

Behaviors of Successful People

- Behavior is in line with your values, beliefs, desires
- Endure the pain of feedback in order to secure the joy of growth
- Abandon hope for a better yesterday
- Stop waiting for a better tomorrow
- Reject failure
- Reject negative thinking
- Reject limited language, i.e. "I'll try" and adopt such phrases as "I will!"
- Remain physically fit and energetic
- Make the best use of time
- Study successful role models
- Communicate precisely and powerfully
- Listen better than you think
- Serve those around you

Drug Use and Sex Linked

Teenagers who use drugs are more likely to have sex and initiate it at younger ages, according to a recent report from the National Center on Addiction and Substance Abuse at Columbia University. Among the reports findings: children 14 and younger who use drugs are four times more likely to have sex than those who don't; drug using teens are three times more likely to have at least four sexual partners a year than those who don't use drugs; and 38 percent of 15 year old girls and 45 percent of 15 year old boys have had sex. The report analyzed data on substance abuse and sex from previous published surveys involving more than 34,000 teens.

Source: NAESP Communicator

Editor's Note:

The Council of Administrators welcomes your comments or suggestion. Please send them to the editor.

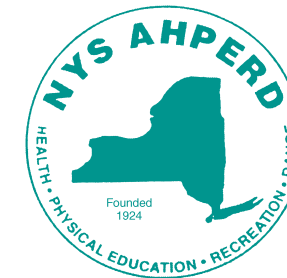
The focus of our next newsletter will be on technology.



JUMP ROPE FOR HEART



Administrative TIMES



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THE PRESIDENT'S MESSAGE

Dear Friends:

I am pleased to inform you that at a recent New York State Association of Health, Physical Education, Recreation and Dance (NYS AHPERD) meeting, it was announced that the New York State Federation of Professional Health Educators (NYS FPHE) has joined membership with NYS AHPERD. The NYS FPHE includes health educators, who not only work in schools but also those who work for corporations, county agencies, hospitals, etc.

What this means for the Council of Administrators (COA) is that directors of health education programs will join forces with directors of physical education programs to support health related issues affecting New York State. In some school districts, this is one in the same person. However, many school districts assign health education responsibilities to science or career and family science coordinators, or other administrators in the district.

The COA would like to welcome our new members and provide services to address their needs. I am currently working with Dee Kurth and NYS AHPERD Executive Director Colleen Corsi to secure a list of names and addresses to add to our database. Dee is the NYS FPHE representative to NYS AHPERD, and she is committed to serving both professional organizations so that a smooth transition occurs. In the meantime, I'm asking for your help to identify the person in your district responsible for health education. Please speak to him or her about joining NYS AHPERD and COA. In turn, that administrator will receive advocacy for his program at the State level, newsletters, the COA directors' conference, and other related services. All directors of

health should contact Colleen's office to get a free copy of the booklet, "National Health Standards." It gives a complete scope and sequence K - 12 for health education that is easy to follow.

The Certified Fitness Training Program will continue this summer at RIT, July 17 - 21, and in the Suffolk Zone, June 26 - 30. Contact your local zone representative for more information.

Other issues of interest to COA are the non-teacher coaching certification for which we urge your support, and variances for physical education in New York State. Kent Gray, our associate at SED, reports that there are very few variances in existence, and some of these will not be renewed when they expire. He asked our help in identifying the schools who are not following the SED regulations without a variance. I'm in the process of securing a list of schools, with variances from Linda Bopp at SED. If a school is not following SED regulations, and you're not sure they have a variance, please contact me via e-mail mberhan@glen-cove.k12.ny.us or by phone. Every child is entitled to a quality physical education program; and that starts with us.

Our annual COA conference is scheduled for October 15 - 17, 2000 at the Binghamton Holiday Inn Arena. Mark your calendar now, as more information will follow. If you have any ideas or speakers for sessions please contact Mike White at (607) 775-9144.

Fondest Regards,
Mary R. Berhang

PRESIDENT

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Sharpen Your Wellness Saw

Americans are always looking for a quick fix. Cell phones, e-mail and related technology quicken the pace to take care of personal matters. Advertisements promote a quick fix to your appearance through surgical procedures, pills or fad diets. Are these attitudes or principles?

