception@cahperd.org](mailto:reception@cahperd.org) or call: (916) 922-3596. CAHPERD will send you as many Swipe Cards as you would like - feel free to give them to your family, friends, students and peers, and encourage them to swipe for CAHPERD!

For the same price as you normally pay for your favorite Jamba Juice smoothie or oatmeal, etc., you can ensure that CAHPERD receives a ten percent donation. Enjoy Jamba's sweet treats, and CAHPERD will benefit from your sweet gift! Thank you for your support!

# Candidates for Office

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James Perry

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## VP of Physical Education



Craig McKinley



Mel House

## VP of Recreation



George Velarde



Tim Hamel

## VP of Dance



Typhani Harris

## VP of Girls and Women in Sport



Sandy Gahring

## VP of Boys and Men's Athletics



Thomas Thomsen



Bruce Coulter

# 2011 Election of Officers

The Nominating & Elections Committee recently finished its responsibilities in developing a slate of candidates for the 2011 elections, as per their Operating Code, the Constitution/Bylaws & Articles of Incorporation. The process began on Monday, September 13, 2010, after the appointment of Dr. Terry L. Rizzo as Chair of the Committee.

Members who actively participated in the identification and selection process included: Dr. Kathy Barlow (Past VP, Recreation), Ms. Michele Blake-Jones (Past VP, Dance), Ms. Julie Kuehl-Kitchen, (Past VP, Physical Education), Dr. Camille O'Bryant (Past VP, Girls and Women in Sport), Dr. Terry L. Rizzo (Past President), and Dr. Emyr Williams (Past VP, Boys & Men's Athletics).

The following procedure was implemented in preparing the slate of candidates for office:

1. The Chair shall solicit names from Committee members, the House of Delegates, and the CAHPERD membership. This occurred via telephone calls, personal and centralized e-mails to the CAHPERD membership.
2. The names of candidates were sent by the Chair to the committee members. Committee members reviewed all names and offered comments to the committee.
3. Committee members determined the willingness of the two best-qualified nominees to run for each office.
4. The slate of nominees was presented to the House of Delegates for consideration.

Complete biographical information about each candidate will be posted to the "Members Only" page of the CAHPERD website. The Absentee Ballot is included here and will also be available for download from the website. If you wish to receive candidate information and/or Absentee Ballot by mail, please contact the CAHPERD office at 1-800-499-3596 with your request. Absentee Ballots will require a postmark by February 14, 2011. Voting will take place at the Annual CAHPERD Conference in Monterey on Saturday, March 12th. We urge you to exercise your right to vote!

# California Association for Health, Physical Education, Recreation and Dance

## ABSENTEE BALLOT

CAHPERD's organizational structure brings the government of the Association to each and every member. It is your responsibility to cast your ballot in the 2011 election. You can do so in one of two ways:

1. Attend the Annual CAHPERD State Conference at the Portola Hotel & Spa and Monterey Conference Center, March 10-13, 2011 and cast your ballot at the designated voting area on Saturday, March 12th. Pictures and resumes of the candidates, and any additional issues to be voted on will be displayed.
2. Complete this Absentee Ballot and submit it to the state office by fax or mail. (No e-mails will be accepted.) Please note that voting by absentee ballot allows for complete privacy; however, your personal member identification number must be inserted below in order for your ballot to be valid. **All absentee ballots must be postmarked or faxed by February 14th to be included in the final tally.**

Complete biographical data for each candidate can be found on the "Members Only" page of the CAHPERD website - [www.cahperd.org](http://www.cahperd.org). Please be sure to review candidate resumes prior to voting.

### Candidates for Office

*(Vote for one in each category.)*

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James Perry, Corona-Norco Unified School District

\_\_\_\_\_

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Robert Clegg, St. Agnes Medical Center, Fresno

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#### Vice President-Elect, Physical Education

Mel House, Johnnie Cochran Middle School, Los Angeles

Craig McKinley, Alameda County Office of Education

\_\_\_\_\_

#### Vice President-Elect, Recreation

Tim Hamel, California State University, Fresno

George Velarde, Wm. S. Hart Union High School District

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#### Vice President-Elect, Dance

Typhani Harris, Pomona Unified School District

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#### Vice President-Elect, Boys & Men's Athletics

Thomas Thomsen, Fremont Unified School District

Bruce Coulter, California State University, San Bernardino

\_\_\_\_\_

#### Vice President-Elect, Girls & Women in Sport

Sandy Gahring, Azusa Unified School District

\_\_\_\_\_

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# Governor's Council Spotlights Champions For Fitness

*Governor Arnold Schwarzenegger, and Governor's Council on Physical Fitness and Sports Chairman Jake Steinfeld announced the gold medal winners of the 2010 Governor's Council on Physical Fitness and Sports Spotlight Awards presented by the Anthem Blue Cross Foundation on Friday, September 17, at an awards ceremony held in the Secretary of State Auditorium in Sacramento.*



CAHPERD Member Christopher Corliss receives a Governor's Spotlight Award from Governor Arnold Schwarzenegger.

**By Mr. Kenny Rogers**  
*California Governor's Council on Physical Fitness & Sports*

The Spotlight Awards recognize the efforts of principals, teachers, non-profit organizations, events, park programs, parent associations and schools that positively impact the physical activity, fitness levels and well being of California children and youth. The grand prize winning schools and other Spotlight Award Gold Medalists were selected from over 2,400 nominees based on their use of innovation, inspiration and initiative.

"This year's gold medal winners and the three grand prize winning schools should be proud of what they have accomplished," said Governor Schwarzenegger. "The efforts of the students, parents and teachers made it possible for a record-breaking 1.3 million participants to join my physical fitness challenge. California again leads the way, and children all over California are exercising, getting fit and fighting obesity. Congratulations to all the winners, your hard work has paid off."

Franklin Elementary School (Santa Barbara), Charles W. Eliot Middle School (Altadena) and Katella High School (Anaheim) were announced as the Council's "Elementary School of the

Year," "Middle School of the Year" and "High School of the Year" respectively and the winners of the 2010 Governor's Challenge Competition. The three schools, which will each receive brand new fitness centers, were selected from more than 2,000 schools that participated in the Governor's Challenge and encouraged their students to engage in physical activity 30-60 minutes a day, at least three days a week for four weeks



"High School of the Year," Katella High in Anaheim, was well represented by (pictured left-to-right): Dr. Elizabeth Novack, Superintendent, Anaheim Union High School District, Dr. Jason Allemann, Principal, Katella High School, Katherine Gutierrez, Katella High Student Ambassador, and CAHPERD Member Laura Quan, Curriculum Specialist, Physical Education/Athletics, Anaheim Union High School District.



Many CAHPERD members have been honored by the Governor's Council on Physical Fitness and Sports including (pictured here left-to-right with Executive Director Drisha Leggett): Seth Martin, 2010 "Teacher of the Year," Normandie Nigh, 2007 "Organization of the Year", Christopher Corliss, 2010 "County of the Year," President Dan Latham, 2009 "High School of the Year," and Laura Quan, 2010 "High School of the Year."

during 2009-2010. Each of these winning schools had 100% student participation in the Governor's Challenge.

Governor's Council Chairman Jake Steinfield, a CAHPERD conference keynote speaker in 2007 and 2008, said "we came up with our Spotlight Awards to honor the unsung heroes in this great state who promote physical education and fitness and nutrition every day... From Seth Martin, our Teacher of the Year from South Lake Tahoe to "Fun on the Run" our Park and Recreation Program from San Clemente, each and

every one of our award winners is helping California further our reputation as the Nation's Fitness State."

Kudos to the Anthem Blue Cross Foundation for making these Spotlight Awards possible. Over the past 6 years the foundation has donated more than \$2.1 million to the Council to promote physical activity for California's children and youth.

Congratulations to CAHPERD member Seth Martin and to all members whose schools and/or programs received an award this year.



Pictured left to right: Susan Johnson, Carson Johnson, Callie Calvero, Sean Griffith, Jake Steinfield, Quinn Johnson, Heaven Dotson, Rodney Sutton and Jennifer Alcorn. Pictured behind Coca-Cola Executives, Principal Snell and Superintendent Powell.

## Dunlap School New Fitness Center

By Susan Johnson

**October 6, 2010 was a wonderful day for Dunlap School, located in the foothills of Fresno County. It was the day we opened our new Fitness Center that we won after two years of participating in the California Governor's Council on Physical Fitness & Sports' Challenge.**

Our hard work paid off when special guest and ribbon cutter Jake Steinfield came with the executives from Coca-Cola (donors of the equipment). We also hosted another special guest: Jennifer "All American" Alcorn, professional boxer from Fresno, CA. We won the Governor's Award because of the students and my (Susan Johnson, Challenge Coordinator) motivation and belief that we could do so!

### The 2010 Gold Medalists and Award Honorees include:

*Principal of the Year:*

Jason Romero,  
Sunset Elementary, San Ysidro

*Teacher of the Year:*

Seth Martin, Tahoe Valley  
Elementary, South Lake Tahoe

*Non-Profit Organization of the Year:*

100 Mile Club, Corona-Norco

*Event of the Year:*

SummerFest 2010, Ventura

*Park and Recreation Program of the Year:*

Fun on the Run, City of San Clemente

*Parent Association of the Year:*

Overland Avenue Parent Teacher Association, Los Angeles

*Schools of the Year:*

Franklin Elementary, Santa Barbara  
Charles W. Eliot Middle, Altadena  
Katella High, Anaheim

*County of the Year:*

Orange County

*School Districts of the Year:*

Los Altos Union School District  
King City Union Elementary School District  
Sanger Unified School District  
Palm Springs Unified School District  
Oxnard School District  
Stanislaus Union Elementary Unified School District  
Temple City Unified School District  
Fort Bragg Unified School District  
Anaheim Union High School District  
San Marcos Unified School District  
Evergreen Unified School District

# Baseball Legend Dusty Baker & Ten Pro Baseball Players 'Go to Bat' for CAHPERD

California had two reasons to celebrate this year's World Series: the San Francisco Giants became the 2010 World Champions, and the California Association for Health, Physical Education, Recreation and Dance (CAHPERD) was honored to host a World Series fundraising party with Baseball Legend Dusty Baker and ten other professional baseball players!

