

# Focus On Education

## Message from the Superintendent... Dr. Jack Leach

This issue of Focus on Education promotes the connection of a Sound Body to a Sound Mind. As you read this issue, there will be features on the brain and physical activity, what the NEW PE looks like, and what it means to exercise the mind. There is specific research today that supports quality physical education and how increased physical activities can impact student academic performance and raise test scores. This latest brain research is validating the need for physical education. Today, physical education teachers know more about how the brain learns and can better instruct their students. **Physical Education is essential to the learning process of each and every child.**

The goal of the NEW Physical Education curriculum according to the Indiana Academic Standards is to develop *individuals* who are proficient at movement and who can use physical activity to:

- Maintain or develop fitness
- Promote lifelong physical activity
- Use movement for self-expression, enjoyment, challenge, and social interaction
- Develop skills for sport and recreation

Our vision challenges and stretches us to new, compelling ways of working and learning not presently part of the system to attain these standards. In a society where a healthy lifestyle is the key to employability and productive citizenship, the School City of Hobart believes it is no longer enough to have a relative few who are physically well. ALL members of the community, beginning with students, must be well and educated about healthy living.

**P – Physical Education is fun!**

**H – H<sub>2</sub>O is good to drink during a physical workout.**

**Y – You need to exercise every part of your body and mind.**

**S – Sit-ups strengthen your stomach muscles.**

**I – I like Physical Education because you make lots of friends.**

**C – Choose healthy food to eat, instead of fast food.**

**A – Always try your best in all physical activities.**

**L – Learn about the main components of exercise: frequency, intensity and time.**

**E – Everyone should set personal fitness goals.**

**D – Do you know how to figure your *Target Heart Rate*?**

**U – Upper body strength is important for muscular endurance.**

**C – Controlling your weight is keeping energy intake (food) and energy output (physical activity) in balance.**

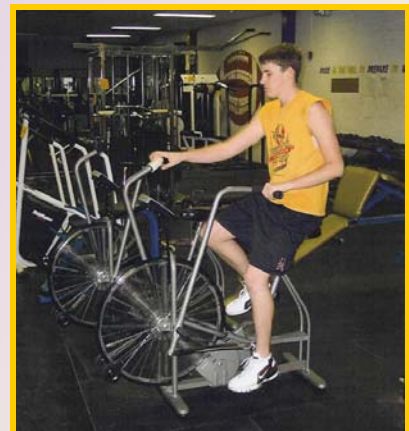
**A – A cool down is always necessary after a hard workout.**

**T – Teamwork is fun when you workout.**

**I – Inspire others to make healthy choices.**

**O – Open your mind to explore new ways to stay active.**

**N – No one should be left behind, when we all workout to be physically fit.**



Page 1 - Message from the Superintendent  
Page 2 - MS Evolutionary Fitness  
Page 3 - HS What's up with the "New PE?"  
Page 4 - LE Have a Heart/MS Heartsavers!  
Page 5 - RV Hoops for Heart/Summer Learn to Swim Sign Up  
Page 6 - JM Turn Off TV/Turn on Life

Page 7 - Come join us for Community Enrichment Classes  
Page 8 - Coming to America/IU Wells Scholar at HHS  
Page 9 - Boys & Girls Clubs of America/Stepping It Up!  
Page 10 - GE Living the Lifeskills  
Page 11 - Sound Mind: I Can Do It!  
Page 12 - Contact Us....

# EVOLUTIONARY FITNESS

## Just Do It! – Be Fit and Feed the Brain

By: Phyllis Nimetz, Hobart Middle School P.E. Teacher

**What role does physical activity play in learning?** Dr. Hesslow, an internationally renowned brain researcher from Lund University, has stated that with all things being equal, a physically active child will have an ADVANTAGE in learning and that an inactive child is at a DISADVANTAGE for learning.

**What does the research suggest?** The findings suggest that such physical exercise as running, jumping, and aerobic game playing have a definite impact on children's frontal brain lobe area for mental concentration, planning, and decision-making. Aerobic conditioning assists in short-term memory, creativity, and reaction time. The President's Council on Fitness and Sports suggests 30 minutes of physical activity a day to stimulate the brain.

**Does being active grow new brain cells?** Researcher Praag (1999) conducted animal studies that suggest running and other aerobic activity promote brain cell regeneration and growth. Exercise also tends to raise levels of chemicals that at elevated level are known to inhibit hunger and balance behavior.

### Why is movement important?

Movement prepares the brain for optimal learning. Blood traveling to the brain at greater rates feeds the brain the needed nutrients of oxygen and glucose. Glucose is to the brain as gasoline is to a car. Vigorous activity in a physical education class gives the brain its needed nutrients.

**Eye tracking exercises and peripheral vision development improves reading readiness.** One of the reasons students have trouble with reading is because of the lack of eye fitness.

When students watch screens, their eyes lock in constant distant vision and the muscles that control eye movement deteriorate. Physical education curriculum provides an avenue for strengthening eye muscles. Tracking exercises such as juggling, navigation activities and target games exercise the eye muscles making the eyes fit to read.

