President’s Message …

Greeting fellow members! I hope your school year is off to a great start! This school year had been a year of firsts for me: first year at a new school, first year with my own kiddo in junior high, first time I have had my own XC team qualify for the state XC meet, first year as a President-elect of IAHPERD. Now I could easily throw in the towel and be fine with mediocre, but with the support of a great school staff, a great family support, a great set of assistant coaches, great leaders at IAHPERD, etc., it has been a very successful year! If you can surround yourself with great people who share the same goals and values, then you are bound to be successful! IAHPERD has many great members that are here to help you and we are always looking for more! Congrats to our newly elected leaders!

If you are receiving this newsletter, then you already know the great things going on in our association. Please consider referring your colleagues to join IAHPERD today – the first year is free and gives them access to the same great things! 2019-20 is going to be another great year, and we hope you have one, too.

Please do not hesitate to contact me @ josh.hildebrand@iowaahperd.org or any of our other great leaders! You can also follow along with what’s happening by visiting http://www.iowaahperd.org/ or our social media accounts (search for Iowa AHPERD). Thanks!

*Josh Hildebrand•President

President-Elect’s Message …

Members of Iowa AHPERD, thank you for trusting me and selecting me as the next president-elect! This is an enormous honor for me and one that is not taken lightly. I am excited to take the next steps after serving on the Leadership Council for the past two years. There are many reasons I am looking forward to this position, and I wanted to share a few with you here.

Part of my personal and professional mission is to serve those around me. I have a desire to lead and learn with those entrusted to me so we may collectively raise the quality of our work. This opportunity allows me to do that while working with and for amazing educators from our state. I am thankful to be in this position and be surrounded by those who lend guidance and expertise in order to raise the bar for health and physical education in Iowa.

The push for and adoption of state standards in Iowa is the beginning of exciting times for our professions. Many are working hard to roll these out in an effective way, and we will hopefully see the benefits of that work in the months and years to come. Most importantly, this work will positively impact students and educators/administrators tools and information necessary to breathe new life into our programs. There are plans in the works to travel around the state and provide professional development opportunities for those seeking to up their game. Working with others on the Leadership Council and talking with many educators around the state is a great way to stay sharp and showcase quality health and physical education. Our association is ramping up our social media platforms to spread the word on workshops, quality lesson ideas and activities, social emotional learning strategies, and many other wonderful things. The educators leading in these positions continue to push and challenge me to be a better leader in and out of my school.

I look forward to meeting and making new friends and helping wherever and whenever possible for the benefit of our teachers and students.

Many are working hard for our association, and we want to keep the ball rolling with positive change in Iowa. Again, thank you for selecting me to lead and work for you. I cannot wait to get started! Have a great school year!  

*Erik Heard•President-Elect
Past President’s Message ...

As I look back on my presidency, the biggest theme that keeps coming to me is Connections. As I have gone through this journey, I have made amazing connections and friendships with many of you.

One of the best connections I made was with Joe Burch. I have come to form a bond with him that allows us to speak openly and honestly with each other and have had the pleasure of working with him during his presidency. He did many great things for IAHPERD, and he deserves a huge thank you for steering us in the right direction during tough times.

I am also happy to be able to work with Josh Hildebrand (president) and Erik Heard (president-elect) as they continue their leadership journeys for IAHPERD. The future of our organization appears to be in good hands. Stepping away from their leadership roles are Kari Bullis (secretary) and Jennifer Schnell (treasurer). They have been a solid foundation of our leadership council and will be missed.

As IAHPERD moves forward, it is vital that we continue to connect to all things that are important for physical educators: learning, growing, promoting, and, most importantly, our students. We all must continue to educate ourselves on best practices and new innovations. We also must step outside our comfort zones and try new things. Our students are not living in the same society we were when we grew up, and we must accept that and grow with them.

Finally, we must promote. Invite fellow teachers to workshops/conferences, invite lawmakers, parents and community members into your classroom, and speak your voice to your administrators. All of these things will help promote physical education and ensure that our students are getting an all-around education. I challenge you to do at least one of these things in the upcoming year and push yourself to be a better educator.