With only five days to plan, promote and implement the "CAHPERD/PPBI World Series Party with Dusty Baker," CAHPERD President Dan Latham and staff were stunned by the out-pouring of support and generosity from the participating baseball players. In addition to Sacramento native and Cincinnati Reds Manager (formerly San Francisco Giants Manager) Dusty Baker's attendance, the other professional baseball players that flew into California at a moment's notice to donate their time and memorabilia to the event included:

- Derrek Lee, Atlanta Braves (*El Camino High Graduate, Sacramento, CA*)
- Ryan Royster, Seattle Mariners (*University of California, Davis & C.K. McClatchy High School Graduate, Sacramento, CA*)
- Jerry Royster, Former Manager, Milwaukee Brewers (*Sacramento High School Graduate, Sacramento, CA*)
- Jerry Manuel, Manager, New York Mets (*Cordova High School Graduate, Rancho Cordova, CA*)
- Rowland Office, Atlanta Braves (*C.K. McClatchy High School Graduate, Sacramento, CA*)
- Ricky Jordan, Philadelphia Phillies (*Grant High School Graduate, Antelope, CA*)
- Greg Vaughn, Brewers/Devil Rays/Padres/Reds/Rockies (*Kennedy High School Graduate, Sacramento, CA*)
- Cory Vaughn, New York Mets (*Jesuit High School Graduate, Sacramento, CA*)
- Ryan Scoma, San Francisco Giants (*University of California, Davis Graduate, Davis, CA*)
- Vinny Catricala, Seattle Mariners (*Jesuit High School Graduate, Sacramento, CA*)

CONTINUED ON PAGE 20





1530 KFBK  
SEE IT FIRST.





Eleven professional Baseball players joined CAHPERD President Dan Latham (in the green CAHPERD shirt) for the, "CAHPERD/PPBI World Series Party with Dusty Baker." Pictured here include (left-to-right): Ryan Royster, Danny Royster, Cory Vaughn, Jerry Royster, Rowland Office, Pat Walsh ("The Sports Guy, NewsTalk Radio KFBK), Greg Vaughn, and Dusty Baker.

"The last time the San Francisco Giants were in the World Series," stated Daniel Latham, CAHPERD President, "Dusty Baker was their Manager. That's why we were thrilled that Dusty donated his time to share with our event attendees about his experiences for Game Three of the World Series. It was really a once-in-a-lifetime opportunity! Dusty and the other players posed for photos, signed autographs and memorabilia for raffle and auction, and promoted the importance of HPERD programs in our schools to the media. At a time when these programs are being cut at an alarming rate, we really need the support of our athletes and community members to keep physical education and athletics available for California's students. It was incredible to see so many professional baseball players join baseball great Dusty Baker, and 'go to bat' for CAHPERD in such a big way!"

Implemented in partnership with non-profit organization, "Pro Player Baseball Instruction," led by Sacramento native Ryan Roister of the Seattle Mariners organization, and his father Danny Roister (brother of Jerry Roister of the Milwaukee Brewers, among others), the "CAHPERD/PPBI World Series Party with Dusty Baker," began at 3:00 p.m. and continued through game three of the 2011 World Series. Clear Channel Radio Network and KFBK News-Talk Radio Sportscaster Pat "The Sports Guy" Walsh, acted as event emcee, and made frequent live broadcasts from the event.

Positive media coverage about CAHPERD and PPBI was prevalent pre-, during-, and post-event, including features on all area television stations, six radio stations and various newspapers (such as [The Sacramento Bee](#) and the [San Francisco Chronicle](#)).

All proceeds from the ticket admissions, auction, raffle, and a portion of the food proceeds, were donated to CAHPERD and PPBI. And every professional ball player in attendance, and the host restaurant, confirmed they were looking forward to the CAHPERD/PPBI World Series Party becoming an annual event!

To see more photos from the "CAHPERD/PPBI World Series Party with Dusty Baker," please check the CAHPERD website: [www.cahperd.org](http://www.cahperd.org).



*Growing up in a very athletic family was truly a blessing. I have learned innumerable lessons on courts and fields that have transcended the arena of sport, and prepared me for the game of life.*



## Physical Educators & Athletics Inspire Career & Life Success

**Ryan Roister**  
Seattle Mariners Organization

Having an uncle and several cousins reach Major League Baseball (MLB) and the National Football League (NFL) always made me feel like professional sports was a tangible goal; and my family always nurtured my drive to achieve it.

Outside of the home, I found support and guidance from the Ms. Butterworth's and Mr. Kuykendall's of the world; just a few of the whistle-clad heroes I've had the pleasure of calling my Physical Education teachers. Childhood Physical Education is a central facet of physical and mental development towards healthy adulthood. Physical Education teachers are the motivators and architects of the healthy developmental process, along with coaches and program directors. They have the ability to ignite a passion for healthy and active lifestyles within our youth.

It's too often that we only discover the importance of active lifestyle choices when we are faced with the realities of childhood obesity and heart disease. Our Physical Education teach-

ers can play a vital role in the reversal of such frightening trends, if we support them as well as other like-minded individuals and programs.

I can still remember Mr. Church getting me back out on the track and running my sophomore year of high school, after an illness kept me in bed for almost a month. He jump started my drive to get back in shape, which led to a season that undoubtedly, positively impacted my quest toward professional baseball. As I look back, I know that I wouldn't be where I am today without the help, dedication, time and encouragement of my Physical Education teachers and coaches.

My name is Ryan Roister, and I am a professional baseball player in the Seattle Mariners Organization. I want to send a special thank you to every coach and Physical Education teacher that I have ever had; and would like you to know that, without you, I would have been unable to reach this goal of career and personal success.



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## The President's Challenge

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The President's Challenge is a program of the President's Council on Physical Fitness and Sports, U.S. Department of Health and Human Services.  
[www.fitness.gov](http://www.fitness.gov)

# Physical Fitness Testing and Reporting: *A Near Victim of the State Budget Crisis*

*In August of this year, the Legislative Analyst Office forwarded the proposal that the annual physical fitness testing program (FITNESSGRAM®) be suspended by the Legislature as a cost cutting measure in the budget process.*

**By Keith Johannes**  
*Legislative Committee Chair*

**The Senate Budget Committee accepted the recommendation and the administration of FITNESSGRAM and the reporting of scores to the California Department of Education for 2010-11 was in jeopardy.**

Good news!

The reporting mandate for FITNESSGRAM in grades 5, 7, and 9 has been restored to our 2010-11 state budget. We fared better than most

other programs that are funded with mandated costs. It was in large measure due to the efforts of our Legislative Advocate Kathy Lynch, connecting with legislative staff spotting this proposal buried deep in a list of mandated costs to be cut, then together orchestrating the plan to get it restored.

Many others were also instrumental in helping with the successful plan. The CAHPERD Administrative and Leadership Section helped us to understand the effects of these cuts and define the argument for their restoration, especially Craig McKinley, Chad Fenwick, Joanie Verderber, Chris Corliss, Paige Metz, and others. Then, the knowledge and expertise of Legislative Committee members Betty Hennessy and Dianne Wilson-Graham in making sure the appropriate language is used in the legislation, so the funding is properly restored.

Kathy Lynch worked with advocates in key partner organizations: American Heart Association, California Center for Public Health Advocacy, and others, to increase public awareness and input. Senator Flores and Assembly Member Torlakson with their dedicated staff members, championed the legislative language to have it restored. In addition, Kathy identified other key legislators that could be influential in the decision making process and several CAHPERD members from those districts made contact with their legislators to add to the success of the plan to restore fitness testing.

Others that also had an impact in the efforts: Superintendent of the San Diego County Office of Education, the San Diego Obesity Initiative, LAUSD Superintendent, Los Angeles County Office of Education, County Public Health Care Agencies, Los Angeles, San Diego and other counties, and other education leaders. Each of these sent letters or made important contacts in support of the restoration of physical the fitness testing program.

In the end, with all of the wisdom, knowledge, and expertise within CAHPERD, and against all odds, none of this would have been possible had our advocate, Kathy Lynch, not delivered it to the right people at the right time, leveraging the support achieved through letters and calls to the decision makers. This, combined with connecting with allied health partners to send a unified clear message, brought success.

Is there anyone in the field of physical education in California that would dare to ask, "What has CAHPERD done for me?" I hope all of you will join me in giving a great big THANK YOU to the Administrative and Leadership Section, Legislative Committee members, individual members that contacted their legislators, and most of all Kathy Lynch for a hard fought but successful legislative (and extra budget) session. While there are many others that are not recognized here by name, everyone that sent letters or made phone calls helped in this effort, the breadth of the support was impressive. In the end, while we dodged this bullet, all of this has left us better-prepared and organized to deal with the challenges of the next legislative session adding to our ability to be proactive.



## 2009 Super Bowl MVP Drew Brees to be AAHPERD 2011 Conference Keynote

Drew Brees, co-chair of the President's Council on Fitness, Sports & Nutrition and the 2009 Super Bowl MVP-winning quarterback for the New Orleans Saints, will keynote the General Session of the National Association for Sport and Physical Education (NASPE) at the 2011 AAHPERD National Convention & Exposition in San Diego, CA on Thursday, March 31. ING Run For Something Better is the sponsor of the NASPE General Session.

Over 5,000 physical education

teachers, coaches and other physical activity professionals are expected to attend the 126th annual convention of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), March 29 – April 2.

"We are thrilled that Drew Brees will join us for this largest gathering of physical educators in 2011," says NASPE President Lynn Couturier, chair of the Physical Education Department, State University of New York at Cortland. "In addition to being a world class athlete who represents the best in sports, Drew will share with us his

experiences as co-chair of the President's Council and his efforts to get all Americans more physically active."

To learn more about the 2011 AAHPERD National Convention & Exposition, go to [www.aahperd.org/convention](http://www.aahperd.org/convention). The latest issues, trends and concerns in the physical education and physical activity professions will be addressed that week by more than 400 program sessions and special events as well as an exciting exposition of nearly 300 exhibitors. It begins Tuesday, March 29 with a look to the future with the PE2020 Forum.

**SAVE THE DATE**

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AAHPERD 126TH NATIONAL CONVENTION & EXPO

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# CAHPERD Returns to Regional Workshop Roots



**The members and friends of the California Association for Health, Physical Education, Recreation & Dance (CAHPERD) report that California school and university professional development and travel budgets have not improved in the last year;** in fact, in many cases, the budgets have decreased. Yet the need and desire for quality, HPERD continuing education is greater than ever.

Therefore, to better serve CAHPERD's membership and due in part to a generous grant from The California Endowment, CAHPERD has increased

the number of one-day, regional, professional development workshops it will present in various locations throughout the state in 2010-2011.

Presenting regional workshops or one-day "Mini-CAHPERD Conferences," is not a new concept for CAHPERD. In fact, in prior years CAHPERD presented sometimes a half-dozen regional workshops in Northern, Central and Southern California throughout the school year. For example, CAHPERD presents a successful, annual "North Central District Workshop," and a "Fall Dance Workshop," in Sacramento every

September as well as a San Francisco "Bay District Workshop" (generally in October). CAHPERD is also again hosting two Council on Physical Education for Children (CPEC) Workshops in Southern and Northern California this year, (ideal for both K-6 physical education specialists and education generalists).

This year, however, CAHPERD will be hosting a "Southern District" Workshop at the end of January, as well as tentative, new regional workshops in Orange County, San Diego, the Central Coast and Inland Empire (please see the CAHPERD Calendar for exact dates and locations: [www.cahperd.org](http://www.cahperd.org)). The CAHPERD Bay District will be "co-hosting" the CAHPERD State Conference in Monterey, March 10-13, 2011; and will not be presenting a regional workshop this year.

At the CAHPERD regional workshops, attendees will experience presentations and sessions similar to those at the CAHPERD State Conference, but more regionally-focused. Usually, the workshops will offer HPERD-related research presentations, educational and activity sessions, a "Keynote" or general session speaker (such as Dr. Thom McKenzie of San Diego State University, featured at the recent North Central District Workshop), exhibitors, and CAHPERD business and membership updates. This year's workshops are also venues allowing California Endowment grant/CAHPERD volunteers to collect data and surveys regarding the strengths, weaknesses, challenges and opportunities facing California Physical Education; and how CAHPERD can better position itself for its members in addressing these issues/opportunities.