Steven Covey, author of *The 7 Habits of Highly Effective People*, opens minds to guiding principles. The seven habits give people and organizations opportunities. The seventh habit, "sharpen the saw," embodies the spirit of wellness. This "self-renewal process must include balanced renewal in all four dimensions: the physical (exercise, nutrition, stress management), the spiritual, the mental and the social/emotional." Wellness symbolizes a self-renewal process that relates to health and physical educators' professional goal: a life-long healthy and physically active lifestyle.

Steven Covey ties physical health to ability. "Your physical health affects your mental health; your spiritual strength affects your social/emotional strength. As you improve ..., you increase your ability." There is no quick fix to ability. Professional athletes know this well. They practice, with regularity, to maintain their ability and sustain their health. Without physical health, there can be little improvement. Physical health controls every aspect of life. Lack of physical health saps inner strength and limits one's ability to focus.

Directors of health and physical education help teachers to maintain their professional focus. They encourage teachers to review curriculum, lesson plans and day-to-day activities. By plotting the total academic time against the time spent on wellness certain facts will be revealed. If educators spend marginal instructional time on wellness principles, they intensify the quick fix attitude. Wellness requires deep understanding and practice to become a self-renewal process.

Gary VanDerzee, a director, explains in his article how his District achieves instructional focus and cooperation with other teaching disciplines.

Teachers must focus on the fundamental teachings of wellness. Affirm the positive and take away nonessential instruction. Educators must keep three or four positive teachings per level (elementary, middle and secondary) to affirm wellness. Educators must take away three to four things that do not instill wellness to preserve instructional focus.

Harold Fried, a director, wonders how our profession can use play to keep instructional focus with children. Play is a powerful affirming force in children. Play, with purpose, helps children to intrinsically develop. They learn how to sharpen the personal wellness saw.

Sharpening the saw encourages students, staff, leaders and learning community to constantly renew. They empower themselves to grow and change. They maintain a state of continuous improvement by drinking from the wellspring of physical, spiritual, mental and social/emotional power. People who sharpen the saw realize there is no quick fix to wellness.

Bob Zifchock
Valley Central Schools

Infuse Health and Wellness into Physical Education

In moving to align the Pine Bush curriculum with the new standards, we have had to examine our current programs. Most of us discovered that we were employing curriculum that met the standards, but had to more clearly identify and redefine our assessment procedures and outcomes. It was very much a process of finally being able to see the forest instead of a stand of trees.

A clearly defined health and wellness program has been established as an important thread to weave through any K - 12 Physical Education Program. "Physical Best" is a program most of us are familiar with and is easily incorporated into existing curriculum. However, I have also found my staff to be creative and enthusiastic in energizing their programs, and being receptive to the challenges of the NYS and NASPE's Physical Education Learning Standards. In no time at all, the "Fitness is Hardwork" poster was exchanged for "Fitness is Fun".

In spite of the plethora of fitness info-mercials, fitness clubs, and advertising that stress activity and thinness, the majority of American youth are unfit and overweight. It is indeed our mandate to correct this problem. While technology has been a boon to our economy, it has also allowed our students to vicariously experience the thrill of victory and the agony of defeat through video games. Video games might be good training for future jet pilots and microsurgeons, but do nothing to improve health or fitness. We may not be able to supplant the endless hours our youth spend on the web or playing video games, but we can try to establish a meaningful importance to physical activity, a healthy life style, and proper nutrition. Our efforts relate directly to a law of physics that states a body at rest remains at rest until acted upon by an outside force. We must become that outside force.

Children love to play. We should be able to capitalize on this and make it play with a purpose. Do we give the children an opportunity to reflect on both the physiological as well as the mental health benefits of play? Do we give them an opportunity to express how they feel after a fun filled physical activity? Do we model and teach that regular physical activity, proper nutrition, and a healthy life style are key components to staying fit for life?