Chris Amundson
Past President
chris.amundson@iowaahperd.org

Website:
www.iowaahperd.org

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Instagram:
Iowa AHPERD

Twitter:
@iowaahperd
IAHPERD 2019 convention was one for the record books! We had another successful year with terrific presenters, great facilities at Waukee Schools and a very positive energy in all sessions. Our convention began with a presidents’ social at Smash Park, an amazing banquet, watching the Iowa Cubs from the left field suites at Principal Park, and, ending with some great door prizes.

The president’s Smash Park social was a sweaty good time, highlighted by bocce ball, pickle ball, shuffleboard, and, delicious food options. Visiting with amazing past presidents always shines a light on how many great minds have led the organization. SHAPE America CEO Stephanie Morris, trekked to Iowa from Washington D.C. to share her positive energy with us. Thursday was a day full of speakers from the Midwest, including some terrific Iowa teachers. The evening was spent at Principal Park watching baseball. Our president, Joe Burch, had the privilege of throwing out the first pitch. He definitely met the overhand throwing with accuracy expectations! We had a record number of guests at the banquet. With the great suites sponsored by MUSCO Lighting, how could you miss it?

Friday was a busy day with networking between attendees from all parts of the state - one of the highlights that you can’t get on social media. The in person, 1:1 conversations with so many great PE and health minds is hard to beat. Attendees who stayed until the end had the chance to win some terrific door prizes provided by GOPHER, US GAMES, and several other PE companies.

Every year, we wonder how to top the previous convention, and every year, we bring something new and exciting to make it a great experience. Please consider joining us for the Summer 2020 Convention, which will be held back in Des Moines at West Des Moines Valley. Mark your calendars for June 15-16, 2020. More details will be coming in a few months for presenters and hotel reservations.

We are always so thankful for our IAHPERD members who make a commitment to come to convention and support the association during the year. Please let us know if there is anything more we can do for you during the Summer 2020 convention.

Jennifer Peterson and Kari Bullis Convention Managers

Sponsors

• US Games  • OPEN PhysEd  • BSN Sports  • The Iowa DNR  • Musco Lighting

Pre-convention Activities ...

IAHPERD partnered with the Department of Natural Resources, Polk County Conservation, and US Games to provide attendees with a wide variety of experiences. The first day of pre-conference was held at Racoon River Park. The DNR led several sessions throughout the day, which included outdoor survival skills, canoeing/water safety, and fishing. Attendees learned about the Archery in Schools program and got the chance to practice their skills at the outdoor archery range.

The second day of pre-conference was held at Waukee High School. The first session was led by Jennifer Peterson (Oskałosa), Katie Gravert (Pella), and Jodi Larson (Ankeny). This session helped to unpack the new state standards and showed how they can be utilized within Physical Education classes.

The last session was sponsored by US Games. Ben Pirillo provided attendees with many activities and skill-based lesson ideas found within the free online curriculum from openphysed.org. Pirillo, an Iowa native, currently teaches physical education in Texas. He is an engaging presenter and 2016 Southern District Elementary Teacher of the Year.

Click here for highlight video from the convention: https://youtu.be/r5C8vIX2Neo
Roos named Elementary Teacher of the Year

Congratulations goes out to our Teacher of the Year award winner for the 2019-2020 school year:

Elementary Teacher of the Year -
Tanner Roos from the Linn-Mar Community School District

All award winners will be recognized at the IAHPERD annual convention which is currently in the planning stages for Summer 2020.

Please review the criteria on our website and consider nominating one of our members for one of the many awards our association gives out at our annual convention. We have a lot of worthy candidates both current and retired members that are very deserving of recognition. Show them your support and nominate them today at [http://www.iowaahperd.org/awards.html](http://www.iowaahperd.org/awards.html). The deadline for nominations is May 20, 2020.

*Jen Neubauer•Recognition Chair•Neub4family@gmail.com*

From the Retirees Committee...

The retiree committee of Iowa IAHPERD purpose shall be to assist in meeting the current objectives of the SHAPE America committee on aging and retirement by working at the state level. The committee will carry on such additional activities deemed by the chair as best serving the interests IAHPERD in the area of aging and retirement.

This being said as the chairperson how can we help our retired members? Our committee is here to assist you, but we can’t do this unless we hear from you. Please contact me Margaretbeuter@gmail.com and let us hear from you. How can we help our members.