Continuing Education Units (CEU) may be available to attendees of the regional workshops. And these events provide a great opportunity to introduce potential members or CAHPERD State Conference attendees to CAHPERD in a low-cost, convenient manner.

To learn more about CAHPERD's regional workshops, or to host a CAHPERD regional workshop in your area, please check: [www.cahperd.org](http://www.cahperd.org), or call: (916) 922-3596.



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*Annika Sorenstam, Golf Legend and advocate for healthy children*

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# CAHPERD Partners with The California Endowment To Better Position CA P.E. in Upcoming Decade



**The California Endowment is helping CAHPERD better prepare its members and advocate on behalf of physical education in California's schools in the upcoming decade.**

To achieve the aforementioned, CAHPERD is implementing the following this year:

First, a CAHPERD Endowment Leadership Team is surveying a cross-section of California's K-12 principals, measuring their attitudes and beliefs regarding the state-of-physical education in their schools. Through CAHPERD's initial research, feedback from CAHPERD members, and collecting valuable information from such programs as the California Taskforce on Youth and Workplace Wellness' PERK Project, three issues became very clear to the CAHPERD Endowment Team:

- 1) all schools have principals with administrative oversight of their school's physical education programs;
- 2) the school principals directly impact (positively, neutrally, or negatively) the success of their school's physical education program and instruction; and
- 3) not enough information was available specifically about principals' perceptions of the quality and need for physical education at their schools. While different administrators have different levels of direct oversight and

impact over California's school physical education programs (Superintendent, Assistant Superintendent of Curriculum Instruction, etc.), all schools (regardless of size or geography) have principals that impact the success of their school's physical education program.

Therefore, the CAHPERD Endowment Team is developing a measurement tool and conducting interviews to collect some of the aforementioned information. Hopefully, from that information, valuable messages, perceptions and motivators will emerge that will ultimately better assist the CAHPERD membership in advocating and gaining support for their physical education programs.

The CAHPERD Endowment Team will also be conducting "direct observation" of a cross section of the schools from the responding principals.

Finally, the CAHPERD Endowment Team will be conducting a series of outreach meetings and surveys to strengthen or create partnerships with key organizations that will also be advocates for quality physical education in California's schools.

Updates on the progress of the CAHPERD/Endowment effort will be posted on the website in the upcoming year; check [www.cahperd.org](http://www.cahperd.org) for further information.

*The California Association for Health, Physical Education, Recreation and Dance (CAHPERD) received a very generous grant and launched a wonderful new partnership with The California Endowment:  
[www.calendow.org](http://www.calendow.org).*

# Developing an Emergency Action Plan for the Physical Education Class

**Cindy J. Tanis and Sue L. Hebel**  
Azusa Pacific University

## Abstract

Students are more likely to incur sudden illness or injury during physical education class. Despite this fact, emergency action plans (EAP) for physical education are not emphasized in research. The purpose of this paper is to provide the physical educator and school administrator with the steps to design a comprehensive EAP for the physical education class.

Medical emergencies occur to students during athletic and physical education participation. Research often discusses how to prepare for such medical emergencies in sport. However, managing athletic events is the primary focus, with minimal research and suggestions for managing emergencies in the physical education class. There is probability for student illness or injury in physical education. Physical education classes consist of

minimal to vigorous activity with students of all ages. Many physical education classes have 50 to 60 students with one teacher in charge of supervision and instruction. Many instructors are not aware of the medical history of their students and do not have a specific protocol for managing emergencies during physical education. The purpose of this paper is to a) identify the common mistakes of managing crisis in physical education, b) explain the legal aspects of emergency action plans, and c) present the steps to develop and implement emergency action plans for the physical education class.

## Common Mistakes of Crisis Management in Physical Education

The first misconception of emergency management is not having a specific plan of action for the physical education class, but assuming that you will know what to do during a crisis. According to Walsh (2001), we must think of the worst-case scenario, and plan how to handle it. Consider the familiar adages: "A failure to plan, is the same as a plan for failure", and "Action is better than reaction."

The second misconception is expecting plans developed by other organizations to fit your school. Although reviewing other emergency action plans (EAP) is helpful, customizing the plan for your school is essential.

The third misconception is thinking the EAP is complete without practicing it. It is imperative to review and rehearse the plan every three months with all those involved (Rothmier, Drezner, & Harmon, 2007).

## Emergency Action Plans

Emergency action plans are referred in literature as Crisis Management Plans (CMP; Connaughton, Spengler, & Bennett, 2001), Emergency Care Plans (ECP; Council on School Health, 2008), and Medical Emergency Response Plan (MERP; Olympia, Wan, & Avner, 2005). The emergency action plan (EAP) includes administrators, office assistants, school nurses, local EMT, security, grounds personnel, colleagues, student leaders from each class, and the physical education instructor (Fincher, 2001). The EAP ensures that physical education instructors have access to their students' medical history (Walsh, 2001). It is recommended that physical education instructors be notified of at-risk students, and develop individual care plans (ICP) for their medical conditions. These conditions include asthma, diabetes, allergies, seizures, and other chronic conditions (Council on School Health, 2008). Refer to Table 1 for resources to develop ICP's for such conditions.

## Legal Aspects of Emergency Action Plans

Physical educators have a legal duty to act prudently. They have the responsibility to foresee potential injuries by considering the physical activity and the playing surface. Physical educators may be found negligent if a student suffers physical or emotional damage from a specific incident, if they breach their duty by failing to provide first aid and emergency care or if they do not foresee the risks (Cotten & Wolohan, 2010).

A significant case demonstrating the need for an EAP is *Kleinknecht v. Gettysburg College*, 989 F2d 1360 (3rd Cir 1993). *Kleinknecht* was a sophomore student at Gettysburg college. He was recruited to play lacrosse. *Kleinknecht* was participating in fall practice that prepared recruits for the spring sport. Athletic trainers did not attend off-season practices. The lacrosse coaches did not have CPR certification nor did they have a radio on the practice field. The nearest telephone was inside the training room at

**Table 1: Resources for Developing Individual Care Plans**

Asthma
National Heart, Lung and Blood Institute, and National Institutes of Health (1995, Sept.). Asthma and physical activity in the school: Making a difference. <a href="http://www.nhlbi.nih.gov/health/public/lung/asthma/phy_asth.pdf">www.nhlbi.nih.gov/health/public/lung/asthma/phy_asth.pdf</a>
Diabetes
Children with Diabetes. (2003, Nov.) Diabetes health care emergency action plan. <a href="http://www.childrenwithdiabetes.com/d_0q_510.htm">http://www.childrenwithdiabetes.com/d_0q_510.htm</a>
Missouri Department of Health and Senior Services. (2009, Aug). Diabetes management in the schools setting. Section G: Emergency Action Plan(s) and Planning Tools. <a href="http://www.dhss.mo.gov/diabetes/Dschool.html">http://www.dhss.mo.gov/diabetes/Dschool.html</a>
Allergies
The food allergy & anaphylaxis network. (2010, Feb). Food allergy action plan. <a href="http://www.foodallergy.org/files/FAAP.pdf">www.foodallergy.org/files/FAAP.pdf</a>
Epilepsy
Epilepsy Foundation of America. (2008). Seizure action plan. <a href="http://www.epilepsyfoundation.org/programs/schoolnurse/.../seizure-action-plan.pdf">www.epilepsyfoundation.org/programs/schoolnurse/.../seizure-action-plan.pdf</a>

Musselman Stadium, roughly 250 yards away. The shortest route to this telephone required scaling an eight-foot fence. According to the coach, the coaching staff never discussed how they would handle emergencies during fall practice. Kleinknecht suffered a cardiac arrest during practice. The court found the college negligent. The college owed the duty to provide prompt emergency medical service during school-sponsored athletic activities (Cotten & Wolohan, 2010).

The information from the *Kleinknecht v. Gettysburg College* case is also applicable to physical education. Physical educators have the responsibility to provide prompt emergency care to their students. They must be current in their CPR and first aid certifications and should regularly rehearse their EAP's (Cotten & Wolohan, 2010).

A common question regarding automated external defibrillators (AED) is, "Should schools have an AED on campus? The California laws, ACR 57 of 2005 and AB 2041 of 2002, urge but do not require California schools to implement an AED program within their emergency action plans (National Conference of State Legislatures, 2009). The American Heart Association supports the implementation of AED's in school if (1) there are children attending, or adults working at the school who have a higher risk of sudden cardiac arrest (SCA), (2) if EMS can not arrive at the school in less than five minutes, (3) or if trained laypersons are available to recognize SCA, activate the EMS, and begin CPR with the

use of an AED (Hazinski, Idris, Kerber, Epstein, Atkins, Tang, & et al., 2005). If a school chooses to integrate an AED into their EAP, they must consider the expenses, including purchasing costs, insurance premiums, personnel training, and maintenance (Sawyer, 2002).

Travis Roy may have survived if an AED was available at his school. Travis was a student at Thompson Middle School in Murrieta, CA. He suffered SCA in 2005 due to undiagnosed Hypertrophic Cardiomyopathy. Since Travis' death, Murrieta Valley Unified School District has implemented a school wide AED program (Sudden Cardiac Arrest Foundation, 2008).

### Developing and Implementing an EAP

To emphasize the importance of developing an EAP for your school and physical education class, consider the following statistics. The average school-aged child spends 28% of each day and 14% of total annual hours at school. Additionally, 10% to 25% of injuries occur on campus. Regional statistics suggest that injuries are the primary complaint for two-thirds of EMS dispatches to schools. The most common illnesses that require EMS attention are asthma, diabetic crises, epileptic seizures, anaphylaxis, and SCA (Council on School Health, 2008).

There are three major components to the emergency action plan: during the crisis, after the crisis, and following the incident. The school administrator and physical education instructor must address the tasks in each component. Being attentive to details and specifying the name of those involved in the plan will ensure its effectiveness. The following section explains each step of the EAP. Refer to Table 2 for the EAP template.

### The Emergency Action Plan

#### During the Crisis

- 1) Who attends to the injured or ill student and is in control of the student's care?

**Table 2: Emergency Action Plan Template**

During the crisis
1) Who attends to the injured/ill student and is in control of the student's care?
2) Who determines if EMS is called?
3) What is the protocol for calling 911? Who calls?
4) What phone is being used to make the call? Cell phone?
Outside line? What number is needed to get a dial tone? Do you have a detailed map of the school and surrounding area?
5) How is the administrator contacted? Who makes the contact?
6) Who contacts the parents, legal guardians, or designated emergency contact person?
7) Who supervises the physical education class in session while the injured/ill student receives care?
8) What emergency equipment should be accessible? Where are they located?
9) Who meets the EMS and guides them to the injured/ill student?
10) Are the gates open for the EMS? If not, who has the keys?
11) Where is the necessary paperwork located? (Medical history, ICP, medication, parent/guardian phone numbers).
12) Who gives the paperwork to the EMS?
13) Who accompanies the injured/ill student to the hospital?
After the Crisis
1) Complete the incident report and documentation within 24 hours. Where are these forms? Where are they submitted?
2) Parties to contact: parents, legal guardians, or designated emergency contact person; school staff and students (as needed); lawyer and school insurance. Who makes the contacts? Who is the designated spokesperson?
3) Gather information and evidence from the incident. Include witnesses and photos.
4) Do not answer questions or make comments to outside interest groups.
Following the incident: Evaluate the EAP for the following components.
1) Was the EAP carried out properly? Did personnel involved in the EAP perform their assigned duty?
2) Was the incident preventable?
3) Was the incident report form completed and filed?
4) Are any changes needed with the EAP or staff training?

