Message from the Dean

Dear Alumni, Faculty, Staff, Students, and Friends,

We welcome the PETE faculty and appreciate their contributions to the School of Education. The Physical Education Teacher Education (PETE) program transferred from the College of Health and Human Performance to the McKay School of Education in 2009. PETE faculty focus on training physical education teachers in both necessary content and effective teaching methods—in addition to performing and sharing innovative research, as do departments throughout the McKay School. We are grateful that they are now part of our McKay School faculty.

In the context of a national health crisis, the need for quality physical education teachers is crucial. Unfortunately, as the economy has dwindled, the emphasis placed on physical education in schools has diminished. As some of the articles in this issue show, our society has failed to recognize the immeasurable benefits of an active and healthy lifestyle. I am proud of the dedicated PETE faculty members, who use innovative teaching to prepare innovative teachers to promote healthy lifestyles through quality physical education. Articles by these faculty members and pictures showing their students and programs demonstrate the extent of their work.

In my own life I have come to understand and experience the benefits of an active lifestyle. An important part of my day is the enjoyment I receive each morning as I exercise—often hiking the foothills and beautiful canyon near my home. Although my responsibilities may at times seem overwhelming, I find that when I set the time aside to exercise my body, the other tasks seem easier to handle. My stamina increases, my productivity improves, and my mind is clear. Likewise, I believe that the overall health and physical activity of our young people can have a powerful influence on the success they may have in other areas of their lives.

I appreciate the rigorous work of our PETE faculty in a rapidly changing field. They are engaged in compelling, award-winning research and are developing programs that are highly regarded on a national level. I invite you to learn more about their work as you enjoy this issue.

Sincerely,

K. Richard Young

K. Richard Young
“What do you do for a living?” A simple question, an ice-breaker, an innocent display of another’s interest in you—unless you are a PE teacher. A moment of panic ensues. I want to be proud of what I do, but too many poker-face recoveries have made me shy to admit what it is I do for a living. When someone learns that I teach PE, the reactions are fairly predictable. Some equate my position with coaching and ask how BYU is going to beat team so-and-so while others, with a wink and a nod, tell me how good it must be to have such a cushy job—playing all day. I smile and say, “Yeah, isn’t it great!” Then the conversation typically turns elsewhere.

Occasionally, though, some probe more deeply, asking my thoughts on such things as “What do you think about the health of America’s children?” or “What about the obesity epidemic?” or “How can PE be a player in national lifestyle issues?” For me, those are real conversation start-ers. To begin, I point out that some health problems, like so many realities in life, are genetically related and are out of our control. Some experts say we can blame genes for as much as 70 percent of the problems. Fortunately, what can be done with the remaining 30 percent that is under our control can make all the difference in living a long and healthy life.

The two most significant factors in maintaining healthy and active lifestyles are eating and activity. Hey, wait a minute. Isn’t this just a repackaging of the old diet-and-exercise prescription that no one wants to hear about?
Jamie Oliver, a renowned British chef who is an advocate for living in denial every public school in America, the marketing of the fast food and physical activity. This is no small endeavor, that the westernized lifestyle is the cause looked at all available research and concluded Healthy living author Steven Aldana At the very least, there is certainly a disconnect itives populate vending machines.

**Living in Denial**

Jamie Oliver, a renowned British chef who is an advocate for nutritional food in vending machines, resulted in enormous resistance when he tried to change cafeteria offerings in a West Virginia school district. After seeing the push back from raising objections to FADA guideline-approved chicken nuggets, French fries, pizza, and flavored milks, Oliver developed his own Web site titled Food Revolution, designed to “save America’s health” by changing what children eat. Schools are also resisting requests to pro-vide healthy food in vending machines because of the income the junk food sales bring. When challenged by a conscientious PE teacher, one principal put it this way: “If you can tell me how to replace the $80,000 we make from our vending machines, I will do it!” Yet a study done in Arizona gives compelling evi-dence that school coffee does not suffer when healthy alterna-tives populate vending machines. It seems that old and young Americans want to eat what-ever they want and live in denial about what it does to their mental and physical well-being. This denial does make great reality TV! Who hasn’t rooted for someone on NBC’s Biggest Loser reality show, which has provided must-see TV for so se-a-sons now? For one-third of Americans, Biggest Loser contestants are us. By the way, the seemingly magical transformations cheered for so loudly are the result of—you guessed it—proper diet and exercise. The time has come for PE teachers to be more than vol-leyball and basketball coaches. Instead, they need to become lifestyle coaches—helping children and youth to negotiate the pitfalls that have ensnared not only the obese but also those with other lifestyle-related illnesses such as diabetes, certain cancers, heart disease, etc.