*Margaret Beuter•Retirees Chair•Margaretbeuter@gmail.com*

Grants available

Do you like free stuff? Do you like free money? Want to make up to $500 fast? LUCKY YOU! You're in the right place! IAHPERD offers six grants up to $500 to members of at least two years for any project that will benefit students and your Health/Physical Education program. Past grant winner projects have included archery programs, enhancing existing technology, disc golf, functional fitness equipment, and so much more! Check out the grant criteria on our website. All you have to do is:

1. Think of a project or equipment that will enhance your students' experience in PE/Health
2. Fill out the form including: a) information about your project and the goals of your project; b) how this project will enhance your students' experience and support the mission of IAHPERD; c) how you will measure your project goals.
3. Apply by April 1, 2020

A previous IAHPERD grant winner and Teacher of the Year, Justin Wiese said, “I found the application process for the IAHPERD grant to be very simple and straightforward.”

Wiese used his grant to purchase pedometers for his elementary PE students to track and self-monitor their movement. Students’ data is saved in the software and is used to enhance their PE program.

“This grant has changed the way I teach (for the last several years) by providing me with this invaluable tool,” said Wiese. Grant winners will get the chance to present at the next IAHPERD convention and submit an article to the IAHPERD Journal.

Another grant recipient, Ann Giffin, who works for the Grant Wood AEA, used her grant for EDGE disc golf equipment to “... support physical educators in providing physical education instruction to ALL students. There are soft squidgy discs to facilitate catching, there are giant sized beamos that increase engagement, there are devices to put discs into play. There’s something for every student,” she said.

We would like to thank The Andrew Giving Fund, who provided three $1,500 grants to schools in need in the state of Iowa. The recipients this past year include: Orchard Place, Des Moines; Meredith Middle, Des Moines; and, Jefferson Elementary, Clinton. What are you waiting for? Apply now!

Upcoming Events

IAHPERD Student Workshop
(all members welcome to attend)
Spring 2020, UNI

SHAPE America National Convention
April 21-25, Salt Lake City 2020

IAHPERD State Convention
June 15-16, Valley High School,
West Des Moines
SHAPE America has developed a new fundraising program called Health. Moves. Minds. This is a service-learning program that combines educational objectives while giving back to your school and community. The program is for physical education and health but is geared for the whole child, whole school and the whole community.

Standards based physical education and health lessons align with CASEL social-emotional learning standards. Social-emotional learning is embedding in the standards based activities and lessons.

The program has grade bands for K-2, 3-5, 6-8 and include four lessons for each grade band.

50% of the money raised comes directly back to your school in the form of a Gopher gift certificate if you chose option one Support your School. When you decide to keep your full allocation, you receive an additional 10% is match from Gopher for your school. That’s 60% of funds raised directly back to your school! If you want to work with your community you can chose option two, the Pay it Forward option where your school gets 25% of the money raised and 25% of the money will go to a local charity.

This program focuses on: kindness, mindfulness, empowerment and wellness.

Get started today! Help your students prepare to lead a healthy, active life. Cut and paste this URL in your browser:

https://donate.shapeamerica.org/campaign/health-moves-minds/c234664

Once at the site, it’s as simple as clicking on Register, create a team and get your school signed up!! If you have any questions, please contact Jan Grenko Lehman at jan.grenkolehman@iowaahperd.org

Notification to all IAHPERD Members...

Our association needs to make a few changes to our bylaws. According to our bylaws, any change must be approved by the Leadership Council prior to publication. Changes must appear in an IAHPERD publication one month prior to a vote by the membership. The Operating Code can be found on the IAHPERD website. The proposed changes follow.

- pg 14 Article I Membership, section 7 - removable of this section. Members coordinating Jump Rope for Heart or Hoops for Heart raising $1,000 a year will have a membership dues of $20.00. (Reason for the change - we no longer have a partnership with the American Heart Association)

- pg 16 Article VI Committees, section 1 - change Joint Projects to Local Initiatives. (Reason for the change - we no longer have a Joint Projects committee due to the end of Jump Rope and Hoops for Heart)

- pg. 17 Article VII Amendments, add section 3 - If membership voting is not done in person, it may be done electronically. (Reason for change - we now do most of our voting electronically)

If you have questions, please contact Jan Grenko Lehman at jan.grenkolehman@iowaahperd.org. You will receive an email in a month asking you to vote on the above changes.