*Since the physical education instructor is the first person on the scene, he/she is the first responder who attends to the injured or ill student, and is in control of the student's care.*

- 2) Who determines if EMS is called?  
*Usually the physical education instructor determines this, unless the school nurse is called to assess the situation.*
- 3) What is the protocol for calling 911?  
Who makes the phone call?  
*Campus-wide communication strategies might include two-way radios or cell phones. This will assist in activating the EAP. Usually an administrator, office assistant, or other school personnel calls EMS.*
- 4) What phone is being used to make the call? If a school phone is used, what number is needed to access an outside line?  
*Ideally, a school phone should be used to make the call, so the 911 system can record the caller's location. If a landline is not convenient, a personal cell phone can be used. Give the cell number to the 911 operator immediately, in case the call is disconnected. Spengler (2001) offers the following guidelines for making 911 calls. Stay calm and give the dispatcher the following information: a) exact location and address including nearby intersections, landmarks, building names, floor and room numbers; b) the telephone number where the call is being made; c) the nature of the crisis; d) the number of people involved; e) the condition of the victim; and f) the first aid being provided. Stay on the line until the dispatcher hangs up first. Spengler (2001) also recommends posting a school map and the EAP by the phone where emergency calls are made.*
- 5) How is the administrator contacted?  
Who makes the contact?  
*A physical education colleague or school nurse calls on a cell or school phone. Some schools assign a student-leader from the class who walks to the front office to inform the administrator.*
- 6) Who contacts the parents, legal guardians, or designated emergency contact person responsible for the student?  
*The administrator, office assistant or school nurse makes this phone call.*
- 7) Who supervises the physical education class in session while the injured or ill student is receiving care?  
*A physical education colleague or a designated student leader from each class completes this task.*
- 8) What emergency equipment should be accessible?

- Where are they located?  
*A list of the minimal emergency equipment and resources for schools are available in Table 3.*
- 9) Who meets the EMS and guides them to the injured or ill student?  
*Usually this is the responsibility of the security guard, grounds personnel or administrator.*
  - 10) Are the gates open for the EMS? If not, who has the keys?  
*Usually this is the responsibility of the security guard, grounds personnel or administrator.*
  - 11) Where is the necessary paperwork?  
*This includes the medical history, individual care plans (ICP) for students with specialized needs, and parent/guardian phone numbers. The physical education instructor, nurse, and administrator should have the medical history and ICP forms, and the office assistants and administrator should have the parent/guardian phone numbers.*
  - 12) Who gives the paperwork to the EMS?  
*This is the responsibility of the physical education instructor, nurse, or administrator.*
  - 13) Who accompanies the injured or ill student to the hospital?  
*If a non-parent, such as an administrator accompanies the student, the school must develop an "in loco parentis" policy, which means "in the absence of parents" (Council on School Health, 2008). "In loco parentis" is a legal doctrine that mandates schools to assume the responsibility of the child when the parent is absent (Gifis, 1996).*

After the Crisis

- 1) Incident reports and documentation must be completed within 24 hours.  
Where are these forms located? Where are they submitted?  
*The administrator determines this.*
- 2) Parties to contact include: parents, legal guardians, or designated emergency contact person; school staff and students (as needed); lawyer and school insurance. Who makes the contacts? What is the timing of the contact? Who is the designated spokesperson?  
*The administrator makes contact within 24 hours. Student confidentiality must be respected.*
- 3) Gather information and evidence from the incident. Include witnesses and photos.

*This is the responsibility of all involved in the EAP, especially for the administrator and physical education instructor.*

- 4) Do not answer questions or make comments to outside interest groups.  
*Everyone involved with the EAP must abide by this.*

**Table 3: Emergency Equipment and Resources for Physical Education**

School-wide plan for emergencies.
CPR and first aid trained staff.
Posters with CPR/Heimlich instruction.
One-way resuscitation masks.
Individual care plans for students with specialized needs.
Emergency cards on all students.
Relationship with local EMS.
Accessible keys to locked supplies.
A list of phone resources. Phones.
Refrigerator or cooler. Ice. Plastic bags.
Non-latex gloves. Biohazard waste bags.
Splints. A variety of bandages and dressings.
First-aid tape. Blunt scissors.
Water source. Soap. A clock with a second hand.
Disposable blankets. A source of oral glucose (frosting).

Following the Incident

- Following the incident, all personnel should debrief and respond to the following questions (Eickhogg-Shemek, 2006).*
- 1) Was the EAP carried out properly? Did personnel involved in the EAP perform their assigned duty?
  - 2) Was the incident preventable?
  - 3) Was the incident report form completed and filed?
  - 4) Are any changes needed with the EAP or staff training?

In conclusion, developing a comprehensive emergency action plan requires the leadership and input of the school administrator, physical education instructor, and nurse. It includes the responsibilities and assignments needed during and after the crisis, and following the incident. The result is a thorough, proactive approach for caring for the injured or ill physical education student.

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# Yancey, Graham, McKenzie & Isaacson among CAHPERD 2011 'California Congress for Creating Healthiest Children in America' Keynote Speakers In Monterey, CA

**CAHPERD has just confirmed four respected and influential keynote speakers for its upcoming, 2011 "CAHPERD California Congress for Creating the Healthiest Children in America," in Monterey, California on March 10-13, 2011.** Among them are internationally renowned researchers Dr. Antronette K. (Toni) Yancey and Dr. Thom McKenzie, Multiple Best-Selling Author and Founder of "Athletes Against Drugs" Stedman Graham, and Celebrity Fitness Trainer Dan Isaacson, as well as many other celebrated, featured speakers, sessions and activities.

**Antronette K. (Toni) Yancey, MD, MPH** is currently Professor, Department of Health Services, UCLA School of Public Health, and Co-Director, UCLA Kaiser Permanente Center for Health Equity. She also directs her department's leadership doctoral degree program. She returned to academia full-time in 2001 after five years in public health practice, first as Director of Public Health for the City of Richmond, VA, and as Director of Chronic Disease Prevention and Health Promotion, Los Angeles County Department of Health Services.

Dr. Yancey's primary research interests are in chronic disease prevention and adolescent health promotion, with a particular emphasis on interventions engaging underserved communities. She was recently appointed to the Board of Directors of the Washington, DC-based "Partnership for a Healthier America," the non-profit organization guiding and supporting First Lady Michelle Obama's "Let's Move!" campaign to end the childhood obesity epidemic.

Respected leader and former professional athlete **Stedman Graham** has authored ten books, including two New York Times bestsellers, *You Can Make It Happen: A Nine-Step Plan for Success* and *Teens Can Make It Happen: Nine Steps to Success*. His latest release, *Diversity: Leaders not Labels – A New Plan for the 21st Century*, shares his unique approach to eliminate barriers to success.

Graham's lifelong commitment to youth and community, materialized in 1985 when he founded "AAD Education, Health and Sports" (formerly, "Athletes Against Drugs"), a nonprofit organization with over 500 professional athletes and other civic leaders, committed to developing leadership in underserved youth. Graham is also actively involved in leadership efforts and programs in South Africa and is Founder of "Concerned Citizens of Whitesboro, NJ," and "Concerned Citizens of Lake Waccamaw, NC."

Hollywood's Premier Fitness Expert **Dan Isaacson** developed the scientifically-based fitness training program that helped set the standard for celebrity trainers and the personal training business. He is an author, product innovator, and celebrity spokesperson, and considered by many as the pioneer of the multi-million dollar personal training industry.

Isaacson's celebrity client base includes Billy Crystal, Johnny Depp, Tom Hanks, John Travolta, Meg Ryan, Anne Hathaway, Laurence Fishburne and a variety of industry affiliations. Dan's time tested methods have literally re-shaped the entertainment community. Drawing on 25 years of experience to write his fitness book, *The Equation*, Dan continues to educate and illustrate the way to sustainable health and fitness.

**Dr. Thom McKenzie** is Professor Emeritus of Exercise and Nutritional Sciences at San Diego State University and former Adjunct Professor, Department of Pediatrics, University of California, San Diego. Thom is a former school physical education and health teacher, coach, and administrator.

Dr. McKenzie's expertise in designing and assessing physical activity programs for diverse populations is widely recognized. He is a member of the Science Board, President's (US) Council for Physical Fitness and Sports (2006-2009). In 2003, he received the prestigious International Olympic Committee President's Prize for sport and physical education program development, research, and scholarship from the International Association for Physical Education in Higher Education (AIESEP). He has authored or co-authored over 150 scientific papers and chapters, developed numerous assessment and curricular materials, and presented over 300 papers at state, national, and international conferences.

With a theme of "Learn It, Do It, Live It!," the CAHPERD Conference will also feature research presentations, coaching clinics, and dozens of informative and fun sessions. Social activities will include kayaking, whale watching, bicycle riding, nature hiking, Bocce Ball, Volleyball and a Beach Party!

Save the date! The event is scheduled for March 10-13, 2011 at the Monterey Conference Center and beautiful Portola Hotel & Spa. Visit CAHPERD's website, at [www.cahperd.org](http://www.cahperd.org) for registration and hotel information - this year, you can register and renew your membership online!

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**Yancey**



Stedman  
**Graham**



Dan  
**Isaacson**



Thom  
**McKenzie**



# *Instant Recess: Getting our Instant Gratification Society Moving, One School at a Time*

## Abstract

Incorporating brief, structured group physical activity breaks into the daily school day routine is an environmental intervention that is widely applicable, requiring minimal upfront or ongoing costs and offering ready exportability and cultural adaptability. *Instant Recess*® is a turnkey activity break intervention delivered by electronic media and featuring simple movements based on sports or dance traditions. The intervention has been developed, evaluated and disseminated through public-private partnerships involving state and local government, foundations and non-profits. The utilization of brief activity breaks in advancing population physical activity may be equated with the role of smoking bans in galvanizing tobacco control.

By **Toni (Antronette K.) Yancey, MD, MPH**

## Introduction

Environmental approaches address the external factors that make it difficult to translate healthy intentions into action. School settings, where youth spend half of their waking hours, are prime targets for intervention (Gonzalez-Suarez et al., 2009; Naylor & McKay, 2009). A recent Cochrane review of school-based physical activity programs showed that such interventions have resulted in increased duration of physical activity, decreased TV viewing time, and improved aerobic capacity and blood cholesterol (Dobbins et al., 2009). Distributing educational materials and modifying school curricula to incorporate more physical activity were the minimum changes needed to realize a significant impact (Dobbins et al., 2009).