**Truth and Consequences**

The number of diseases tied to excessive eating and low levels of activity are startling. Anywhere from 70 percent to 91 per-cent of colon cancer, stroke, heart disease, and diabetes diag-noses can be avoided by living a healthy and active lifestyle. Fitness expert Steven Blair provides evidence that fit men live nine years longer than unfit men. By comparison, curing all cancer would extend life only 2.5 additional years. In 1996 the U.S. Surgeon General placed physical inactivity as the number-one risk factor for early death in America. Wow! Why? Because physical activity has such a powerful positive effect on most of the lifestyle-related diseases plaguing America. When appropriate levels of physical activity are combined with healthy eating patterns, these chronic lifestyle-related diseases can actually be reversed and even cured. Let’s examine some of the most prevalent health risks to our youth. Type 2 diabetes in adolescents has increased more than tenfold in the past two decades, and previously unrecog-nized conditions such as fatty liver in younger persons occur in nearly one-third of obese children today. The incidence of psychosocial, neurological, endocrine, pulmonary, renal, and musculoskeletal complications of childhood obesity are all increasing. Coronary heart disease (CHD) is of particular inter-est as a medical complication of obesity in children. The reason? CHD is the number-one killer of adults in the United States, and risk for having CHD increases with excess weight and obesity. We live in an interesting time in which quantity of life has outpaced quality of life, primarily due to the type of lifestyle one adopts. Americans live longer but are sickly for a decade or more at the end of my life. My 79-year-old mother-in-law, for example, lives in a Seattle home with beautiful teakwood cabi-nets in the kitchen. Yet the upper cupboards are bare and the countertops cluttered with their contents. She no longer has the flexibility or strength needed to reach for the box of cereal once kept on high shelves. Just last week she called to ask what she could do to help get herself out of her chair. The good news is that a lot can be done to help her in both areas. I discussed a program of physical activities that would restore her ability to reach above her head and to get out of her chair. That is the best thing about rebuilding strength and flexibility. It is never too late. But how much better would it be to never lose the ability to engage in life’s activities—remaining active and eating right all along?

**Never Too Late**

As a contrast, a local 77-year-old man named Lawrence Bow-man trained for and hiked to the base camp of Mount Everest when he was 72. Lawr admits to always being active. His love for hiking started as a Boy Scout, and after retirement he picked it up again—because it was enjoyable. He says that hiking cures anything. Mount Everest wasn’t Lawr’s first mountain hike. He has also hiked Mount Rainier and Mount Whitney.

Lawr’s wife, Noma, often accompanies him. The couple walked the Inca Trail in Peru to Machu Picchu during 2000 and sauntered through the Australian Outback during 2009. Both were 75 during their Down-Under adventure. While serving an international mission, the couple would always shock the young missionaries by preferring to bicycle to appointments rather than drive. Actually, thousands of senior adults are choosing to be healthy, fit, and active. The Huntsman World Senior Games, the largest annual multisport event in the world, offers 27 different sports to athletes 50 and over from around the globe. The games take place in St. George, Utah, each October. Participants are liv-ing examples that people can choose to be not only active but competitive into their sixties, seventies, and beyond. An up-close example to me is my wife, who at 48 has exer-cised daily for the past 30 years. I once asked her why she does it. Her answer was profoundly simple: “I don’t feel as good when I don’t exercise.” I wish that all people could be so in touch with what their bodies are telling them. People who apply the skills needed to be healthy and active for life will experience not only more life but also more quality in their lifestyle pursuits.

**When to See a Doctor**

Before beginning to exercise

1. If older than 45
2. If overweight or a smoker
3. If diagnosed with illness such as heart disease, asthma, diabetes, arthritis, or liver or kidney disease
4. If dizzy or short of breath with mild exertion
5. If rapid or altered heart rate is experienced
6. If high blood pressure or cholesterol is a factor

**BARRIERS AND SOLUTIONS TO FITNESS**

- Time? Take a short walk throughout the day.
- Boredom? Vary your activity or exercise with friends.
- Tired? Go to bed earlier and exercise in the morning.
- Past failures? Set realistic goals that you write down and assess.
- Fear of injury? Take it slowly or hire a personal trainer.
- Family duties? Exercise with your kids or walk while you wait for them at the mall.

**WHAT DID YOUR CHILD Do IN PE TODAY?**

- PE can help!
- Such as a local 77-year-old man named Lawrence Bow-
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**Signing Off**

Being a passionate PE instructor, I always conclude my conve-
sations and my articles by reinforcing my concern that PE needs
to begin teaching students to live a healthy and active lifestyle,
ensuring that seniors continue climbing Mount Everest for the
next millennium. That said, I remember seeing a billboard that
made me do a double take. It read, “What did your child do in PE
today?” What a great question. As a PE teacher, I think it may be
the question for our children’s generation. The Center for Dis-
ease Control forecasts that our children’s generation could be
the first in over 100 years whose life expectancy will actually
be less than their parents’. I want to shout from the rooftops,
“PE can help!”