Salt Lake City ‘20
national convention & expo
APRIL 21-25
The College Experience

It's not easy, but being a passionate, determined, and motivated college student will give you the best chance at landing your dream job. As a current or recent student you might be thinking, “I'm in college. I can focus on teaching when I'm a teacher.” I thought the same thing until I began the first semester of my junior year at the University of Northern Iowa. As a transfer student, I had only been at UNI for a semester when I decided to go ALL IN on my future. With my head in the right place I took the advice of several professors and got involved in my major, took on leadership positions and became familiar with IAHPERD and SHAPE. My involvement and dedication is a huge part of why I am in the position I am now. I want to share why being involved in all of this as a 18-22-year old will pay off as you continue on the transition from student to teacher.

You want to start with getting involved at your college. If your school has a PE club, join it! If it doesn't, start one! A major's club is a great way to meet and become friends with people who have the same interests and goals as you. UNI had a PE club when I got there, so it was a no-brainer for me to join and start getting involved. I attended all club events and became the club’s president my senior year. I was responsible for keeping our club active in the community and on campus. In a major's club, you can set up opportunities in the community to gain experience with kids. Some great ideas might be starting an after school program, working with a local Boys and Girls Club, volunteering for fun runs, or helping with on-campus activities or programs; the list is endless.

Getting involved is a must. Not only do all of these programs look great on a resume, but they also help you grow as a teacher. The more teaching experiences you can have before graduation the better. Your GPA and teaching license won’t cut it. In any interview you will need to have real life examples of your classroom management techniques, lesson design and teacher-student interactions. Those opportunities created by your major's club will help improve each area of your teaching and ultimately prepare you for interviews and your first job. You will find that some positions get hundreds of applicants, and there is no guarantee that they will give a recent college graduate a second look. You need to put yourself in the “double take” category. A good major’s club with a plethora of opportunities to gain experience can help your application get that second look. Don’t let those opportunities slip by without taking full advantage of them.

Being an active member of IAHPERD and SHAPE in college might be the best decision you ever make. Both organizations offer several opportunities to learn from some of the most innovative teachers in the state and country. In my opinion, there is no better resource in the teaching world. All of these teachers are overly excited about helping college students and have their own professional practices to share. They see a young college student taking interest in their career, and they want to do nothing but help you land your dream job. Once you attend your first event, you will understand. A college student showing up to an IAHPERD or SHAPE event is kind of like a middle schooler walking out of the locker room after an all important Axe shower. Everyone notices.

Thankfully, the time at a convention is a far better experience for everyone involved. You attend these events because you care about your future, quality physical education, and, most importantly, you care about students. When you continue to go back to these events, it is no longer like the analogy I used earlier. They expect to see your face, and they greet you with a hug instead of an introductory handshake.

My first IAHPERD event was a student workshop in Ankeny. As a typical college student, waking up early on a Sunday to drive from Cedar Falls to Ankeny was not an easy task, but it was totally worth it. I was able to meet several IAHPERD members who were itching at the chance to connect with people just like me. I exchanged information, had meaningful conversations and started friendships with people who helped me stay involved and motivated about becoming a teacher. They might also play a big role in helping you get a job. IAHPERD members are teachers in districts that you will soon be applying to.

Besides meeting wonderful teachers and creating contacts, you can also learn a boatload of great ideas. You can implement your new ideas in micro teachings, practicums, student teaching or some type of after school program. There are so many great sessions ranging from classroom management in an elementary setting to motivating high school students in a weight-lifting or team sports class. National and state Conventions are overflowing with amazing ideas. Don't miss out on the opportunities to pack your toolbox with all the tools you will want in your first years of teaching.

I can’t stress enough how beneficial it is to be an active member of IAHPERD and SHAPE as a college student. Attending events and talking with professionals really helped take my teaching to the next level. Both organizations offer opportunities to be honored for your hard work as an undergrad. IAHPERD has a student scholarship that they award to two physical education or health education students every year. Anyone can fill out the application, but it is the college students who attend IAHPERD events, are active in a major’s club, work in the community and, ultimately, show real interest in becoming a great teacher who get noticed in the application process. Not only does this help you financially, but it can also help you in the job application process. This is an extremely competitive world.