**Does exercise reduce stress?** Exercise engages the emotions. Emotion drives attention, which drives learning. Therefore, motion and emotion are connected physiologically. Exercise can foster self-discipline, improve self-esteem, increase creativity, and enhance emotional expression through social games (Jensen, 2001). New evidence suggests that regular exercise can be as effective as drugs in relieving the symptoms of major depression (Fauber, 2000). Students who exercise in active physical education classes can reduce stress and anxiety naturally.



**Students involved in physical activity generally have higher grades and higher standardized test scores than those who don't participate.** Researchers Pollatschek and Hagen (1996) say children who engage in daily physical education show superior motor fitness, academic performance and attitude toward school as compared to their counterparts who do not have physical education.



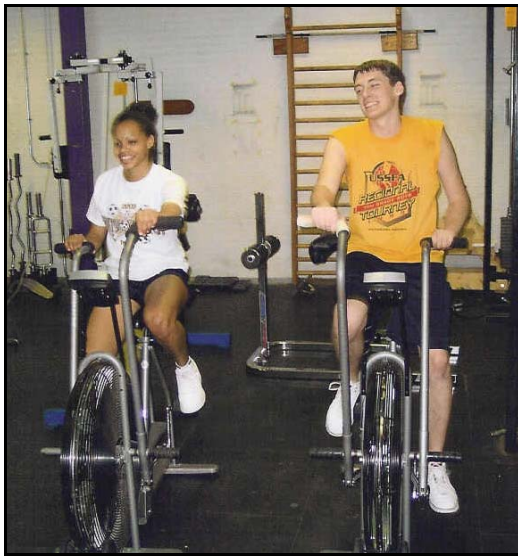
# What's up with the "New P.E.?"

By: Carmen Dulhanty, Hobart High School P.E. Teacher

Flashback to your own school days and the thrill or dread you experienced when it was time for "gym class." The norm was countless calisthenics, running endlessly, followed by some game with a ball. There was a definite division between the physically skilled and the untrained students. The result was often embarrassment and negative feelings rather than the exhilaration that should accompany physical activity.

Fast forward to today. Has gym class changed? In Hobart, the shift from "gym class" to "physical education" was implemented years ago. An emphasis on fitness and lifetime activities has been in place for several years, but another step forward is about to take place. The goal is to have students emerge from our program with the knowledge and ability to maintain a healthy lifestyle using a variety of activities. In conjunction with our health classes, students will experience how physical activity, diet, and nutrition will affect the quality of their entire life.

**The physical education teachers at the high school and middle school combined forces to receive grant money aimed at upgrading our physical education programs. Federal funds totaling \$360,398.00 were awarded through the Carol M. White Physical Education Program Grant. Both schools are in the process of purchasing new equipment and technology tools.**



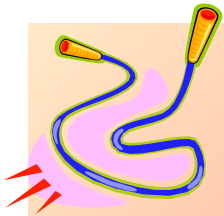
Now picture this on a snowy February day in the "New P.E." class: You enter physical education class and see eight students on treadmills, five students on ellipticals, ten students riding stationary bikes, and two students on steppers. All students are wearing heart rate monitors and the display panel on each machine keeps them working within their target heart range. Three more students are at computers, uploading their heart rate data and making changes to their fitness plans. You now have a glimpse of what next year holds for physical education students in Hobart.

TriFit is an assessment system that we will use to objectively assess each student and produce personalized health and fitness programs for each one. With this data, our students will receive training on evaluating their own fitness levels and developing personalized fitness plans. One of the most radical changes, with the addition of this technology, is that teachers will be able to objectively evaluate the effort portion of a student's grade. Each student will have the opportunity to succeed, and success here will definitely impact each student's future health.



Gym class is definitely not the same. Participation in the "New P.E." will be exciting as well as healthy!





# HAVE A HEART

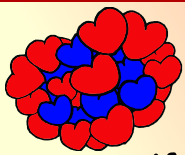


The generous students, parents, and staff at Liberty Elementary really showed that they do have big **HEARTS** by collecting \$3,900.00 for the American Heart Association during their **JUMP FOR HEART** campaign that was held the week of November 17-21, 2003. This year's sponsorship contributions more than doubled the \$1,900.00 collected last year. All students from kindergarten through 5<sup>th</sup> grade participated during their scheduled gym time. Since jumping was the theme, and the kindergarteners were just learning to jump rope, they were creative in thinking up new and different ways of jumping. In addition to jumping rope, they also jumped hurdles and jumped like kangaroos and bunnies.

**Ms. Benjamin's AM Kindergarten class collected the most at \$847.00.** Their generosity won them the honor of hanging the JUMP FOR HEART banner outside of their classroom for the remainder of this school year. A brother/sister team in Ms. Benjamin's AM class and Mrs. Vann's 5<sup>th</sup> grade class, collected a combined total of \$971.00. Another kindergartener in Ms. Benjamin's AM class showed caring by collecting \$230.00. The students that brought in sponsorship money were awarded a JUMP FOR HEART participation certificate. Everything collected, from the smallest amount to the largest amount, will go a long way towards finding a cure for heart disease.