The challenge of providing an opportunity for our students to experience and identify the benefits of being fit, to become educated consumers of health and fitness products, to make intelligent decisions that will lead to a healthy life style, and to have our students develop an appreciation for continued involvement in an exercise program or physical activity on a regular basis throughout their lifetime can be facilitated by infusing a health and wellness program within your physical education curriculum. Tennis anyone?

by
Harold Fried

Developing the Well-Educated Graduate

by Gary VanDerzee

Ravena-Coeymans-Selkirk High School is located in a blue-collar community about ten miles south of Albany. Students are a typical blend of teenagers with more important things to think about than how they are going to stay healthy for the next sixty years or so.

The physical education staff has incorporated a wellness philosophy into our curriculum and continues to work at making it a priority of our district goals. Our curriculum is traditionally based, with individual and team activities blended with a variety of lifetime activities. The focus of each lesson is how the activity relates to personal wellness, and how an individual or a group could incorporate these activities into a personal wellness plan.

We spend a good deal of time tying all of these activities into a potential wellness plan for each student. Our graduates should have a sound foundation from which they can choose healthy diet, nutrition, strength, flexibility and cardiovascular activities that will help them live a healthy lifestyle. During this educational process, students keep a notebook which they can take with them when they graduate.

Basic labs are done in the class once a month to measure body fat, nutrition (calorie intake and output), strength (dynamic and absolute), flexibility (and its role in aging), resting heart rate, maximum heart rate, and target heart rates.

These labs and lessons are reinforced during classes as we discuss the potential for carryover type opportunities in the community. We use heart rate monitors students in each class to monitor the exercise heart rate and reinforce the effort needed to get their heart rate into the target zone.

Questionnaires on lifestyle choices including diet, food supplements and nutrition help students take a closer look at their own situation and assess their strengths and weaknesses. Family history including heart disease, smoking, alcohol consumption and cancer are also part of the assessment. Students are shown that they have choices in their lives and the quality of lifestyle they choose. They are exposed to benefits and pitfalls of potential choices, not only for themselves, but also for their families and friends. We also work closely with the Health, Family and Consumer Science, and Science Departments to coordinate lessons and reinforce instruction.

Assessment is accomplished through a variety of methods. Notebooks, questionnaires, self and peer evaluation, written assignments and tests are all integral to the assessment process.

As a profession, we know the benefits of a lifestyle with a focus on mental, physical and emotional wellness. We need to be diligent in our teaching in order to help our youth develop a healthy and wellness oriented lifestyle.

Variances to Part 100 Regulations in Physical Education

The State Education Department reports the following school districts have current, past or disapproved variances for conducting alternative physical education scheduling.

Current Variances:

- Alexander CSExpires 08/2000
- Broadalbin-Perth CSDExpires 08/2000
- NYC, CSD 6Expires 09/2000
- Eden CSDExpires 06/2000
- Elmira City CSDExpires 09/2000
- Madison CSDExpires 08/2000
- New Hartford CSDExpires 09/2000
- Otselic CSDExpires 08/2000
- Syracuse City CSDExpires 09/2000
- Walton CSDExpires 09/2000
- Waterford-Halfmoon CSDExpires 06/2000
- Yonkers CSDExpires 08/2000

Expired Variances

- Bay Shore UFSDExpired 09/1998
- Bellmore-Merrick CSDExpired 06/1994
- Buffalo City CSDExpired 09/1999
- Chautauqua Lake CSDExpired 08/1999
- Spring Valley SDExpired 06/1994
- Florida UFSDExpired 09/1997
- Frontier CSDExpired 09/1999
- Horserheads CSDExpired 08/1999
- Delaware Valley CSDExpired 09/1999
- Kingston City SDExpired 06/1994
- Long Beach City SDExpired 08/1994
- Mechanicville SDExpired 09/1995
- Rochester City SDExpired 06/1993
- Tonawanda City SDExpired 06/1996
- Wappingers CSDExpired 09/1997

Disapproved Variances

- NYC/Queens HSDisapproved 04/1997
- Mount Morris CSDDisapproved 01/2000
- Southern Cayuga CSDDisapproved 12/1993