When you go to apply for your first teaching job, what will your resume say? Everything I’ve talked about, attending events outside of your coursework, being an active member at your college, and putting in the extra work is what will put your resume and application on the top of the pile. Give yourself the best possible chance to land your dream job. Invest in your future, take advantage of opportunities and people who can help you get a job. In short, don’t coast through college. Go the extra mile, be the overly involved student, and go ALL IN on your future.

-Chad Jamison•K-5 Physical Education Teacher•Waukee School District•IAHPERD Future Professionals Co-Chair
Iowa’s State Board of Education passed recommended statewide standards for physical education and health education in March 2019. Based on the PE and Health Standards Review Team’s recommendations, Iowa adopted the national Society of Health and Physical Educators (SHAPE) America standards and grade-level outcomes (a.k.a grade-level standards) for physical education and the Joint Committee on National Health Education Standards and performance indicators for health education. Recommended standards-based education supports high quality programs that maintain local-control for schools and educators to design the specific curriculum, instruction, and assessments that best fit the needs of schools and students.

Iowa also has a new half-time physical education and health education consultant! I am here to support physical education and health education programs by providing technical assistance and developing and sharing information and resources.

**How can you promote high-quality physical education and health education programs?**

- Get familiar with state requirements and recommendations [www.iowacore.gov](http://www.iowacore.gov)
- Click on the “PE and Health” icon on the bottom right.
- Build a supportive environment through communication with staff, parents, and community partners
- Align or build standards-based curriculum
- Exercise instructional practices to support the needs and abilities of all students
- Collect and use data from assessments and relevant sources wisely

**How can I support you?**

- I have updated the links and resources on the Department webpage and will continue to add resources as they are available or developed. Our statewide PE and Health Leadership Team with representation from schools, Area Education Agencies (AEA), Institutes of Higher Education, and community partners will be meeting soon and will help determine and build goals and resources including guidance and professional development opportunities.
- Hearing about your successes and challenges helps us build the supports you need.
- Connect with me via email, phone, Twitter, or request a visit.

 lyn.jenkins@iowa.gov
 515-689-3607
 •@IAHealthPE1

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**Iowa Association of Health, Physical Education, Recreation & Dance 2019-2020 Executive Board/Leadership Council**

**President:** Josh Hildebrand, Iowa City Community Schools, josh.hildebrand@iowaahperd.org

**Past President:** Chris Amundson, West Des Moines Schools, chris.amundson@iowaahperd.org

**President-Elect:** Erik Heard, Des Moines Schools, erik.heard@iowaahperd.org

**Secretary:** Casey Barclay, casey.barclay@iowaahperd.org

**Treasurer:** Chris Amundson, West Des Moines Schools, chris.amundson@iowaahperd.org

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**Board Member:** Jaryd Prince, Clinton Community Schools, jaryd.prince@iowaahperd.org

**Board Member:** Tanner Roos, Linn-Mar Community Schools, tanner.roos@iowaahperd.org

**Board Member:** Caitlin Schoville, Pleasant Valley Community Schools, Caitlin.schoville@iowaahperd.org
Social and emotional learning (SEL) has been a huge buzzword in education lately. Many organizations, states, and schools have started to push this initiative, with many asking teachers to align SEL principals into school-wide goals and classroom curriculum. It should not be news to us that creating a positive school climate ensures the best opportunities for learning and growth. In fact, much research confirms the fact that people learn best when they feel safe and connected. But what is SEL and how do we ensure that we use it to create this optimal environment?

The Collaborative for Academic, Social, and Emotional Learning, CASEL defines SEL as the process through which children understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. CASEL has identified a framework including five interrelated cognitive, affective, and behavioral competencies. Through participation in intentional SEL activities, students will develop and refine the following SEL skills and competencies:

- Self-Awareness: Awareness of personal assets and strengths and how they contribute to group success.
- Self-Management: Appropriate expression of feelings, relations, and ideas.
- Social Awareness: Awareness of how their actions affect others.
- Relationship Skills: Positive attitudes towards themselves and others.
- Responsible Decision Making: Appropriate decision making and problem solving, and understanding of healthy ways of dealing with conflict and stress.