**A very big *THANK YOU*  
to everyone that participated!**



## Heartsavers! HMS Seventh Graders Receive CPR & AED Training

**HOBART MIDDLE SCHOOL** seventh graders attended a presentation on January 29<sup>th</sup> and 30<sup>th</sup> from the Hobart Fire Dept. The students received life-saving instruction on giving CPR (Cardio Pulmonary Resuscitation) and how to use an AED (Automatic External Defibrillator) under the direction of Mr. Robert Lamprecht. Emergency Medical Technicians, Mr. Mike Hott, Mr. Ray Houston, Mr. Skip Howard and Mr. Mark Reid, demonstrated how easy it is to use an AED, even for a child.

The presentation from the Hobart Fire Dept. was part of the instruction for the American Heart Association course, "CPR for Family and Friends." Their Heartsaver Instructors, Mrs. Nimetz, Miss Funkhouser and Miss Glass, are certifying the students for this important life-saving course. If the students pass the course, they will receive their "CPR for Family and Friends" card.

Hobart Middle School has purchased two Medtronic AED's, and 2 AED trainers with money received from the Carol White PEP Grant for our school corporation. The AED's will be placed in areas of Hobart Middle School for quick access in case of medical emergencies. The new technology of the Medtronic AED is so user friendly that even children can learn how to use them. **Hobart Middle School plans to train their students on CPR & AED Programs.**



## Hoops for Heart



## A fun and worthwhile event happened at Ridge View School February 23-27.

Hoops for Heart encouraged the students to get involved with community service and at the same time become more "heart healthy." As students learned basketball skills, they raised money to fund lifesaving research and educational programs for heart disease.

While students were shooting hoops, they collected pledges from family and friends. This money was then sent to the American Heart Association. The students truly enjoyed making a difference in the lives of others who will profit from the research and programs the Heart Association sponsors.

Students also benefited from programs such as "Living Tobacco Free," a guide to saying no to tobacco, and "Snack Attack," a guide to help students make healthy choices while snacking.

Ridge View feels this is a win-win program, both for the students and the organization. We had strong participation in the program and the students really enjoyed it.

*What a great way to show we care!*



## Summer Learn-to-Swim Program

### Sign Up On Line April 19th

Our summer "Learn-To-Swim Program" will be back in our newly renovated pool at Hobart High School for the 2004 season. The pool was completely drained with the tile re-grouted. New diving boards were installed along with a new heater and filter system. Starting blocks for our competitive swimmers were relocated at the deep end of our pool to create the best and safest system for our swim teams.

The "Learn-To-Swim Program" begins with children that are at least five years old or who are going to be five years old during the summer months. Most of our children are between the ages of five and twelve. We have had several older students who wanted to learn to swim join our program and were successful!

We follow the **American Red Cross** swim program and currently run three two-week sessions. **Session One** will be June 14-June 25, **Session Two** will be June 28-July 9 and **Session Three** will be July 12-July 23. Our program is based on safety and fun for our children as they learn new swim skills. Beginners are taught to float on their stomachs and backs, kick with kickboards and water noodles, submerge under water to pick up diving rings or fish, and use beginner strokes as well as water safety skills. More advanced students learn basic strokes, beginner dives, treading water and water safety skills. Children may practice their newly

learned skills during open swim times in the summer afternoons and evenings with family and friends.

We have an experienced staff with HMS teacher Betty Funkhouser organizing the program and instructing the children during lessons. Deb Glass, also a teacher at HMS, helps with instruction. All of our student instructors are lifeguards as well. New for 2004 will be our junior life-saving class. Students must have passed level 6 to participate in this course. Learning to swim creates a lifetime skill that can be used for fun, fitness and life-saving situations.

Our community is surrounded by water, and we want our children to have the opportunity to learn to swim and use swimming as an enjoyable part of their life activities. Swimming activities are more fun when you have the skills needed to participate.

Sign-ups begin on line April 19th at  
<http://www.hobart.k12.in.us/summerswim/signup.html>.

If you are unable to sign up on line, you may visit Hobart Middle School beginning April 19th. Come in the doors by the Attendance Office. Swim sign-up sheets will be located in the parent room for your convenience.

*See you this summer.*

# Turn Off T.V.-Turn On Life

## JOAN MARTIN SCHOOL



Here we are at **TV TURN OFF WEEK 2004** – seven days of resisting the tube! At Joan Martin TV TURN OFF WEEK is about taking time for ourselves, our families, and our communities. Instead of focusing on what we're not doing, we focus on what we are doing –living life – all the time, every day.

### Did you know that . . .

- American kids spend about 3 HOURS out of the day sitting in front of the television.
  - Too much TV is bad for reading, schoolwork, physical health, sports, and family time.
  - According to Carol Rasco, former head of the America Reads Challenge, a children's book has better vocabulary than the average prime time TV show.
- Each year kids spend more time in front of the TV than in school.
  - One in ten children is obese, and one in five children is overweight.