For a referenced version of this article, please visit education.byu.edu/
news/magazine/discover.
“What is knowledge without health?” This question drives Robyn Bretzing, an award-winning high school physical education instructor, to teach PE classes that include mountain biking, Pilates, land paddling, and aerobics—anything that promotes lifetime fitness—to her high school students. “My dream is that every student will leave my classroom with a passion for personal fitness and a desire to lead an active lifestyle. A lofty dream, but a dream worth pursuing every day I teach.”

The woman behind those passionate words exudes health with every movement. Robyn’s auburn hair bounces as she moves her five-foot-nothing frame purposefully across the gym to show me an inventory of gym equipment that would make any high school PE teacher green with envy. It’s clear by the sparkle in her eyes that the multiple gym rooms are Robyn’s domain. Her tour includes a rock wall, kickboxing and weight equipment, and spin and dance rooms. Yet Robyn’s teaching career has not always felt so fulfilling.

It was while Robyn moonlighted as a fitness instructor at the local Gold’s Gym that the cogs began to turn. She remembers the common response when people would learn she was a PE teacher: “I would hear, ‘Oh, I hated PE. All we did were sports, and I wasn’t athletic.’” The full impact of her growing uneasiness settled in while Robyn attended an inspiring session at a national conference for the American Alliance of Health, Physical Education, Recreation and Dance (AAHPERD). “At that moment I realized there were some really great teachers and programs out there, and I was behind.”

Not any longer. Robyn now leads out in a physical education movement that aims to teach students traits and habits that will keep them active for life. Honors on the state and national level have put her in demand as a lecturer: Utah’s AAHPERD Teacher of the Year in 2007, South West District AAHPERD Teacher of the Year 2008, and runner-up for the National Association for Sport and Physical Education (NASPE) Teacher of the Year award in 2008. In addition to her classroom awards, in 2007 Robyn became the youngest Utah Soccer Hall of Fame inductee. She also founded Celtic Storm Soccer Club in 1996 and remains on its board of directors as the technical advisor. Robyn simultaneously coaches a soccer team each year; six have won state championships.

While the awards are nice, a visit with Robyn makes it clear that her hard work isn’t done for the fame or the money. Kids have always been her motivation—more specifically, her own four boys. She recalls asking herself, “What would I want them to get from PE in high school?” The answer wasn’t a repeated curriculum of team sports.
A top BYU graduate in physical education, Robyn became her district’s PE specialist. While in this position, Robyn was approached by BYU physical education faculty offering her district’s PE teachers a series of seminars designed to improve physical education instructional practices. This began a partnership that resulted in her district receiving federal PEP grant funding—a blessing that later purchased the equipment needed for Robyn’s classroom dreams.

Additionally, beginning in 2001 Robyn assisted Frank Wojtech from the Utah State Office of Education to rewrite Utah’s PE core curriculum. At the same time she did a vertical alignment of her district’s curriculum. “I remember the very first content day,” she explains. “I stood up and asked, ‘How do we justify teaching physical education if the curriculum never changes?’”

In the next breath of her story, Robyn admits to being “a huge proponent of team sports.” Nevertheless, even as a soccer junkie who played all through college, Robyn sees the need to introduce students to a variety of activities. Her passion for this philosophy is taking root in Utah schools. PE teachers with 25 years of experience in “old school” curriculum are now philosophy is taking root in Utah schools. PE teachers with 25 to 30 years of experience in “old school” curriculum are now teaching fly-fishing units. PE classes are mixing spinning, boot camp, tennis, and kickboxing alongside soccer, volleyball, and basketball.

Knowing that fitness needs a cognitive component to stay with students when they leave school, Robyn carefully chose her classroom text. “Fitness for Life” by Charles Corbin and Ruth Lindsey. Using the book as her guide, Robyn developed games that get kids moving and learning. “I bring it out of the book and into life in the gymnasium,” she explains. “Kids can learn it, love it, and live it.”

Robyn is also changing professional expectations. She admits that in many places there aren’t any expectations for PE teachers. Principals are content as long as kids are out of the halls and in the gym. Robyn labels that perception as “sad” and advises other PE teachers, “You are the only one who has to take pride in what you do—and you have to exceed expectations, because PE expectations are minimal.”

One way Robyn raises expectations is through shaking up another status quo—the exercise plan. She requires students to fill out and turn in their plan at the beginning of the month and at the end. She tells them, “When you turn in the final plan, I don’t want a polished thing. I want it marked up with additions and alterations.” Additionally, knowing that fitness plans work best when done with other people, Robyn encourages her students to make exercise a social event. “I tell them to plan on it ahead and plan with people.”

The results are Robyn’s favorite part. She says, “The comment that I love the best is ‘This is the first time I have ever enjoyed being in PE.’” Some life changes occur right before Robyn’s eyes. “I will have kids come and say, ‘I lost 15 pounds this semester. I have been trying to lose weight for years.’” She has also taught students skills she thought everyone had—like how to ride a bike. Robyn says she has needed to alter instruction schedules so she could give one-on-one instruction to students who had never ridden a bike—more than ten in the last three years.