Some may believe SEL to be yet another educational trend, but it’s important to realize that while it may have a new name, the competencies, skills and relationships developed in our students are vital for their success. The SEL/PE Overlap (Fig.1) highlights how SHAPE America Standards provide strong connections to core SEL competencies, further reinforcing our role as Physical Educators to advocate for meaningful integration.

This article will highlight some ways Physical Education teachers can integrate SEL competencies beyond an individual lesson or instructional model. While there is no one way to start adding SEL into your instruction, by using an intentional approach PE teachers can weave it into their existing curriculums to create a more caring and inclusive community. Below are some quality resources that can be applied to your classroom setting.

1. **START WITH YOU.** You are the role model your students see everyday. How are your words and actions inspiring habits in your students? Just as we aim to inspire a lifetime of physical literacy, we should also model the kindness, empathy, and authentic relationships we wish our students to have. Care consistently and follow through with your promises!

2. **BUILD COMMUNITY.** If the environment you create reflects expected behaviors (empathy, equity, respect, fairness, etc.) students will learn authentically. Using a student-centered approach and treating classes as a group of individuals who are each unique contributors builds stronger bonds and trust between students and teachers while celebrating diversity and the differences between one another. Represent the diversity within your classroom by showcasing your students in visuals, examples, and discussions.

3. **EXPLICIT INSTRUCTION.** In order for our students to truly understand the expectations for practicing and applying SEL competencies, we have to take time to model these behaviors. We should not assume students know how to communicate with one another respectfully, solve conflicts in healthy ways, or regulate their emotions on their own. As we would teach a movement skill, we should provide cues, differentiation, and practice. Allowing students to reflect on their actions, asking them how their choices made them feel, how others felt, etc. provides opportunities to revise thinking and make direct connections to their actions.
4. **TOOLS YOU CAN ADD TODAY.** Allow for procedures that allow students to model positive SEL competencies. It is important that students know that it is ok to have different emotions and feelings while acknowledging others emotions as well. Providing outlets in your classroom give them the tools to practice this as well as time for you to give them feedback when you see it in action.

- **Emotional Check Ins - Outs**
  - @MrArmstrongSG  Walking Channels  http://bit.ly/2VAizNQ
  - @pforlife  Plickers Check-Ins  http://bit.ly/2nznGB8

- **Calm Corners / Peace Paths**
  - @MsBarclayPE  Calm Corner Poster: http://bit.ly/2VvZxIc
  - @superdanpe  Sand timers at Calm Corner: http://bit.ly/2WCIdlr
  - @CoachPirillo  Peace Path: http://bit.ly/33dKh5M

- **Partner Acceptance Charts**
  - @SaraWoodPE  The 4 Levels of Partner Acceptance: http://bit.ly/2ozIsRJ

- **Mindful Minutes**
  - @MsBarclayPE  Mindful Minute Slides: http://bit.ly/2om8Yhv

- **Reflective Discussions**
  Asking students to reflect on their actions and emotions throughout and directly following an activity allows them to make genuine connections. They can revise and rethink their behaviors and make adjustments. When they see how and who their actions impact they can begin to develop positive SEL skills. As teachers, when we celebrate the growth and progress we see in our students application of SEL it further reinforces the positive environment that we are aspiring to create.

- **Reflective SEL Questioning**
  - @MsBarclayPE  Essential SEL Reflection Questions http://bit.ly/327Qs3i

- **Peer To Peer Celebrations**
  - @MsBarclayPE  “Give Love” Celebrations http://bit.ly/36rNeSk
  - @KlaffkePE  “Kindness Confetti” http://bit.ly/2pDZPRL

- **Activities That Make SEL Come To Life:** Successful integration of SEL competencies into a curriculum includes adding both stand alone activities as well as intentional threading into daily lessons to reinforce authentic application.

- **Stand Alone Activities**
  - **Adventure Based Learning Model:**
    - **Getting To Know You Activities:** @PEforlife “Have you Ever?” http://bit.ly/35pGdRq
    - **Cooperation Activities:** @MrSpringPE  Brings cooperation to life year round http://bit.ly/2r1uKYy

- **Part Of Daily Objectives**
  - SWBAT….Reflect on how my sportsmanship skills affect team morale.
  - SWBAT….Use positive self-talk strategies to develop my growth mindset while practicing a new skill.
  - Challenges Within Activities
    - SEL skills can be added creatively within daily activities by adding levels to games. For example, challenge students in LEVEL 2 of an activity by asking them to ask themselves what type of teammate they have been so far in the game. In LEVEL 2, make one personal change to improve or help your team.