**We know that children are influenced by what their parents do. We know that it is important that whatever effort we make to exercise more, eat better, or watch less TV must be done as a family.\***

At Joan Martin we emphasize that turning off the TV is a huge way to improve your health. There are two keys to being healthy – exercise and diet. Watching less TV can help us with both of these. Cutting back on TV is a great approach to find the time to play outside, take a walk, or pick up a new sport. The families who have participated in the past say they found more time to exercise during the week.

**Not only does watching TV keep you sitting still for long periods of time, but it also encourages an unhealthy diet.**

**Last year Lauryn, who is in 3<sup>rd</sup> grade this year at Joan Martin, watched 0 hours of TV during the entire week! She said, "It was very hard to do but worth it. I played outside more with my friends, read books, and played board games with my family."**



**"I felt good about what I did!"**

**One study documented 202 ads for junk food during four hours of Saturday cartoons!!**

So again this school year during the week of April 19-23, the staff and the Student Council will encourage Joan Martin families to either turn off the TV, or reduce the number of hours that they watch TV. Students will be given a chart to post on their refrigerator to keep track. Most importantly, they will record other things they did instead of watch TV, like read, start a new project, take a hike, play outside, visit the library, attend a sports event, play Frisbee in the park, roller skate, volunteer to cleanup the neighborhood, and on and on and on. The families will be encouraged to be creative. Articles will be sent home that discuss the concerns about watching too much TV.

The Principals and the Home-School Coordinator will be reading *Christina Katerina and the Box*, by Patricia Lee Gauch, to the children. Incentive rewards will be given to students who reach goals of three out of five days, four out of five days, and five out of five days. We are hoping that again this year many of our families will participate in TV TURN OFF WEEK.

\*Resource: [www.tvturnoff.org](http://www.tvturnoff.org)

**Exercise your mind-Turn off the T.V. April 19 - 23**



# COME JOIN US FOR COMMUNITY ENRICHMENT ENRICH YOUR MIND

*The School City of Hobart will again offer Community Enrichment classes in our schools.  
If you are interested in participating, please contact Rachel Nicoloff at 219-942-8885.*

*Pre-registration for all classes is required.*

**Basic Trouble Shooting** - May 3 & 6 at Hobart High School in the IBM Lab from 6-8 pm Cost: \$30.00  
Learn basic steps to troubleshoot the most common computer problems.

**Basic AutoDesk Inventor for Beginners** - April 20, 27, May 4 & 11 at Hobart High School in room 121 from 6-8 pm  
Cost: \$60.00 A beginning course in the use of AutoDesk Inventor, one of the fastest growing solid modeling softwares in the world. You will learn to create three dimensional parts, dimensioned working drawings and even assemble parts to show three dimensional construction.

**Intro to Digital Video Editing** - April 23 & 30 at Hobart Middle School in the library lecture room A from 6-8 pm  
Cost: \$30.00 This course will introduce you to the difference between digital and V.H.S. with a brief explanation on editing tools so you can make your own movies.

**Introduction to Web Page Design** - May 10 & 12 at Hobart High School in the Toc Lab (upstairs next to the library) from 6-8 pm Cost: \$30.00 Learn how to design and publish your own web page.

**Microsoft Access 2000** - April 19 & 22 at Hobart Middle School in Computer Lab "C" from 6-8 pm Cost: \$30.00  
Learn how database processing can be a beneficial program to keep tabs on multiple records.

**Microsoft Excel 2000** - April 20 & 21 at Hobart High School in the IBM Lab from 6-8 pm Cost: \$30.00  
Excel 2000 gives you the opportunity to gather data, create spreadsheets and bar graphs. This class will teach you the tools used to analyze and chart the results.

**Microsoft PowerPoint 2000** - April 27 & May 4 at Hobart High School in the IBM Lab from 6-8 pm Cost: \$30.00  
This class teaches the basics of PowerPoint. You will develop slides to help teach or prepare a presentation. The slides involve layout and design using the toolbox icons and graphics. Graphics may also be imported from the Internet and a digital camera. Bring ideas to prepare a slide show and a disk to save the slides.

**Microsoft Publisher 2000** - April 27 & 29 at Hobart High School in the IBM Lab from 6-8 pm Cost: \$30.00  
Learn how to create eye-catching newsletters, flyers, and brochures with no design experience!

**Microsoft Word for Beginners** - May 4 & 5 at Hobart Middle School in the library computer lab from 6-9 pm  
Cost: \$40.00 Microsoft Word 2000 is a versatile word processing program. Similar to its earlier counterpart, it offers a wide variety of publishing possibilities. Participants will learn to publish reports and letters or insert pictures, tables, hyperlinks, and textboxes. Also, they will learn to use the templates and wizards to create faxes, calendars, or résumés.