Students are so happy with Robyn’s new PE curriculum that they are returning to teach yoga or Pilates in her elective courses. Most do this by participating in the Future Teachers Program, designed to give students the skills to teach fitness and develop activity units, which they take to local elementary and junior high schools. “I have 10 kids who have gone through the program who are now fitness instructors,” beams Robyn.

Students aren’t only benefitting from an expanded PE curriculum. In the first unit of her required Fitness for Life class, Robyn divides the class in half. One group hits a nearby trail on mountain bikes, and the other does land paddling on the track. “Because I split the class, I involve other teachers by asking who is willing to give up their prep period to go mountain biking with my students.” She says that volunteers are easy to find.

Robyn knows that families affect fitness patterns. She advises parents not to pigeonhole kids—a lesson she learned when her son preferred football and wrestling to her favorite sport: soccer. “Let kids pick their activity,” says Robyn. But, most important, Robyn believes in shared activities. She explains, “If you want to get your kids off the couch, get off the couch with them.”

It is clear that Robyn’s passion is to educate students for a lifetime by providing a curriculum that keeps the whole class moving and having fun while at the same time learning to think about fitness and its effect on health. Her purpose is to make a difference in students’ lives now and 30 years from now Robyn concludes, “I tell my kids that if there is one subject they will use for life, PE is it.”

For more information about Robyn Bretzing’s philosophies and programs, visit sites.google.com/site/thsphysed or sites.google.com/site/kidsfit4life.

To see this article online, visit education.byu.edu/news/magazine/liveit.

### PHYSICAL EDUCATION CORE STANDARDS

- **Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- **Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
- **Standard 3:** Participates regularly in physical activity
- **Standard 4:** Achieves and maintains a health-enhancing level of physical fitness
- **Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings

### NATIONAL ASSOCIATION FOR SPORT AND PHYSICAL EDUCATION CORE STANDARDS

- **D (Standard 1):** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
- **D (Standard 2):** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
- **D (Standard 3):** Participates regularly in physical activity
- **D (Standard 4):** Achieves and maintains a health-enhancing level of physical fitness
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### SOME OF ROBYN’S CURRENT PE OFFERINGS:

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<th>Activity</th>
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<td>Aerobics</td>
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<td>Yoga</td>
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<td>Kickboxing</td>
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<td>Climbing</td>
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Some of Robyn’s current PE offerings: Aerobics, Bowling, Weight training, Yoga, Soccer, Mountain, Kickboxing, Running, Mountain biking, Rock Wall, Water aerobics, Tennis, Climbing, Spinning, Volleyball, Speedminton, Boot camp, Basketball, Fly Fishing, Poursquare, Various games, Tae kwan do, badminton, Land paddling, Disc golf.
Physical education is no stranger to change. From its beginnings in the 1890s as a means for promoting health to its response to the need for military preparedness from 1917 to 1945 and then to its emphasis on recreation and leisure pursuits from the 1950s to the present, PE has repeatedly reinvented itself. Due to the national crises of obesity and connected health issues, PE has come full circle to once again fill a role as a health promotion tool. Thus its new target is to develop healthy and active children who will become healthy and active adults.

Healthy and Active Lifestyle Management
Four years ago BYU's Physical Education Teacher Education (PETE) professors sensed that PE was changing. In response, they began work to restructure their entire approach and program, moving beyond the common sports- and fitness-based model to a focus referred to as Healthy and Active Lifestyles Management (HALM).

PETE professor Keven Prusak explains the reason for the change. "No one really believes in PE in its current or past form. It has failed to deliver much of what it promised: highly skilled kids who become healthy adults."

Prusak's statement is backed by 30 years of longitudinal studies. In fact, almost the exact opposite has happened. Nearly 60 percent of American adults are obese or overweight. According to the Center for Disease Control, youth statistics are not far behind—it is a verifiable fact that overweight youth are likely to become overweight adults.

What is significant about the BYU PETE program and its new Healthy and Active Lifestyles Management (HALM) approach? Parents, students, and universities around the country are asking the same question. In response, the HALM approach was the focus of the last national PETE conference, sponsored by the National Association for Sport and Physical Education. It was also the impetus for an article in the March 2011 issue of the journal most widely read by both PE teachers and PETE professionals: the Journal of Physical Education, Recreation and Dance. In the article, BYU PETE faculty describe looking proactively at what they saw on the horizon as a context to examine in detail the BYU PETE program, its philosophy, its courses, its methods of delivery, and its program evaluation data.