Overall, focusing on the intentional integration of SEL competencies into my program has been eye-opening. I know many teachers argue that our students are changing, some may even argue that teaching is harder than in years past. I can't say if this is true, but what I am proud to say is that we are all seeing and acknowledging our students social and emotional abilities more than ever before. When we use an intentional approach and seek out quality resources, physical educators can provide multiple opportunities for authentically teaching the SEL framework. By teaching, reinforcing, and reflecting on these skills each day, we are growing more caring and inclusive students and communities.

•Casey Barclay•cbarclay@waukeeschools.org•@MsBarclayPE
SHAPE America - Central District lost one of our most dedicated and passionate physical educators and leaders Aug 31. Originally from Austin, Minn., Nancy Raso Eklund coached and taught health, physical education, special education, and wellness at all levels for more than 45 years in Green River, Wyoming. Nancy had been the Central District Executive Director for the past four years. She was also the executive director of the Wyoming Association for Health, Physical Education, Recreation and Dance for 23 years. In addition, Nancy was the Green River #2 district’s Wellness Director, PEP Grant Coordinator, and, most recently, the state of Wyoming’s IHT Heart Rate Monitor Grant Coordinator.

In 1996, Nancy was recognized as the AAHPERD (SHAPE America) National Elementary Physical Educator of the Year and Disney Educator of the Year. In 2016, Nancy earned the President’s Council on Sports, Fitness and Nutrition’s Community Leadership Award. In 2017, I had the honor of presenting Nancy with the SHAPE America - Central District Mark Harvey Legacy Award, which acknowledges individuals who, by performance, style, humility and wisdom, have personified the personal and professional attributes of the late great Dr. Mark L. Harvey of Colorado. In September 2019, Nancy was inducted into the Green River High School Hall of Fame where she coached swimming, basketball, and volleyball.

I first met Nancy as a member of SHAPE Colorado’s Executive Committee. Since then, Nancy and I were recruited to participate in numerous local, regional, and national committees and initiatives. Nancy and I also engaged with many affiliated nonprofit organizations boards and special events together. Some of these included the President’s Youth Fitness Program Task Force, Let’s Move Active Schools Physical Activity Leadership Program, The Cooper Institute’s Fitnessgram Professional Development Task Force, and one of her absolute favorites, Physical Best Specialist Program. We attended many Gen-Youth, Fuel Up to Play 60 and Jump Rope for Heart events. We shared many ideas between the Colorado Governor’s Council for Active and Healthy Lifestyles and the Wyoming Governor’s Council for Physical Fitness and Sports. Her dedicated engagement with all of these activities provided her with a very broad perspective and valuable voice toward the advocacy and promotion of quality health and physical education programs locally, regionally and nationwide.

Nancy would greet everyone with a huge, bright, and caring smile. She considered everyone she met to be family and was a compassionate, trustworthy listener and mentor to so many teachers nationwide. As an innovative planner and organizer, Central District and Wyoming health and physical educators benefited greatly from Nancy’s open door policy and networking abilities. She would bring in the nation’s very best speakers and presenters to their state and regional conventions as the convention manager.

Nancy had an “old school” work ethic and a “just get it done” attitude. She was “ALL IN” on every SHAPE America initiative placed in front of her by the national office. Every summer, Nancy would pack up her car to drive to attend nearly all of the Sally Scherrer Leadership Summits whether they were in Sioux Falls, S.D. or Mahoney State Park outside Omaha, Neb. We would spend hours on the phone brainstorming ideas for the implementation of a variety of initiatives. Nancy would often drive six hours to Morrison, Colo., to babysit and spend time with her grandchildren. While in the Denver area, she would often call me to get together for an impromptu Central District meeting. These meetings would usually begin with her sharing all the activities that her family and grandchildren were participating in at the time. We would then review and visit the next steps for our strategic plan and/or future effort implementations. We would brainstorm ideas and when we thought of a good one, Nancy would light up and say, “I love that! Let’s do it!” She believed as a professional educator, engagement in our professional organizations and conventions were something that should be expected of everyone, and the sky was the limit for new ideas. Nancy would often revisit and remind me of past ideas and ask, “Can we do it now?” During many of these meetings with Nancy, two words would usually come up in our conversations: moving forward. As a result, #MovingForward became the theme for my SHAPE America - Central District Presidency and the 14th Annual Sally Scherrer Leadership Summit.