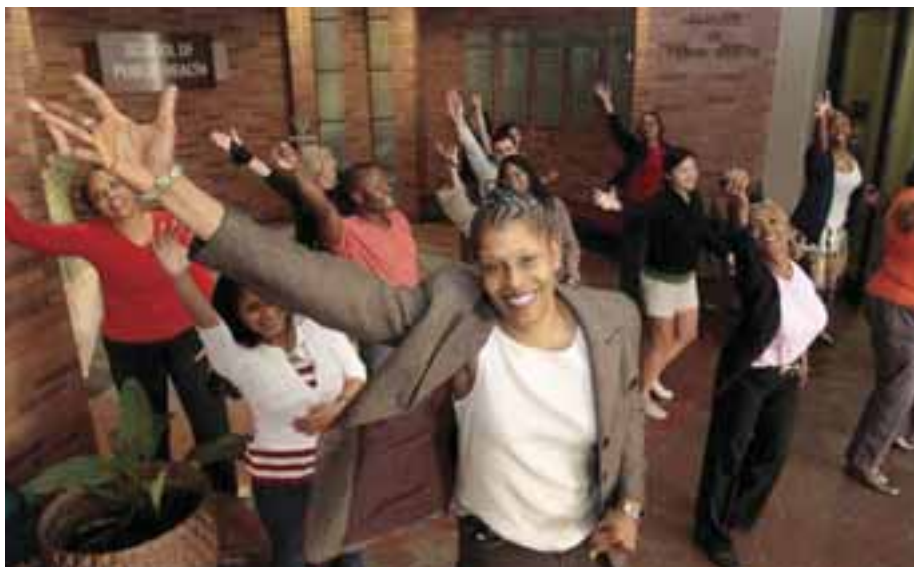
The modest nature of the changes required to produce a meaningful impact is a particularly promising finding for schools in low-income communities. These schools have borne the brunt of the economic downturn as reflected in PE cuts and crumbling facilities; they have limited capacity for full implementation of the coordinated school health approach (e.g., PE specialists, adequate playground supervision and space configured to maximize activity, comprehensive staff wellness).

Incorporating brief structured group physical activity breaks into the daily school day routine is one such environmental intervention, requiring minimal upfront or ongoing costs and offering ready exportability and cultural adaptability. Research has demonstrated improvements in individual behaviors and health outcomes (e.g., attenuating excess weight

gain, lowering blood pressure, increasing bone density), as well as organizational benefits (improved academic performance, longer attention spans, fewer disciplinary problems) (Barr-Anderson et al., 2010). Activity break interventions with published evaluation data include *Take 10!*, *Energizers*, *Making the Grade with Diet and Exercise*, and *PASS & CATCH*. The delivery system for these interventions generally requires that teachers work the activity into their lesson plans as they prepare for class, that they lead the activity themselves, or both. A similar intervention model with a different delivery system, *Instant Recess*® is turnkey or “plug and play”—technology mediated, music driven, and intended as a mental respite for students and teachers (Yancey et al., 2009). This paper is an excerpt of *Instant Recess: Building a Fit Nation 10 Minutes at a Time* (Yancey, 2010) which provides a focused review of the literature on school-based activity break interventions, describes the development and evaluation of *Instant Recess*, and argues that activity breaks in schools are a critical part of a strategy for re-integrating physical activity into daily routine population-wide.

## Review of the Literature

Physical Activity Across the Curriculum (PAAC), a federally funded University of Kansas study of a variation of *Take 10!*, successfully engaged 60 to 80 percent of elementary school non-PE teachers in conducting 10-minute exercise breaks in twenty-four low-income public schools in three eastern Kansas cities: Kansas City, Topeka, and Lawrence (Honas et al. 2008; Donnelly et al. 2009). While *Take 10!* emphasizes being active while learning, PAAC focuses on making the activity integral to the lesson. Study staff provided teacher training in one six-hour, off-site in-service session at the beginning of each school year. Interestingly, from the standpoint of *Instant Recess*'s innovation, music to use in leading the exercise sessions was one of the most frequent requests in the staff training sessions—they began distributing oldies CDs popular with both teachers and students. The gradual increase in the number of teachers engaged each year and number of minutes provided reflected a progressive cultural norm change (an average of 70 minutes a week of activity,



Dr. Antronette K. Yancey will be a Keynote Speaker at the 2011 CAHPERD State Conference in Monterey.

and nearly 50 percent of teachers achieving the goal of 90 to 100 minutes a week after two years). The PAAC increased the kids' physical activity levels, in school and outside school—on both weekdays and weekends. This finding is particularly significant because, like other recent evidence, it contradicts the concept of “compensation”: some have argued that restricted activity during the school day because of less recess and PE may be offset by compensatory increases outside school. The converse is that adding structured physical activity may lead to decreases in other venues, but that's not consistent with the PAAC data.

PAAC also improved academic achievement in terms of reading, math, spelling, and composition scores. When the investigators looked specifically at the nine of fourteen intervention schools that averaged more than 75 minutes of active lessons weekly, students gained less weight than those in control schools. Not surprisingly, when teachers were active with the students, student physical activity levels were significantly higher. Earlier studies of *Take 10!* have also demonstrated the feasibility and utility of this approach in regularly engaging students and teachers in exercise of sufficient intensity and duration to count toward the total recommended by the Centers for Disease Control and Prevention. For example, James Stewart and his colleagues (2004) found that third through fifth graders burned 27 to 36 kilocalories and racked up step counts of eight hundred to a thousand with each break.

Given the incursion of sedentariness and obesity into younger and younger age groups, the *Take 10!* folks have developed *Animal Trackers*, an adaptation of their active lessons for preschoolers (Williams et al. 2009). They recently published process data from a pilot test of the intervention at Head Start sites in New Mexico, showing that they were able to deliver an average of 47 additional minutes of structured physical activity per week (4.1 sessions per week averaging 11.4 minutes per session).

*Energizer* activity breaks (Mahar et al. 2006) along the lines of *Take 10!* used grade-appropriate learning materials, involved no equipment, and required little teacher training (one 45-minute training session). Not only were kids more active during the school day, but on-task behavior improved by 8 percent overall after the *Energizer* breaks and by 20 percent among the least on-task students (those who were on-task less than 50 percent of the time before *Energizers* were instituted).

A different model from *Take 10!* of delivering activity breaks involved three basic school environmental changes: (1) restructuring the school day to provide 15 minutes of teacher-led activity each morning to start the day, (2) access to a free breakfast program for all students to promote nutritionally sound practices, and (3) a reversal of the order of lunch and recess. The last strategy, Recess Before Lunch, was developed to capitalize on the body's craving for water after exertion—studies have found less “plate waste,”

especially of fruits and veggies, when kids eat after moving and sweating than before. Adopting these three changes produced a 67 percent decline in nurse visits, a 58 percent decrease in disciplinary referrals, and an increase in academic performance such that the school improved from passing two of the state achievement tests to passing all five after four years (Sibley et al. 2008).

*PASS & CATCH* is yet another school model. Coordinated Approach to Child Health (CATCH) is one of the pioneering activity-focused physical education upgrades as a part of a school-wide environmental change approach. *PASS & CATCH* adds brief and enjoyable activity breaks folded into the in-class didactic curriculum that has been found to improve math scores for all third and fourth graders and to improve both reading and math scores for poorly adapting students (Murray 2009).

#### The Instant Recess Concept

*Instant Recess* was designed to be minimally disruptive to already stretched budgets and constrained and overscheduled curricula. Brief structured bouts of music-driven group dance and sports moves are integrated into school routine, for example in transitioning from lunch to didactic coursework or between subjects. The concept was adapted from a workplace intervention (Yancey et al., 2004). In order to engage youth, athletes were featured leading exercises and communicating activity-promoting and healthy eating messages. Capturing these breaks permits correct and consistent demonstration of the movements and allows athletes to model healthy behaviors without the need for in-person appearances in the classroom or playground.

Studies have demonstrated that athletes are the second-largest category of role models among adolescents, mostly boys—about one in five—behind family members (Yancey, Siegel, and McDaniel 2002). Having an athlete as a role model was comparable to having other types of “figure” role models (those not personally known to the teen) in its positive correlation with self-esteem, ethnic identity, and grades. Among white boys in single-parent homes, choosing a sports figure correlated with decreased drug use. Young people who emulate athletes tend to have higher physical activity levels.

UCLA analyses of California Health Interview Survey data showed an association between teens identifying an athlete as a role model and their engaging in a spectrum of protective behaviors, including exercising regularly, eating five or more daily servings of fruits and vegetables, not smoking or drinking alcohol, and not fighting at school (Yancey et al., 2010).

The newly formed nonprofit Professional Athletes Council (PAC) adopted *Instant Recess* as its signature project in 2006. PAC was founded by an NFL kick-off returner and an NBA forward, and managed by a businessman who ran the philanthropic foundations for many of the athletes. Several of these foundations targeted obesity, diabetes and children's fitness, but were strictly locally focused. These athletes joined together to leverage their celebrity to draw national media attention, create a sensation (word of mouth, or buzz), and drive social norm change to fight childhood obesity.

PAC, the California Department of Public Health, and UCLA produced a prototype CD and DVD, the Rossum Kick-Off Lift Off! to target sports events and schools, with the aim of making prolonged sitting as socially unacceptable as drinking and driving, or smoking. We shot some of the footage for that first *Instant Recess* DVD at the biannual California Childhood Obesity meeting in Anaheim in January 2007, and watched attendees ignore the keynote address by a well-known former California state health officer to line up in the back of the auditorium to get the featured athlete's signature. We trademarked *Instant Recess* at the time we presented it to executives of one of the national professional sports leagues to maintain the concept's scientific integrity and intent to engage the least active individuals. The Los Angeles County Department of Public Health and the University of Pennsylvania-based African American Collaborative Obesity Research Network participated in vetting and testing various aspects of the *Instant Recess* adaptation, and plans for its implementation and evaluation. We also tested the *Instant Recess* concept and the first CD-DVD with children attending a pro-athlete sponsored community fitness event in August 2007 to document their interest, willingness to participate, and

accelerometer-measured levels of moderate to vigorous physical activity during the break.

#### **Instant Recess Leaves the Nest**

The more formal dissemination and evaluation of *Instant Recess* to schools and sports organizations began with early adopters captivated by the athletes' charm and perhaps the supportive scientific data at presentations or lectures. The early progression was from individual initiatives at isolated schools in Los Angeles, Memphis and Phoenix to a pro franchise, the San Diego Padres, and a school district, Winston-Salem/Forsyth County Schools in North Carolina.

#### **Champion School: Testing the Feasibility of Instant Recess**

*Instant Recess* was pilot-tested during the 2007–2008 school year at a charter that requires daily PE in Phoenix, Arizona, serving a low-income, ethnic minority student population. The school introduced *Instant Recess*, in addition to its daily PE classes, first to half of the grade levels—K, 2, 4, and 6—at the beginning of the fall semester, and then to the rest at the beginning of the spring semester. They hosted a “Think You Got Moves?” contest, submitted a DVD of the three finalists' entries, and performed their moves pro athletes attending the 2008 Super Bowl. The principal commented that “our students and teachers love [*Instant Recess*] and are getting quite good at it.” The head coach and PE instructor, a former UCLA football standout, observed that kids exposed to *Instant Recess* learned exercise routines faster, and performed better on skills and endurance tests such as wall climbing. Representative teacher and student comments are presented in Table 1.