"Lively debates" involving a cumulative 123 years of physical education expertise and "unflinching honesty" ultimately brought a single-minded focus with all parties invested. The work yielded multiple results—some were intended; others, although not initially intended, have become extremely valuable to the current PETE program and its faculty. Simply put, BYU's PETE program seeks to train a new generation of physical educators capable of teaching their students the knowledge, skills, and dispositions needed to successfully manage their lifestyles so that they enter adulthood armed to fight the battle of the bulge—and its correlated threats to good health.

Training PETE Candidates
BYU PETE candidates are trained first to practice HALM in their own lives. For example, one class is encouraged to bring food to class. Oreos, chips, and candy are always in the snack lineup that begins to appear. However, after a unit or two, professors have to smile when snacks start to include apples, whole-grain sandwiches, and grapes. PETE professors know that this cognitive and physical evolution in the PETE candidates will make them better

Not Your Parents' PE
By Todd Pennington
PHOTOGRAPHY BY BRADLEY SLADE
Advocating for HALM

Through an advocacy course, the new HALM focus also takes a proactive approach to how K-12 students, their parents, and public school faculty and administrators view physical education. One PETE student made this comment three weeks into the advocacy class: “I am not majors in business marketing. Am I in the right class?” He was in the right class, where the content and focus are on learning how to inform and influence interested populations concerning HALM. PETE students learn how to maintain professional vitality after graduation, stay abreast of current research, use parent-teacher conferences and/or student-led conferences to gain support for HALM, develop community and student media campaigns, and obtain grants. These skills will assist teachers in changing the traditional perceptions of PE from a training ground for competitive athletics to a significant contributor in preventing sedentary lifestyles for children and adults in today’s world.

Studying HALM in a Public School

The timing was perfect when a local junior high school principal recently called and asked to meet with PETE professors to learn what a PE program could do for obese students. The school’s two PE teachers admitted that, as structured, the school’s PE could do little if anything to address obese students’ needs. The curriculum was not designed to promote health and fitness. Appropriately, the principal considered this to be unacceptable and subsequently asked the PETE faculty to pilot HALM in selected PE classes. The results show how eager the public school system is for solutions to student health issues. The school’s PE teachers threw themselves into the task with enthusiastic support from the principal. Counselors adjusted the overall class scheduling in order to limit class sizes. PETE professors’ added guidance and direction were valued and implemented. Thus this pilot the PETE program continues to learn about the who and the how needed to make HALM work in public schools.

Building a PETE Pedagogy Lab

But changing curriculum wasn’t PETE’s only issue. PETE professors simply did not have enough time to work with 400 students. Thus the overhaul of the PETE program coincided with the creation of an innovative hi-tech, digital video laboratory that includes a computer lab, classroom, PETE faculty conference room, and teacher workbook. Just as coaches and players break down game film and teach what they see to hundreds of players, PETE professors and physical education preservice teachers now spend considerable time analyzing video footage of PETE students teaching in the public schools. Candidates now compare their skills and competencies to those of experts in the profession. ‘Training future PE teachers to look at teaching with an analytical eye allows them to zero in on what really matters in the classroom or the gymnasium,” says developer Kevan Prusak. The development and refinement of the PETE pedagogy lab has also resulted in a clearly defined set of desired performance competencies that preservice teachers must plan for during their lesson preparation. They must also capture competencies on video, include a self-analysis, and then provide evidence of mastery.

The PETE pedagogy lab, its development, and its implementation have garnered national and even international attention from as far away as Japan and China. Its philosophy of using video to instruct and assess large numbers of students is applicable to several professions such as medicine, theater arts, and business. In its own field, the PETE pedagogy lab was showcased at the 2006 conference for National American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD).

Developing the Research Board

Whether critic or proponent, many approach PETE faculty with the same question: “How do you know if HALM works?” One of the unintended outcomes of the lively debates mentioned before was a coordinated effort by the PETE faculty to bring together individual research agendas under the new HALM focus. The outcome has been incredible! The PETE faculty conference room is no longer available for students to “make up” quizzes. It is now best described as a think tank. PETE faculty hold weekly research meetings that include sharing ideas, analyzing data, and drafting manuscripts.

Who would have thought that grown PETE faculty would celebrate moving a 3.85 card on a large board adorning the west wall of their conference room? But they do, as it maps passionate research from the idea stage through design, data collection and analysis, manuscript writing, submission, acceptance, and, finally, publication. This “research board” coordinates multiple studies being led by different faculty members. It allows the group to maximize one another’s strengths and research agendas. After two years the board now shows fire to six studies in each of the stages described. Subsequently, PETE faculty have more than doubled their annual number of publications and presentations.

Changing the Future

In the past people did not expect much from physical education. No more. Awareness of lifestyle-related diseases—such as diabetes and obesity—has increased, and people are looking for answers. PE is perfectly positioned to provide some of the solutions by using HALM. This is an exciting time to be a physical educator. Never in the past 50 years has PE been more relevant and more needed than it is now. What form this new PE will take continues to be explored.