**Senior Surf** - April 19, 26 & May 3 from 4-6 pm at Ridge View Elementary in the computer lab  
**This class is free to senior citizens, but class size is limited so you must call now to register for this class!**  
Calling all senior citizens! Learn how to surf the internet, create greeting cards, make cool signs, and more. Come and join this fun, popular class.

**Windows XP "What's New"** - May 11 & 13 at Joan Martin Elementary in the Main Lab from 6-8 pm  
Familiar with Windows? Recently purchased Windows XP? Come to this class and learn what Windows XP has to offer you!

**THE SCHOOL CITY OF HOBART WELCOMES THE OPPORTUNITY TO OFFER OUR COMMUNITY THE USE OF THE SCHOOL TECHNOLOGY FACILITIES. TAKE ADVANTAGE OF THIS NO COST OPPORTUNITY.**

**HIGH SCHOOL** - Tuesday & Thursday - 4:00 - 7:00 pm, when school is in session

**MIDDLE SCHOOL** - Tuesday & Thursday - 2:45 - 4:45 pm, when school is in session

**GEORGE EARLE** - Tuesday, 6:00 - 8:00 pm, when school is in session



# Coming to America and Fulfilling Lifelong Dreams

By: Lauren Sivak, Hobart High School Senior

**Though they came from different countries, they were all linked by a common goal: To become citizens of the United States of America.** On January 23<sup>rd</sup>, Hobart High School hosted a swearing-in or naturalization ceremony for 47 petitioners who were fulfilling their lifelong dream of becoming a United States citizen.

In order to obtain United States citizenship, the petitioners would have to have been married to a United States citizen, or have lived in the United States for three years. Those who were hoping to become citizens had to undergo studies and testing in order to get citizenship and could have been denied due to their character or background.

The ceremony began with all rising as the high school auditorium was transformed into a courtroom. The proceeding consisted of several speakers and a performance of patriotic songs by the Hobart High School singing group Wolfgang. Judge Rodovich also went on to speak to the petitioners about his experiences as an American and how important freedom is.

When Hobart High School students learned that a naturalization ceremony was taking place at the school, many students were stunned. However, Judge Andrew Rodovich said it was important to hold it at the high school because many students are not familiar with this kind of learning experience. In addition, it was also a good way to show the pride that these petitioners had for America, he added. "I was very honored that it was going to take place at our high school, considering all of the places that they could have held it," senior Sarah Lierman explained. "It is pretty cool how many people there are who want to become citizens of a country we were born in," stated junior Diane Garner. Justin Paris, a senior at the high school, added, "Not only was it inspirational and educational, but it showed how important it is to become and be a United States citizen."

**Each petitioner's dedication, persistence, and diligence were examples to all. They achieved their personal goal of becoming citizens of The United States of America.**

"Each is a person of good moral character," stated Dan Kazmierski of the U.S. Citizenship and Immigration Services. However, it was Mayor Linda Buzinec who made a most impressionable statement about those gaining their citizenship. She stated, "You did not inherit this right. You chose it."

## Indiana University Wells Scholar at HHS

By: Malorie Medellin, Hobart High School Senior

Recently, Hobart High School senior Tim Eich received the prestigious honor of being selected as an Indiana University Wells Scholar. A first for any Hobart High School student, Tim underwent a grueling nomination process and was one of 50 finalists to be selected as a possible candidate for the scholarship. Candidates were selected based on qualities of character and leadership, participation in extra curricular activities, community involvement, class rank, GPA, and SAT scores. After attending a weekend interview session at Indiana University Bloomington, Eich was notified in late December that he was one of 28 students that would be offered the award. The Wells Scholarship provides a full four-year ride in tuition as well as covering mandatory and course related fees, with an additional living stipend.

Tim, also voted the most likely to succeed male for the senior class hall of fame, has contributed much to his high school community. Acting as President for Key Club, National Honor Society, and Spanish Club, and serving as a

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member of the Quiz Bowl, Academic Super Bowl, and the YMCA Youth and Government Conference, Tim's schedule is quite full. If that isn't enough, he also is a mentor for the Lake Station Boys and Girls Club. With a 4.24 GPA, a rank within the top 5% of his class, and an SAT score of 1450, Tim is destined for success.

**A great leader, student, and friend, Tim Eich is a wonderful example of the best Hobart High School has to offer. More than qualified for the prestigious Wells Scholar award, Tim has happily accepted the offer and will start his schooling at Bloomington this fall, where he plans to major in psychology.**



*We wish him the best!*



# An Exercise in Influence

By: **Tim Eich, Hobart High School Senior**

For some people, spending hours in a crowded room full of energetic thirteen year olds might not sound like their idea of a good time, but for ten Hobart High School seniors it's just a regular Friday night. That's because they have pledged to be



mentors at the Boys' and Girls' Club of Northwest Indiana, Lake Station branch. Kelly Boston, Tim Eich, Brittany Hendrix, Sarah Lierman, Bridget Lynch, Malorie Medellin, Karen Schuster, Lauren Sivak, Judy Velasco, and Chris Wasko are all new members and mentors at the Boys' and Girls' Club. There, they spend time with their designated "mentorees," helping them with homework, showing them how to use the latest technology, and otherwise letting them know that they have at least one more friend in the world.