#### **Winston-Salem/Forsyth County Schools: Bringing Instant Recess to Scale District-wide**

The introduction of *Instant Recess* to the Winston-Salem/Forsyth County Schools (WSFCS) was timely because of a two-year-old regulatory policy of the North Carolina Department of Education mandating a minimum of 30 minutes of moderate to vigorous physical activity daily for all K–8 students (combination of PE, recess and intra-curricular activity

breaks). WSFCS strongly encouraging schools to surpass this mandate and provide up to 225 activity minutes per week. WSFCS schools were struggling to meet the requirements, and teachers and administrators often conveyed that fitness was not their responsibility. *Instant Recess* was introduced at a School Health Advisory Council meeting by a Wake Forest University professor as a “do-able” alternative to overcome this perception. The school superintendent quickly bought into the idea. UCLA collaborated with the professor and the WSFCS in securing foundation funding for an initial evaluation of whether *Instant Recess* helped schools adhere to the health policy and whether students would actually participate. Evaluation study participants included students in seven elementary schools and eight after-school programs. Pre- and post-implementation data showed significant improvements in participation in moderate to vigorous physical activity among students and a significant increase in on-task behavior (the percentage of students who were paying attention in class), compared to controls.

A secondary and complementary aim of the Winston-Salem leaders was to make exercise breaks an integral part of high school, community college, and university sporting events to embed the intervention in the local culture and increase its diffusion and dissemination. Our UCLA CDC disparities center provided a seed grant for this purpose to augment the school day-focused funding. However, because of a cascade of administrative changes and bureaucratic snafus, release of CDC funds was delayed and full implementation has yet to be reached. In conjunction with an earlier Winston Salem project targeting black churches to incorporate *Instant Recess* breaks, the eventual goal is to include *Instant Recess* in enough venues so that metro area residents (population about 300,000) have an opportunity to participate in at least one group activity break every day.

#### **San Diego Padres' FriarFit initiative: Developing a Pro Sports Model for Instant Recess**

In 2008, the San Diego Padres became the first professional sports team to adopt *Instant Recess* and other organizational policy and practice changes in its routine

**Table 1: Participant Comments on Instant Recess Implementation**

Teacher	Student
It's a good use of time because it gets kids excited, gives them a boost of energy, wakes them up. . . ."	"I think the Instant Recess is good for stretching out and exercising the kids to keep our muscles strong. I think it would be good to have all the kids around the world do it."
"Girls, especially, perform better in physical education because Instant Recess exercises build their confidence."	"I like the modified jumping jacks because we don't have to pick up our feet!"
"Kids are taking ownership—bringing their own music and trying out moves."	"Makes me feel strong!"
"I really enjoy doing the exercise with the students. I feel more energized."	"I think it's cool!"
"Instant Recess is a great activity for the students. They get excited and can't wait to do it each day. It even helps students work together as a team and help each other out."	"I love the Instant Recess because it gave me energy throughout the day."
"Students never let us forget to implement Instant Recess."	"When we did the Instant Recess I thought it was good because we got to work out but we did not get that sweaty."
"They correct each other if they are not doing it right and teach Instant Recess to new students."	"The DVD was fun because you kept marching the whole time, but I wish we could learn new moves after a while."
"Kids are taking ownership—they want to dance to it, do it double time and infuse Instant Recess with their own moves."	"The music was good and made me feel fun and silly when I was doing the exercises."
	"A lot of fun. It was way better than sitting down in class all of the time."
	"I think that it would be awesome if we kept it going, and I think that none of them were too hard."
	"It is fun to do in class rather than outside."
	"I think other schools should do it so they can become more active."
	"Enjoyable. The part I like most was all of the moving around."

operations, in partnership with The California Endowment health foundation and UCLA, as a part of a broad-based childhood obesity prevention initiative, FriarFit. UCLA created and choreographed an *Instant Recess* break for the initiative led by a team vice-president and baseball Hall of Famer, with nine baseball moves representing each of the nine innings in baseball, e.g., the “batter’s box” and the “grounder.” *Instant Recess* breaks were led by the club’s Pad Squad—and by a celebrity or Padres player during the pregame shows at family-focused Sunday games and, on occasion, at other youth events, e.g., as a warm-up at baseball clinics.

The Padres also produced and showed public service announcements featuring players, cheerleaders, and former players on the jumbo screens during games and on the team’s cable network affiliate.

During the pilot season, UCLA and the state health department provided training, resource materials, technical assistance and support, and incentives to 39 teachers and administrators from economically challenged local school districts to conduct the in-class breaks and to mobilize school wellness committees to advocate for physical activity promotion strategies. Those included recess before lunch and standards to require at least 50 percent of physical education time in moderate to vigorous activity. Ten nutrient-rich items were upgraded or added to the ballpark menu, including sweet-pepper hummus with baked pita chips, fresh fruit cups, yogurt parfaits, Asian salads, and grilled veggie dogs and burgers on whole grain buns. An informational webpage with its own link was created, from which the FriarFit *Instant Recess* break could be streamed. Media coverage

included several TV and radio networks, along with local newspapers. The team was given a leadership and community service award by the county board of supervisors to highlight national Physical Fitness and Sports Month.

During the second season, teacher training sessions were hosted at the ballpark and an interactive website was launched with plans for web-based interscholastic competitions for such prizes as game tickets or visits by players or cheerleaders to lead *Instant Recess* breaks on site. While FriarFit continued and fan participation grew throughout the 2009 and 2010 seasons, addition of new components was suspended because of an ownership change and the economic downturn.

### Passive Diffusion and Active Dissemination of Instant Recess

Major League Baseball’s national office requested the FriarFit materials and documents as a part of the R&D of MLBFit. Some teams began implementing initiatives similar to FriarFit during the 2009 season. For example, the LA Dodgers added some of the same healthy food items offered by the Padres. They also included “follow along exercises” broadcast over the huge DodgerVision screen to engage children and willing adults, but this component was abandoned during the 2010 season. Without the player involvement and promotion, embedding team identity into the exercises and cheerleader- and celebrity-driven engagement of fans, there was little participation.

The WNBA Los Angeles Sparks signed on to pilot the project during the 2009 season, developing SPARKing Motion in conjunction with the Los Angeles County Department of Public Health and UCLA. Assisting in the team’s recruitment, the Sparks’ president knew one of the Padres’ former executive vice presidents who was instrumental in getting FriarFit off the ground. In August 2009, the Sparks hosted the first in-game *Instant Recess* break during their half-time show with political and public health leaders working out on the floor with their two cheerleader groups, the SparKids and Ole Skool Crew, also featured in the DVD. The SPARKing Motion *Instant Recess* break consisted of

basketball moves created for ten of the players on the active roster, e.g., the (Tina) “Thompson Tip-Off” and (Candace) Parker “Power Jam.” One thousand *Instant Recess* audio CDs were distributed that night to the crowd at the Staples Center.

**Implications**

New ways to increase physical activity across a wide range of settings must be identified, and brief activity breaks may be implemented almost anywhere. Captive audiences that may be engaged in such breaks are ubiquitous. For example, food or beverage refreshments are usually offered at work, religious and social functions and gatherings, and hosts would be considered inhospitable were such refreshments not offered. Yet there is no penalty for cooping people up for long periods, nor is there much support for systematically interrupting prolonged sitting—it’s normative! Rarely are attendees or guests “refreshed” with brief activity bouts or “snacks.” Activity snacks are cheaper to provide and just as necessary to health and well-being as nutrient-rich foods, but there is no strong biological drive like hunger to prompt people to move.

Pushing people to be a little more active on a regular basis can foster the daily personal and professional decisions ultimately necessary to increase communitywide physical activity participation and change social norms. We must be strategic in leveraging existing resources and focusing efforts on environmental changes that may be broadly adopted, and schools are critical bulwarks in driving these changes. This may reduce activity disparities, increase activity levels population-wide, and create the social norms and political will to drive permanent activity-promoting changes to the built environment (Yancey, 2009; Yancey and Sallis, 2009), much as smoking bans galvanized the tobacco control movement. Some investigators have asserted and argued that policy change precedes norm change (Swinburn, 2008). History suggests otherwise, however, e.g., imposition of smoking bans as an organizational and regulatory practice change long before legislative mandates (Messer et al., 2007). Nudging people to be more active in small doses may generate the visibility and political will to make critical but difficult and costly built environmental investments more tenable in the long run.

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### Jan 14-15

**CAHPERD Board of Directors.** *Westin Hotel, Pasadena.* Contact: CAHPERD, 916-922-3596

### Jan 29

**Early Childhood and Elementary Physical Education Workshop.** *Crescent Elementary School, Suisun City, CA.* Contact: Cindy Lederer, [cindyled@cssac.net](mailto:cindyled@cssac.net); 707-980-2966

### Feb 2

**25th National Girls & Women in Sports Day. Play, Believe, Achieve!** Contact: NAGWS, [www.aahperd.org/nagws/](http://www.aahperd.org/nagws/); [nagws@aaahperd.org](mailto:nagws@aaahperd.org); 703-476-3452

### Feb 6

**CAHPERD Super Bowl Party.** *Sacramento. Shenanigan's, 705 J Street, Sacramento, CA 95814.* Contact: CAHPERD, [www.cahperd.org](http://www.cahperd.org); [reception@cahperd.org](mailto:reception@cahperd.org); (916) 922-3596.

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### March 29-Apr 2

**AAHPERD 126th National Convention and Expo. Oceans of Opportunity.** *San Diego.* Contact: AAHPERD, [www.aahperd.org](http://www.aahperd.org); [conv@aaahperd.org](mailto:conv@aaahperd.org); 1-800-213-7193

### May 21-22

**29th Annual Southwest Dance, Movement and Acro-Sports Workshop, Palm Springs Convention Center.** Contact: CAHPERD, [www.cahperd.org](http://www.cahperd.org); [reception@cahperd.org](mailto:reception@cahperd.org); 916-922-3596

### July 9-16

**61st Annual California Physical Education Workshop.** *Cal Poly, San Luis Obispo.* For more information, visit [www.peworkshop.com](http://www.peworkshop.com)

### July 15-24

**65th Annual Physical Education, Athletic Coaching & Health Workshop.** *Cal Poly, San Luis Obispo.* For more information, visit [www.peachworkshops.com](http://www.peachworkshops.com)

### July 19-24

**37th Annual Dance & Movement Workshop for Educators.** *California State University, Sacramento.* Contact: Sher Edgar, [edgar@centerusd.org](mailto:edgar@centerusd.org)

### July 24-27

**19th Annual California Middle School Physical Education Workshop.** *CSU, Fullerton.* For more information, visit [www.cmspew.org](http://www.cmspew.org)

### July 24-29

**Cal Poly Elementary Physical Education Workshop.** *Cal Poly, San Luis Obispo.* For more information, visit [www.epew-cp.com](http://www.epew-cp.com).