PE has been called the Renaissance of the 21st century. BYU’s PETE program is at the leading edge of this renaissance. Because BYU draws its PE majors from across the country and beyond, these ideas are being carried back to the home states, towns, and schools of BYU’s graduating students. It is not uncommon to receive calls from principals who have hired one BYU PETE graduate and want another one. PETE faculty count on this dispersal of our graduates to promote far and wide the HALM message. PETE professors will continue the quest to learn how to make a difference in the activity levels of children. One prediction is certain. It will not be the PE you or your parents experienced!

For a completely referenced version of this article, visit education.byu.edu/news/magazine/out/aparents.
Holistic Fitness

By Carol Wilkinson

When centenarians are interviewed, they are often asked to what they attribute their longevity and what advice they would give others. Their response is usually simple and includes “Try to keep as active as you can,” “Don’t sweat the small stuff,” and “Be happy and grateful for what you have in life.”

The well-being of the whole person—body, mind, and spirit—is increasingly becoming a concern today as individuals realize the importance of living a balanced life so they can optimize their health and quality of life. Because of this focus, physical education today has broader goals than one might think, beyond teaching people to be in good physical shape—important as that is.

The Body Is a Gift

Let’s first consider the Latter-day Saint belief that the body is a remarkable gift. Joseph Smith said, “We came to this earth that we might have a body and present it pure before God in the celestial kingdom. The great principle of happiness consists in having a body.” Our bodies allow us to experience all that life has to offer, as individuals realize the importance of living a balanced life so they can optimize their health and quality of life.

What a Waste

Unnecessary wastage and weakness—now, there’s a challenge! I will begin with what can waste away our fitness: TV and video games. When I was a child, we didn’t have a TV in our home until I was nine years old. Even after the TV arrived, I spent a lot of time outside playing with my friends, running, jumping, riding my bike, etc. During the summer break we were outside for most of the day. In today’s society, besides TV we have computers, with all of their attendant time-consuming entertainment such as Facebook and video games. The recent flood of cell-phone usage has also captured the attention of young people, who seem to be forever not present in the moment. As a result of all of these technological advances, children’s activity levels have diminished substantially.

Parents’ examples can increase their children’s enjoyment of motion. If parents participate in physical activity along with their children, their children are more likely to be active over the long run. Go together for a bike ride, take a walk, go bowling—you choose.

Along with developing strong, healthy bodies, another benefit of participating in vigorous physical activity is that the body releases endorphins—substances that make one feel happy and more alive. “Runner’s high” is a literal statement. Additionally, people who exercise are better able to manage the stress in their lives. After a good swim, bike ride, or run, people feel calmer. Scientists know this because after a person exercises, decreases in the electrical activity of tensed muscles can actually be measured. People also sleep better and have an increased resistance to colds and other illnesses when they include exercise in their schedules. Several physical education programs include courses in stress management, yoga, and tai chi to help students deal with stress and live calm, balanced lives. Other psychological benefits that come from exercising are increased self-esteem, mental alertness, decreased chances of experiencing depression and anxiety, and decreased stress and tension.

Good Building Materials

The scriptures refer to the body as a holy thing, a temple. Just as temple buildings use the best materials, we should eat the best foods to build, maintain, and keep our bodies clean. The Word of Wisdom given in section 89 of the Doctrine and Covenants outlines for us what to take into our bodies and what not to ingest with a spiritual promise accompanying this nutritional advice. Parents’ teaching and modeling good nutritional habits are vital for preventing diseases associated with obesity such as type 2 diabetes, the incidence of which has dramatically increased over the last few decades. Physical educators help in this battle as they teach their students to develop good nutritional habits, understand the calorie content of different foods, and exercise to burn off calories. Eating well-balanced meals evenly spaced throughout the day and avoiding or minimizing intake of caffeine and sugar can also help alleviate stress.

When people don’t get enough exercise or eat well, they feel physically, mentally, and spiritually lethargic and dulled. Ask yourself, “Is that the way you want to feel? Do you want your children to feel that way?” When we are motivated to apply wellness knowledge in our daily lives and have good physical activity and diet patterns, it helps us to optimize our health, experience a wonderful quality of life, and enhance every aspect of our being—body, mind, and spirit.

For a referenced version of this article, please visit: byu.edu/news/magazine/focus
Everyone needs to exercise. We all have different likes, dislikes, talents, skills, and interests, so we are not going to get our exercise in the same way. We can’t all be a Steve Young or a Jimmer Fredette. Running, biking, skiing, or Pilates may be one person’s passion but boring to another. The important thing is that we incorporate some form of exercise into our lifestyle and that we keep moving and make it enjoyable.

Some things don’t change: combining exercise with good eating habits and adequate sleeping patterns will result in a healthy, happy, productive life.