Mentoring is a lot more than putting in time at "the club," as the students have fondly come to call it. Mentoring is a long-term commitment to encourage caring and the creation of supportive relationships. Through their involvement, these students have taken the initiative to form positive influences not only on the lives of their fellow Boys' and Girls' Club members but also on their peers at H.H.S. By serving as well-balanced role models, they have encouraged other students to volunteer as well, hopefully allowing the mentor program to grow and help even more children.

Although this is only the program's first year, the students are enthusiastic about its growth in the future. All of the mentors are members of the National Honor Society (NHS) at Hobart High School, a club that chooses members for their skills not only in scholarship but in leadership, service, character, and citizenship as well. The students originally learned of the program through NHS and have plans to encourage next year's seniors to get involved as soon as possible. "It's really amazing to be able to influence one life so much," says one mentor, "I didn't realize how much of a difference I could make in such a short time. I encourage all students, and adults too, to volunteer in some way; once you start, you won't want to stop."

Recently, yet another Friday night, the mentors judged a talent show at the Boys' and Girls' Club. Although every act was amazing, each mentor was especially proud of his or her mentoree, and each plans on visiting the club again soon – **Friday it is.**



The top individuals at the high school were Officer Mitchell with 100,169 steps, Mr. Mathis with 96,234 steps, and Mr. Gilbertson with 88,585.

Recently Hobart High School's faculty participated in a "Step Challenge." Starting the 2nd of February each member wore a pedometer that counted each step they took. The pedometers were worn at the hip of the participant and attached by a clip. Steps were counted from the time a person

woke up until they went to sleep. The challenge consisted of 110 individuals on 10 different teams. Teachers, administrators, support staff, and cafeteria workers were all involved. Ms. Dulhanty organized the contest and kept track of the results. At the end of the first week, the foreign language department was leading with an average of 54,337 steps and the social studies department was second with 48,266 steps. The contest at the high school lasted four weeks.

Down the street at Hobart Middle School, they are holding their own contest. Ms. Funkhouser and Mrs. Nimetz are heading the competition. The contest is open to any staff member. It started February 6th (Heart Awareness Day) and continues through May 26th. The middle school did a similar contest to that of the high school, but decided to prolong it because they noticed people stopped walking after the contest. Their goal is for 1,000,000 steps, though they can only record 1,000 a day.

Why all the hype? According to the Surgeon General, 30 minutes a day of physical activity is recommended; walking 30 minutes would require 3,000 steps. Walking for 30 minutes can burn between 100 and 200 calories. The average person steps about 5,500-7,500 times in an ordinary day. "Stepping It Up," along with other exercises, decreases the risk of heart attack, stroke, hypertension, some cancers, depression, and obesity. It also boosts overall health, helps prevent osteoarthritis and diabetes, and has the ability to lighten a person's mood. For many people walking will continue to be a cheap and excellent form of exercise.

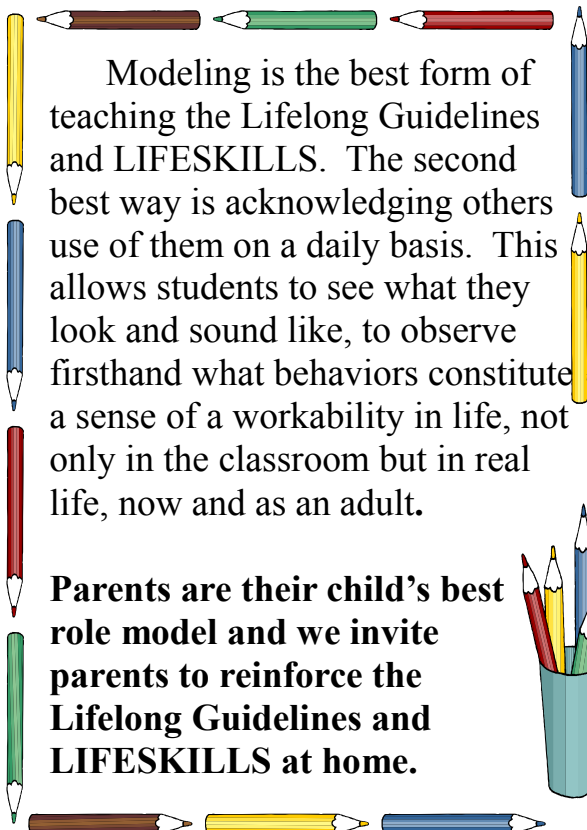
By: **Derrick Hengstebeck  
Hobart High School Senior**  
**"Stepping It Up"**

**How about it? "Step it up!"**

# Living the LIFESKILLS at George Earle

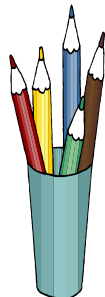


The school-wide focus continues this semester by celebrating one LIFESKILL per week. Staff members nominate students for LIFESKILL Awards by noticing how they apply the LIFESKILL. This weekly focus and connection brings the LIFESKILLS to “life.” Awards are announced throughout the week. Students receive a certificate stating exactly how they applied the LIFESKILL and a pencil. A copy of their certificate is displayed on a bulletin board for everyone to see. Lists of award recipients for each LIFESKILL are also posted. The students are proud of their accomplishment and we are proud of them!