# The Status of Physical Education in California Schools: *Findings from Physical Education Research for Kids (PERK) project*

**Authored by Heather Diaz, DrPH, MPH, HFI  
Whitney Chamberlain**

Today it is imperative to teach children lifetime physical fitness and wellness. Research shows that daily physical activity and physical education help children learn more efficiently, reduce behavioral problems, improve school attendance and decrease risk for chronic disease.

California Department of Education Codes 51210 (elementary level) and 51222 (secondary level) mandate minimum physical education minutes in the school day. Regardless, a 2006 study revealed more than half of the 73 school districts sampled failed to meet the elementary level requirement. Public health experts and educators were alarmed, and attributed this lack of adherence to district pressures to improve academic test scores and an overall lack of value for students' physical education. But the voice of the physical education teacher was always missing about what "local level" barriers affect Ed Code adherence. What does physical education instruction look like at California school sites? What solutions do physical educators have to improve physical education and physical activity for California's children?

## Background

In August 2008, the California Task Force on Youth and Workplace Wellness (Wellness Task Force) received funding from The California Endowment and Kaiser Permanente to assess the status of physical education and activity in California schools. The assessment consisted of a comprehensive literature review, survey and focus group research, and state policy recommendations.<sup>1</sup> On February 4, 2010, the Wellness Task Force held a briefing to inform state legislators and their staff on policy recommendations stemming from PERK findings. This article serves to provide the California Association for Health,

Physical Education, Recreation and Dance (CAHPERD) members with key PERK findings in order to increase physical education advocacy across the state. Gail Woodward-Lopez, Center for Weight and Health, University of California, Berkeley conducted the literature review and policy recommendations, and Dr. Heather Diaz, Sacramento State University, gathered survey and focus group results.

## The Results

### Literature Review

The literature review included 217 sources and focused on: the benefits of physical education and physical activity during the school day, and the state of physical education and activity in California schools. Key findings in those areas are:<sup>2</sup>

#### 1) Benefits of physical education and activity during the school day.

- Low physical activity and fitness levels exist among school-aged children.
- Subgroups of children (African-American, Hispanic and Asian students) have disproportionately lower rates of physical activity and fitness.
- Physically active and fit children do better academically.
- Time devoted to physical education and activity does not negatively affect academic performance.
- Physical activity can improve student behavior in the classroom, daily attendance, and other risky behavior.
- Physical education and activity can help to improve the psychological well-being of students.
- Physically active children have lower risk for chronic disease.
- Participation in physical education class increases a student's rate of physical activity, thus increasing their fitness and reducing obesity risk.
- The importance of quality physical education class necessitates professional development for teachers responsible for physical education instruction.

- Efficient and quality physical education classes/programs are effective at increasing physical activity for all students.
  - Simple environmental changes (painting games on the blacktop, adding play structures, and adding game equipment) can increase physical activity.
- 2) **The "fitness" of California schools**
- California minute requirements for physical education fall short of national guidelines.
  - High percentage of California elementary, middle, and high schools are failing to meet the minimum minute requirements set by the state.
  - Physical education is not perceived as a high priority for administrators, parents and other stakeholders.
  - Schools sacrifice physical education class time and recess for academic pressures.
  - Monitoring and enforcement of requirements is lacking in the state.
  - The quality of physical education across the state is inconsistent, and physical education monitoring does not include the assessment of quality education. Standards for quality physical education exist, but guidance on implementation is limited.
  - A state-approved standards-based curriculum does not exist.
  - Training and staffing, for the delivery of physical education class, are especially low at the elementary level. Most physical education at the elementary level is not taught by a credentialed physical education specialist.
  - Class sizes are large, especially at the secondary level.
  - Funding for quality physical education programs is inadequate at the local level, including funding for proper facilities and equipment.
- Literature review results helped Dr. Heather Diaz form survey and interview questions to examine how these findings pertain specifically to California schools.



### Survey and Focus Group Data

An online survey and series of focus groups (and key informant interviews) were conducted. The target population included primary and secondary physical education teachers, district level physical education coordinators, and multiple subject elementary teachers. The state of California was divided into eight regions; one focus group was conducted in each of six regions and key informant interviews in two Northern regions. The survey was administered online via Survey Monkey. Participants were recruited via: letters to district and county superintendents, Healthy Eating Activity Community (HEAC) partners and Central California Regional Obesity Prevention Program (CCROPP) site coordinators; advertisements on the Wellness Task Force website; and email blasts to members of CAHPERD and California Department of Education (CDE) Team Nutrition.

The total sample consisted of 769 participants: 690 survey respondents, 73 focus group participants and six key informants. Various respondent groups were: 44.2% secondary PE teachers; 34.6% elementary school teachers; 22% credentialed PE teachers at the elementary level (elementary PE specialists) and 6.8% were school district administrators.<sup>3</sup> A total of 147 school districts were represented from 41 of 58 counties statewide, 39% of which were greater than 50% free and reduced lunch.

The majority of survey participants (55.7%) indicated elementary schools in their district were not meeting or exceeding the state PE minute requirement, while 33.3% said they failed to meet the secondary level requirement. Participants identified the biggest barriers to the minute requirement at each level. The top three barriers for elementary were: 1) physical education is not viewed as an academic priority; 2) lack of credentialed physical education teachers in the district for teaching physical education at the ele-

mentary level; and 3) lack of training on PE instruction for multiple subject elementary teachers. Barriers at the secondary level included: 1) lack of administrative oversight and support; 2) various barriers with facilities, equipment, space and training; and 3) lack of time devoted to physical education due to pressure for academic testing.

*Valuing Physical Education.* More than any other finding, participants consistently mentioned that physical education is not given the support and resources needed to operate effectively, that physical education is not viewed as an academic priority. Participants mentioned a lack of support by administrators for physical education at both levels. Teachers shared stories of district administrators directly telling them to stay in the classroom and focus on “tested academics,” despite adequate personnel and financial resources. Teachers also said physical education time was consistently shortened to give students more time to study academic subjects tested by the state. The lack of administrative oversight of physical education communicated to teachers that physical education is devalued. One teacher shared that in over 30 years of teaching she has never had a principal observe her. Teachers were often asked to instruct physical education to class sizes far exceeding that expected in core subjects; for example, 1 teacher to 50 students and 1 teacher to 90 students. Specific to the secondary level, respondents said physical education class is often the “pull out” class where students are pulled out of class to improve their grades in other subjects or for other activities. Another significant barrier was an immense focus on athletics which results in hiring athletic coaches to also teach physical education when they lack the necessary training to do so.

*Lack of Trained Teachers.* The lack of credentialed physical education teachers (PE specialists) makes the elementary minute requirement difficult to adhere to. More than 53% of the sample stated that elementary schools rely on multiple subject teachers to teach physical education the majority of the time; however, time constraints and lack of training/preparation prevent them from doing so regularly. More than 30% of elementary classroom teachers and physical educators in our sample reported receiving “zero” on-going training. This drasti-

cally affects the ability to deliver physical education in accordance with the state mandate.

*Barriers.* At the secondary level, participants mentioned significant barriers as a lack of space, inadequate equipment, and high class sizes. One participant shared that she was cited by the state for “teaching swimming on the bleachers” but did not have access to a swimming pool to properly teach students how to swim. Class sizes at the secondary level were reported at ratios of 1:50, 1:80, 1:220, a significant safety issue for both students and staff.

### Policy Recommendations

Under the direction of Gail Woodward-Lopez, Center for Weight and Health, an expert panel developed the following state level policy recommendations based on the literature review and research results:<sup>4</sup>

- 1) **Improve the content and evaluation of school physical education programs.**
  - a) Improve monitoring and accountability at all levels.
  - b) Improvements in the measurement of quality physical education.
  - c) Provide physical education for all students, avoid opting out for other subject areas.
  - d) Improve professional development and credentialing-improvements in college preparation courses for multiple subject teachers and continued development for single subject teachers.
  - e) Adopt a standards based standardized physical education curriculum.
  - f) Increase support and funding to schools program improvement schools.
  - g) Increase administrative staffing at the state and district levels to assure increased oversight and support for physical education.
- 2) **Integrate physical activity into the full school program.**

CONTINUED ON PAGE 46

<sup>1</sup> Results were compiled in to a 99 page report available online at [www.WellnessTaskForce.com](http://www.WellnessTaskForce.com). The Wellness Task Force does not advocate for legislation but hosted a briefing to discuss policies recommended by the Center for Weight and Health, University of California, Berkeley.

<sup>2</sup> Each item listed includes multiple articles of support. Not all results are listed here.

<sup>3</sup> The 6.9% of the sample of school board administrators were excluded from the research analysis as it was not the primary target population and represented a small percentage of the overall sample.

<sup>4</sup> See the entire report available at [www.WellnessTaskForce.com](http://www.WellnessTaskForce.com) for a list of expert panelists.



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# In Memoriam



## **Bobbie McTee Masters**

Bobbie McTee Masters, a native of Texas who captured everyone's attention with her grace and elegance, died peacefully on July 18, 2010 in Rancho Palos Verdes, CA. Growing up in Gainesville, she learned to play sports and exhibit her unique charismatic version of southern charm.

Bobbie attended college at North Texas State University, where she obtained her B.S. and Masters Degrees. Upon her move to California, she proceeded to take graduate work at Cal State Los Angeles, Cal State Long Beach, Pepperdine and UCLA. She taught physical education at Dodson Junior High in Los Angeles from 1966-1968. She then transferred to the higher education level at Los Angeles Harbor College as a Professor in Physical Education, where she also served as Coordinator of Student Activities. After retiring from teaching, Bobbie served as Field Supervisor for student teachers in physical education at CSU Dominguez Hills.

Bobbie was very active in professional organizations at the state, district and national levels. In CAHPERD, she served on many advisory committees and in the capacity of unit president, section chair, and other leadership positions. She was CAHPERD President in 1985-1986 and later served as a member of the Foundation Board of Trustees. In recognition of her extensive contributions to CAHPERD and the profession, she received the CAHPERD Honor Award in 1991 and the prestigious Verne Landreth Award in 1998.

Those in Southwest District AAHPERD also remember Bobbie as a former President. During her 1988-89 tenure, the annual district conference was held in Hawaii and her chosen theme was "Visions for Southwest District in the 21st Century." Following her presidency, Bobbie served as the district's Protocol Advisor until 2008.

Bobbie lived a life of service and influenced the careers and lives of many people, students, colleagues and friends. She will be dearly missed.

## **Oliver "Ollie" Hastings Bidwell**

Oliver H. "Ollie" Bidwell was an honored physical educator, coach and administrator with Fresno Unified School District. His teaching/coaching career included seven years at Roosevelt High School, six years at Fresno High School and six more at McLane High School. His coaching record includes eight league titles, two Delano Tourney championships and one league co-championship.

Ollie was promoted to the position of Director of Physical Education and Athletic Director for Fresno Unified and he served in that capacity for 16 years. He also officiated baseball, basketball and football for 35 years at the high school and collegiate levels. He was inducted into the Fresno Athletic Hall of Fame in 1989. Other recognition included being named "Citizen of the Year" by the American Legion Post #4, as well as being honored by the Joseph P. Kennedy Foundation for his contributions to the Special Olympics.