Preparation to Teach All Children
Elementary education students and physical education majors at BYU are prepared to teach their classes to all students, adjusting activities when adjustments are needed. By participating in activities with simulated restraints, they learn how to work with those with physical limitations.
Elementary PE
Elementary PE is a time for learning, having fun, and renewing the mind and body between academic subjects. Children need to relax, exercise their muscles, learn a new skill, and go back to class refreshed.

High School PE
High school is a time to explore a variety of activities, approach activities as social experiences, and make exercise a habit. PETE candidates understand how to promote a health-club model of PE, replete with a smorgasbord of activity choices.
Alumni Happenings

Emerita
Connie Blakemore Cook

Connie Blakemore Cook feels very blessed looking back on her life experiences and travels. Connie taught at BYU from 1985 until 2002. She was hired from the public schools in California, where she was a high school department chair for 12 years. Along with teaching, she had coached tennis, girls’ basketball, and girls’ flag football.

Connie grew up in Salt Lake City and received a BA from the University of Utah. She gravitated toward education because she wanted to help people stay healthy and be active. She earned a master’s degree in biology and secondary education at BYU, followed by a PhD in mastery learning in curriculum and instruction from Temple University.

At BYU Connie taught methods and activity classes and headed the master’s, research, and doctoral programs. She and a colleague developed the idea of forming student cohorts to enrich the student teaching experience. Her love of teaching led her to teach classes in Book of Mormon and Doctrines of the Church.

When Connie retired, she married Paul F. Cook and immediately became the grandmother of 17. She has retained her love of outdoor activity, especially golf, but has also accepted Church assignments and callings that have taken her and Paul all over the world, including all seven continents. They led a study abroad group to China to teach English and have served on humanitarian missions in Zimbabwe and Kenya, as well as Arizona, Utah, and Michigan. After retiring, the Hancocks presided over the Utah Provo Mission and served in the Bern Switzerland Temple as president and matron. Connie and her husband, Wayne M. Hancock, are the parents of eight children and have 28 grandchildren.

Alumni
Lynn D. Stewart

Lynn Stewart has served since 2006 in the Nevada State Assembly as a member of the Education Committee. Lynn is probably one of the most qualified on the committee, having taught government and history for 34 years at Boulder City High School. In his capacity as a legislator he has had the rewarding experience of working with former students—including a district and federal judge, president of the state school board, assemblywoman, lobbyist, and mayor of Boulder, to name a few. When the legislature is not in session, he is a student teacher supervisor for BYU-Idaho. Lynn has also served in the U.S. Army, including a year in Vietnam. He and his wife, Dianne, are the parents of two children and grandparents of seven.

Becci L. Thompson Carmack

Becci Carmack commented, “My BYU education was one of the many factors in my life that inspired me to make a positive difference in the world.” Her children and students have felt her positive influence as she has balanced career and family since graduating. Becci has taught on several grade levels, has served as English department chair, has been a member of district committees, and has written and revised district curriculum. She says she realizes that teaching is a gift of the Spirit and supportive relationships with students, parents, and staff can have a big impact. Her years in education have also taught her that there is no replacement for preparation and expertise. Becci and her husband, David, live in Idaho and are the parents of five children.

Marilyn Buck

Marilyn Margaret Buck is the associate provost and dean of University College at Ball State University in Muncie, Indiana. After earning her EdD from BYU, she joined Ball State as a faculty member in the School of Physical Education, Sport, and Exercise Science, in which she served as the associate chair and graduate program coordinator and as coordinator of the Physical Education Teacher Education program. She has been associate dean of the College of Applied Sciences and Technology and also chaired the University Senate for three years. Marilyn has served as president and board member of national professional organizations. She advises, “In everything we do, people are the most important. All individuals deserve to be treated with respect. If this attitude is taken, lives can be changed and more can be accomplished.”

Marilyn Buck
Class of 1969

Senator Ted Stevens: Friend of Education

Ted Stevens, a United States senator from Alaska, served from December 1968 until January 2009, making him the longest-serving Republican senator in history. Stevens’ public service began in World War II and continued for six decades. In the 1990s, he served in the Department of the Interior under President Eisenhower and later led in legislation that shaped Alaska’s economic and social development.

One of Stevens’ most lasting legacies is the Carol M. White Physical Education for Progress (or PEP) Act, passed in 2001, which provides federal money to school districts and community-based organizations. PEP grants purchase physical education equipment and lend support to students by enhancing the physical education curriculum and the training of PE teachers in innovative physical education methods. Stevens’ support for the initiative continued as he fought for increased funding. In 2001 the PEP Act distributed $5 million. It grew to $57 million in fiscal year 2010. It is the only federal money allocated to school and community organizations for physical education and innovative physical activity methods.