Modeling is the best form of teaching the Lifelong Guidelines and LIFESKILLS. The second best way is acknowledging others use of them on a daily basis. This allows students to see what they look and sound like, to observe firsthand what behaviors constitute a sense of a workability in life, not only in the classroom but in real life, now and as an adult.

**Parents are their child’s best role model and we invite parents to reinforce the Lifelong Guidelines and LIFESKILLS at home.**



In 1997, we began implementing Lifelong Guidelines, LIFESKILLS, and procedures school-wide at George Earle School. Students and staff focused on identified expectations to encourage positive relationships and focus on academic achievement. The Lifelong Guidelines are behavior guidelines which make the environment of the classrooms and school more conducive to learning. The Lifelong Guidelines are Trust, Truth, No Put-downs, Active Listening, and Personal Best . . . respecting self and others. Procedures are practiced throughout the school day – classrooms, hallways, buses, bathrooms, lunchroom, playground, and programs. They are “the way we do things” at George Earle School.

**Our mission statement declares:**  
The George Earle School community  
inspires our students to be confident,  
compassionate individuals who communicate  
and problem solve as productive citizens in an  
ever-changing world.

**LIFESKILLS** are guidelines  
provided to help evaluate our Personal Best:

**Caring:** To feel and show concern for others.

**Common Sense:** To use good judgment.

**Cooperation:** To work together toward a common goal or purpose.

**Courage:** To act according to one’s belief.

**Curiosity:** A desire to investigate and seek understanding of one’s world.

**Effort:** To do your best.

**Flexibility:** To be willing to alter plans when necessary.

**Friendship:** To make and keep a friend through mutual trust and caring.

**Initiative:** To do something because it needs to be done.

**Integrity:** To act according to a sense of what’s right and wrong.

**Organization:** To plan, arrange, and implement in an orderly way.

**Patience:** To wait calmly for someone or something.

**Perseverance:** To keep at it.

**Pride:** Satisfaction from doing your personal best.

**Problem Solving:** To create solutions in difficult situations and everyday problems.

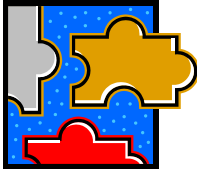
**Resourcefulness:** To respond to challenges in creative ways.

**Responsibility:** To respond when appropriate; to be accountable for your actions.

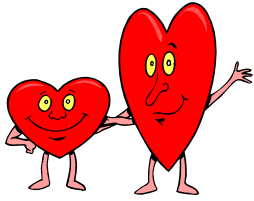
**Sense of Humor:** To laugh and be playful without harming others.

# Sound Mind: I CAN DO IT!

Whether you are a child or an adult, you will experience difficulties. Finding a way to deal with these times in your life is often hard because you may not recognize you have a problem. Stress and depression are real and affect you daily – whether at home, school, or work. Nancy Starewicz and Sherry Finnerty, the School City of Hobart’s Home School Coordinators reflect on what it is like to be troubled and ways to start looking ahead for a healthier outlook.

Issue	Solution
<p><b>Stress</b> is like driving in the fog for the first time. Your first reaction when you can't see what is ahead is to turn on the bright lights. When the lights are turned to bright, the road becomes even harder to see and driving becomes harder to manage. The possibility of a crash increases. This is much like stress. Whether it be something unexpected, a loss, physical ailment, disorganization or just too many things to do, stress can make you unable to see a clear vision and emotionally you may think you are ready to crash!</p>	<p>What you need to do is the same as you would for driving in the fog. In the fog you slow your vehicle down and focus on one part of the road until the fog begins to lift. As the fog lifts you are able to see more of the road and can gradually increase your speed. In life we need to prioritize and determine what we have control over vs. what we do not have control over. We need to slow down and work on one issue at a time until the fog clears.</p>
<p><b>Problems</b> in life are sometimes like a puzzle. At times when you are working on a challenging puzzle you might find yourself stuck. Have there been times when you felt that a couple pieces were missing out of the box and no way to finish the puzzle?</p> 	<p>When you get to that point it is a cue to take a break. When you return to the table start organizing the pieces: put all the end pieces in one area the blue pieces in another the red ones in another, etc. Too many times people feel broken and think their life will never be right because some piece is missing. Really by rearranging the pieces, our life picture will come together beautifully. Once the pieces start fitting together one realizes that they were not broken--all the pieces were there, they just needed to be arranged differently. Focus on what you have in life, not on what is missing. This will give you a renewed spirit.</p>