Ollie was truly well liked by his colleagues, but more importantly, was highly respected for his integrity and his dedication to his profession.

## **Colonel Louis Willard Futrell**

Lou Futrell was a physical educator and athletics coach with Fresno Unified School District for 36 years, retiring in 1976. His career was spent among Edison High School, Roosevelt High School, Washington Middle School and Ahwahnee Middle School. He was a well-known coach of football, as well as track & field.

Prior to his teaching career, Lou was an outstanding athlete in multiple sports. Participating in football, basketball, baseball and track at Porterville High School, his honors included selection to the All San Joaquin Valley Football Team, and awards in high and low hurdles and broad jump at the California State Track Meet. He set multiple track records in Tulare County, which were later broken by Olympic great Bob Mathias. Lou continued to achieve success in athletics while attending Fresno State College. His awards in the NCAA Track and Field Championships earned him all American status and election to the CSU, Fresno Track Hall of Fame.

Following the 1941 attack on Pearl Harbor, Lou joined the United States Marine Corps Reserve and reported for active duty in a V-12 program at the University of Southern California in 1943. He continued to compete in football and track. After his release from active duty in 1946, Lou returned to USC, again competing in football and track, while working toward graduation. Upon receiving Bachelor of Science and Master of Science degrees from USC in 1949, he embarked on his career with Fresno Unified. Continued active and volunteer assignments in the USMCR resulted in his recall to duty during the Korean conflict and eventual retirement in 1976 at the rank of Colonel.

CONTINUED ON PAGE 46

# You asked; *we delivered!* CAHPERD Launches New Website & Increased Benefits Online

By Drisha Leggitt  
*CAHPERD Executive Director*

**Two years ago, when I accepted the position of Executive Director for the California Association for Health, Physical Education, Recreation & Dance (CAHPERD), I promised that the CAHPERD State Office would soon provide easier access to information, better technological tools, and increased benefits for its members. I'm proud to announce that through the hard work of many CAHPERD volunteers and staff, these promises are now reality!**

Over the summer, CAHPERD launched a comprehensive, new website featuring dozens of informative pages, materials, and tools. If you have not yet seen the new website, please bookmark it: [www.cahperd.org](http://www.cahperd.org).

The new website's development and launch is the culmination of hundreds of hours of work by the CAHPERD Membership Committee (led by Committee Chairpersons Julie Kuehl-Kitchen and Mel House), Administrative Committee members (particularly President Dan Latham), various other committee chairpersons, and the CAHPERD staff members. The aforementioned CAHPERD leaders recognized the CAHPERD website as



CAHPERD's new website features photos from recent CAHPERD events including the "World Series Party with Dusty Baker."

the association's "first impression to the world", and an especially important (yet under utilized) membership tool. The group began the website development process from "scratch", studying dozens of other websites, CAHPERD's existing tools, polling members and partners, and creating a "wish list" of services, before building a web page map and multi-tiered launch plan.

You should find the resulting website much easier to navigate, featuring a more professional and less cluttered "look and feel" consistent with the design of CAHPERD's other communication tools (including the [CAHPERD Journal](#) and [CAHPERD Times](#) newsletter). You will also find a photo slide show with direct links to the

deadline-specific program pages and events members use most.

Addressing the website requests we received most from members, CAHPERD's website now allows members to manage, update and renew their memberships electronically online, register for events and programs, purchase CAHPERD Logo Shop items, and more, in a matter of minutes! Eventually, the online events registration and membership management capability should improve the CAHPERD Office's productivity by almost 40 percent.

Website visitors will also find a new link to resources known as the "CAHPERD Physical Education Advocacy Toolkit." The toolkit provides important links and materials that will

help any member with their local, regional, statewide and national advocacy efforts. On this site you will find appropriate California Education Codes, national advocacy tools from the National Association for Sports and Physical Education (NASPE), policy examples, parent resources, support documents, and partner links, among many other features.

Make sure you also check out our "Photo Gallery," to see your fellow CAHPERD members and peers at various CAHPERD activities including this year's "CAHPERD Jamba Jump Day," the Fall Dance Workshop, North Central District Workshop, CPEC Workshop and CAHPERD's World Series Party fundraising event with baseball legend Dusty Baker!

The "Members Only" pages offer our members exclusive access to presenter slides, materials and hand-outs from various CAHPERD professional speakers and sessions. Very soon, this area will also feature video clips of CAHPERD programs and sessions, providing professional development instruction and tools to all members, regardless of location or availability of opportunity. Eventually, we hope to offer CAHPERD podcasts, webinars, and other technological tools that will help our members continue their professional growth and development.

We will also soon be launching the "CAHPERD Marketplace" web page. On that page, CAHPERD members will be offering reduced-rate and special products and services to CAHPERD members; and a portion of all sales will be donated back to CAHPERD to provide further services and programs for CAHPERD members.

Please keep in mind, a website is a "living document"; it will always be changing, updating and growing. We welcome your input as we continue to improve and expand CAHPERD's web presence and member services. Please feel free to send your comments and suggestions to the CAHPERD State Office: [reception@cahperd.org](mailto:reception@cahperd.org).

As always, thank you for your continued membership and support of CAHPERD. And thank you for your input as we continue to provide expanded benefits and programs for our members.

### Phil Lawler

Phil Lawler will forever remain a legend in the Physical Education world. Recognized as the leader and voice in the quest for quality physical education, Phil believed that every child, regardless of athletic ability, should be given a chance to find an activity that they can embrace and enjoy for a lifetime. His vision was the catalyst for the creation of PE4life. His passion was unmatched. To live a life as Phil did—so devoted to the cause you whole-heartedly believe in—is admirable.

After building his innovative Physical Education program at Madison Junior High in Naperville, Illinois, Phil went on to train hundreds of Physical Educators and school officials from across the US and from ten countries worldwide. Phil's vision went beyond teaching methods and was highly sought after from those in the fitness, medical, research and sporting equipment industries. Phil was often a consultant to equipment companies in development of cutting-edge products that could be used in PE class. Additionally, he helped lead the movement of Learning Readiness PE (LRPE), using exercise to help the learning process. Working closely with Dr. John Ratey, Harvard Brain Researcher, Phil's work was highlighted in the book SPARK: The Revolutionary New Science of Exercise and the Brain.

Phil's passion and vision has been shared with countless number of Physical Educators, creating accountability and respect for the profession, changing the way it had been perceived for so long. Phil's legacy will live on through the many lives he touched.

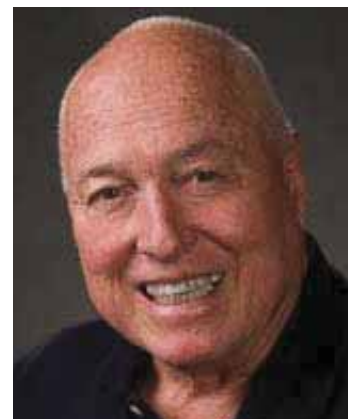


### Gerald "Jerry" Wyness

Jerry Wyness enrolled at University of Nevada, Reno in the fall of 1946. In his freshmen year, he played football, basketball and baseball. He was commissioned as a second lieutenant in the U.S. Air Force Reserve in May 1950. He served on active duty from April 1952 through September 1953 (Korean War). Upon his return, Jerry attended San Jose State, obtaining his teaching credential and master's degree in 1955. He earned his doctor of education in 1963 from University of Oregon.

Jerry taught and coached football and track at Coalinga, California High School and Junior College from 1954-61. Jerry also spent 24 years at San Francisco State University as a professor and athletic director from 1967-1969. For 19 years, he served at Saint Mary's College in Moraga, California as an adjunct professor in the graduate sport management degree program. During his 49 years in higher education, Jerry wrote two college level textbooks, authored more than 30 articles and gave more than 60 professional presentations.

Jerry was active in CAHPERD's Bay District and Contra Costa County Unit 103. He was a recipient of the CAHPERD Honor Award in 1996. Jerry was also an active member and past president of the Western Society for Kinesiology and Wellness (previously known as the Western College Physical Education Society). Other honors included Outstanding Teacher Award from San Francisco State University and the 2008 Professional Achievement Award from University of Nevada, Reno. He was also involved in SAVE, the Senior Auxiliary Volunteer Effort for the Reno Police Department.



- a) Increase physical activity in the classroom across all subject matters.
  - b) Increase recess and activity breaks outside of class time.
  - c) Improve school facilities and playground designs statewide.
- 3) **Recognize the broader context of school physical education and physical activity programs.**
- a) Increase integration of school, after school, and community physical activity programs.

The Center for Weight and Health also suggested increased funding and stakeholder engagement would enhance the recommended policies.

**Next Steps**

Since the release of the research findings and policy recommendations, the Wellness Task Force has promoted the PERK report as a tool to improve physical education and activity for California youth.

The report serves as a valuable resource for physical educators throughout the state and feedback from them has been positive. Many have said how important it is to them that a research project took time to capture their input. PERK has been used in presentations to school boards, even prevented cuts to

physical education programming and potential layoffs at some school sites. Teachers appreciate that PERK provides research and statistics in one document so they can easily draw on information to help advocate for physical education at the local level.

To date there has been no impact from PERK on state legislation related to physical education. However, around the time of the report release, the California Department of Education hired a full time physical education coordinator. In addition, CAHPERD included PERK findings and recommendations in their online advocacy toolkit.

The Wellness Task Force is now taking their school wellness efforts beyond the PERK research to inform certain stakeholders how PERK content can be used to sustain physical education, through advocacy or policymaking. They have teamed with advocacy organizations and other physical education/activity partners to strategize next steps. Some planned activities include: informational meetings for physical education professionals, PERK fact sheets for advocates, and training PE teachers (CAHPERD members) to effectively advocate to legislators or school boards.



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# Shop 'CAHPERD Marketplace' for Discounts, Deals and Automatically Support CAHPERD!

CAHPERD's website will soon feature a new tab: "CAHPERD Marketplace." On that web page, CAHPERD members (corporate, professional, etc.) in good standing are offering special deals and discounts on products and services for CAHPERD members and friends.

From school and fitness center equipment, to instructional DVDs and classroom posters, to vitamins and nutritional supplements, CAHPERD website visitors can shop online, and simultaneously support CAHPERD! Because 10% of all sales proceeds generated through the "CAHPERD Marketplace" website will be donated back to CAHPERD!

Shop for your classroom or school, buy gifts for the holidays, or pick up the health and fitness items you use every day, by purchasing through the CAHPERD website, and you will also generate a 10% donation back to CAHPERD with every purchase! Additionally, you will be supporting your fellow CAHPERD members' businesses and programs.

CAHPERD members are offering special deals and discounts through the "CAHPERD Marketplace" website; so check the tab every month for new products and service offers: [www.cahperd.org](http://www.cahperd.org).

If you are a CAHPERD member and would like to offer products or services through the "CAHPERD Marketplace," please contact the CAHPERD State Office for more information: (916) 922-3596. Please note, some restrictions apply (such as all products/services must align with CAHPERD's mission; only CAHPERD members in good standing may participate; and 10% of all sales proceeds must be donated to CAHPERD).

*Shop and support CAHPERD at the same time; check out the CAHPERD Marketplace today!*

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