Stevens died in a plane crash in August 2010. He will be remembered for many things he accomplished for Alaska and the United States, among them the PEP Act. Because of his efforts, more students all over the U.S. are learning about and participating in an active and healthy lifestyle.
Female Adolescent Students Prefer PACER Test over Mile Run:

Researcher: Carol Wilkinson, Ed.D

Background Description
Carol Wilkinson, a physical education teacher educator in the McKay School Teacher Education Department, wanted to find out more about how adolescent females feel about cardiovascular fitness testing. Her questions included "Do they prefer one test over the other?" and "Do they understand why they’re doing it?" One of the purposes of fitness testing is to help children and youth get into healthy fitness zones. Wilkinson is working to ensure that fitness testing is not a miserable experience.

The Study
Wilkinson conducted the study with master’s student Lanell Brown, who collected the data from her own students: young women in six PE classes in grades seven through nine.

Three classes ran the mile while three other classes ran the Progressive Aerobic Cardiovascular Endurance Run (PACER), a test in which students run short distances at an increasing rate of speed. After an intermediate unit, the two groups switched, and each took the other test. Students participated in both fitness tests twice and then filled out a questionnaire based on their experiences. After reviewing the young women’s comments, Wilkinson chose to interview those with strong preferences for and against the PACER and the mile run.

Conclusion
Wilkinson found that 63 percent of the students interviewed preferred the PACER over the mile run. Many of the young women expressed that it was less stressful than the mile run. Some students mentioned, however, that they didn’t like the PACER because when they dropped out, everyone observed them doing so. The students who preferred the mile run said they liked being outdoors. The run also gave them the chance to chat with their friends, although they still found the run more physically challenging than the PACER.

The results suggest that the mile run has a psychological effect on many students. In contrast, “running 20 meters [PACER] at a time is a small, reachable goal, which some of the slower students can accomplish without getting far behind the others,” Wilkinson explained.

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Wilkinson explained that although 63 percent preferred the PACER over the mile run, PE teachers shouldn’t ignore the remaining 38 percent who prefer the mile run. She recommends creating a more motivating environment by giving students a choice of which test to complete.

To view the article visit http://bit.ly/p90l95.

Outstanding Journal Article Award
Instructional Psychology & Technology faculty member Rick West was presented with the Outstanding Journal Article Award at the annual conference of the Association for Educational Communications and Technology (AECT) held in Anaheim, California. West’s article, entitled “What Is Shared? A Framework for Studying Communities of Innovation,” was first published in Educational Technology, Research, and Development (ETR&D) in 2009.

 Fulbright Scholar
Tim Smith, chair of the Department of Counseling Psychology and Special Education, received a Fulbright Scholarship to conduct research and teach in a master’s program in counseling psychology at Uganda Christian University for the winter 2011 semester.

Book on the Candy Bomber Attracts National Attention
Michael O. Tunnell, faculty member in the Department of Teacher Education, has a gift for bringing historical events alive for children. He has authored over a dozen books, several having earned national awards and praise. His latest book, Candy Bomber: The Story of the Berlin Airlift’s “Chocolate Pilot,” has received particular praise and recognition, including the Orbis Pictus Honor Book Award and recognition as a premier 2010 selection by the Junior Library Guild.

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Love of Students and Education

Ira A. and Mary Lou Fulton began a legacy of building today’s youth into tomorrow’s leaders by generously giving to BYU, other universities, and public schools. The Fultons committed to President Gordon B. Hinckley to give their first donation to BYU in 1999. Through the years they have continued to make dozens of helpful and substantial investments in BYU students, programs, scholarships, equipment, buildings, and any area that changes lives for the better. In addition to the Fultons’ financial contributions, the McKay School’s dean, Richard Young, appreciates the personal mentoring he has received from Ira. Both Ira and Mary Lou have a deep passion for education and a love of students—both public school and university students. Specific to the McKay School, the Fulton’s legacy encompasses several types of support to the Physical Education Teacher Education (Pete) program and its students. The Fultons helped finance a four-year program that combined the efforts of BYU faculty and public school teachers and the support of Fulton funding. Hundreds of students gained confidence, skills, and opportunities not otherwise available. Staging Provo’s rendition of the Tour de France, students rode high-quality bikes from Utah Lake to Provo Canyon. Other students participated in rock climbing in the Provo Canyon quarry, while still other students were able to cross-country ski at Soldier Hollow. One Hispanic student who had never skied before the cross-country skiing unit said of the reward day, “This was the best day of my life living in America.” Pete teacher candidates learned much from the process. In a thank-you letter written to the Fultons, one candidate expressed, “I learned so much through this experience about what it means to be a great PE teacher. I cannot thank you enough.” The McKay School of Education and the BYU–Public School Partnership are grateful for the dedication, encouragement, and commitment of the Fultons to causes that improve the lives of children and youth.
McKay School Physical Education Teacher Education (PETE) students teach from a perspective of empathy, not superiority. Candidates learn through object lessons that give perspective about some of the challenges their students will have while trying to be physically active. These challenges can include obesity, disease, or physical limitations, such as shown above.