## Stress and problems can turn into depression. What are some signs of depression?

Preschooler	School-Aged Children	Teenager-Young Adult
<p>Preschoolers may wet their pants or fail to control their bowels. Their play may be reckless, aggressive, destructive or show preoccupation with morbid even suicidal themes.</p> 	<p>School-age children may lag in social and academic skills that show up as school phobias, social problems, excessive worrying, psychosomatic complaints such as frequent headaches, stomach aches, etc. Many times there is a change in sleeping and eating patterns. Some children experience crying spells while others may show increase in frustration or anger. Undue fatigue and excessive guilt over minor mistakes could also indicate depression.</p>	<p>Among older children and teenagers, depression assumes more classic symptoms: sad, empty, bored feelings. Lack of interest in activities, bored feelings, extreme mood swings, engaging in risky activities, grades dropping, change in behavior-such as running away, talking about suicide, sleeping/eating changes, change in friendships.</p>

## What you can do to help a child in need?

<p style="text-align: center;"><b>Encouragement!</b></p> <p>The Home School Coordinators do a positive thinking program with 2<sup>nd</sup> graders called <u>Free the Horses</u>. The message of this poem lives on because it can help ALL of us get through stressful situations. The message is this:</p> <p style="text-align: center;"><b>“I can do it. It may be hard, And it may take time. But stick with it and I’ll be fine.”</b></p> <p>Think about it ... most things worth doing take effort, time, and perseverance. We believe that saying these words can provide the optimism it</p>	<p>takes to keep going. Plus, we do not need to handle our problems alone. Keeping a positive attitude does not mean we do not see what is bad or hard about our lives. A positive attitude means that we believe that whatever comes our way, we will be able to handle it and that we can always find people to help! Try saying the <b>“I can do it”</b> poem the next time you are facing a problem, and remember, we are here to help! As George Eliot said, “What do we live for, if not to make life less difficult for each other?”</p>	<p><b>Families may contact their school counselor, Home/School coordinator or building principals with concerns any time.</b></p> <p><b>Middle School Counselors</b> 219-942-8541 Joe Monacy &amp; Kim Milner</p> <p><b>High School Counselors</b> 219-942-8521 Jim Kammer, Doug Klukken Stephanie Waldron</p> <p><b>Home School Coordinators</b> Sherry Finnerty-Liberty, George Earle Nancy Starewicz-Martin, Ridge View</p>
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32 East Seventh Street  
Hobart, Indiana 46342  
(219) 942-8885  
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INFORMATION

*Edited by:  
Dr. Peggy Buffington  
Rachel Nicoloff*

If you wish to contact the School City of Hobart Administration office call 219-942-8885  
or use the following e-mail addresses:

Dr. Jack Leach  
Superintendent  
[jleach@hobart.k12.in.us](mailto:jleach@hobart.k12.in.us)

Dr. Richard Edwards  
Assistant Superintendent  
[redwards@hobart.k12.in.us](mailto:redwards@hobart.k12.in.us)

Dr. Peggy Buffington  
Assistant Superintendent  
[peggyb@hobart.k12.in.us](mailto:peggyb@hobart.k12.in.us)

Mr. David Spitzer  
Principal, HHS  
[davids@hobart.k12.in.us](mailto:davids@hobart.k12.in.us)

Mrs. Denise Galovic  
Assist. Principal, HHS  
[dgalovic@hobart.k12.in.us](mailto:dgalovic@hobart.k12.in.us)

Mr. Steve Peterson  
Assist. Principal, HHS  
[speterson@hobart.k12.in.us](mailto:speterson@hobart.k12.in.us)

Mr. Pete Svetcoff  
Principal, HMS  
[psvetcoff@hobart.k12.in.us](mailto:psvetcoff@hobart.k12.in.us)

Mr. Mark Lutze  
Assist. Principal, HMS  
[lutze@hobart.k12.in.us](mailto:lutze@hobart.k12.in.us)

Mrs. Kathy Cox  
Principal, George Earle Elem.  
[keox@hobart.k12.in.us](mailto:keox@hobart.k12.in.us)

Mrs. Flora Keslin  
Principal, Joan Martin Elem.  
[fkeslin@hobart.k12.in.us](mailto:fkeslin@hobart.k12.in.us)

Mrs. Debra Misecko  
Assist. Principal, Joan Martin  
[dmisecko@hobart.k12.in.us](mailto:dmisecko@hobart.k12.in.us)

Mrs. Mary Beth Ginalski  
Principal, Ridge View Elem.  
[mginalski@hobart.k12.in.us](mailto:mginalski@hobart.k12.in.us)

Mrs. Shannon O'Brien  
Principal, Liberty Elem.  
[sobrien@hobart.k12.in.us](mailto:sobrien@hobart.k12.in.us)

Mr. Tony Skimehorn  
Dir. of Bldgs, Grnds & Trans.  
[tskimehorn@hobart.k12.in.us](mailto:tskimehorn@hobart.k12.in.us)

Mr. Ted Zembala  
Business Manager  
[tzembala@hobart.k12.in.us](mailto:tzembala@hobart.k12.in.us)

School City of Hobart web site: [www.hobart.k12.in.us](http://www.hobart.k12.in.us)