As such a strong advocate for quality health and physical education programs, Nancy was a regular attendee at SHAPE America’s Speak-Out day, most of the time as the sole representative from Wyoming. Gay Hughes of Wyoming once stated, “Nancy is the face of Wyoming AHPERD. She is devoted to the cause of advocating for physical education like no one else in the state of Wyoming.” Nancy and Gay were co-convention managers for the 2013 Central District Convention. Nancy often carried with her bookmarks and cards from the keynote speaker James P. Owens, the author of the bestselling books The Code of the West -
In Memorium ... Eklund (continued from Page 10)

Cowboy Ethics, Cowboy Values and The Try, and, Reclaiming the American Dream. Nancy would often hand out the bookmarks to the many new friends she would make at SHAPE America events because she lived and believed in the values they included so strongly. #MovingForward, we should keep these values in mind in honor of Nancy for our professions future efforts!

The Code of the West - Cowboy Ethics:
1. Live Each Day with Courage
2. Take Pride in Your Work
3. Always Finish What You Start
4. Do What Has To Be Done
5. Be Tough, But Fair
6. When You Make A Promise, Keep It
7. Ride For The Brand
8. Talk Less And Say More
9. Remember That Some Things Aren’t For Sale
10. Know Where To Draw The Line

The Try, Reclaiming the American Dream - Steps to Success:
1. Start with a Dream
2. Turn Your Dream Into A Measurable Goal
3. Create A Game Plan and Timetable
4. Make a Commitment
5. Take Full Responsibility
6. Expect Adversity
7. Give It 110%

The Joy of Effort Award honors individuals who, by performance and style, have personified the concept that the effort made to enrich the goals and objectives of health and physical education, physical activity, dance, and sport is a labor of love, inspired by commitment and dedication. I am in AWE of every SHAPE America Joy of Effort Award winner that I have had the honor of meeting. I am not on the awards committee, but I don’t believe there is any other individual that exemplifies the characteristics of “Joy of Effort” as does Nancy Raso-Eklund.

Nancy will be sorely missed by our entire national health and physical education community.

•Clayton Ellis - SHAPE America - Board of Directors

“Nancy had an ‘old school’ work ethic and a ‘just get it done’ attitude. She was ALL IN’ on every SHAPE America initiative placed in front of her by the national office.”

Clayton Ellis – SHAPE America Board of Directors
Think outside the box to incorporate 5-2-1-0 into your p.e. classroom

Jami Haberl, Executive Director of Iowa Healthiest State Initiative

P.E. teachers are often seen as the champions of health and wellness in many schools. Their classrooms provide a unique opportunity to educate students on healthy habits – like regular exercise – and set them up with the skills and knowledge to live a healthy lifestyle beyond graduation.

5-2-1-0 Healthy Choices Count! is an initiative that promotes four healthy habits that all kids should strive for everyday:

- 5 servings of fruits and vegetables
- 2 hours or less of recreational screen-time
- 1 hour of physical activity
- 0 sugary drinks – drink more water!

Here are some creative ways you can incorporate the 5-2-1-0 message into your P.E. lesson plans from schools across the state who signed up as 5-2-1-0 Registered Sites and received mini-grants from the Iowa Department of Education – Team Nutrition to fund projects, materials and activities that supported the 5-2-1-0 healthy habits.

Promote alternative forms of movement

Physical activity isn’t defined as organized sports or traditional forms exercise. Encourage students to try a variety of different methods of physical activity so they can find movement they are likely to enjoy for a lifetime. Gilmore City-Bradgate Elementary School invited a local certified yoga teacher to teach once a week during the months of September and October while West Bend Mallard High School purchased a variety of yard games for a unit promoting healthy habits and lifestyles at any age.

*Continued on Page 13*
Adding in nutrition to your education
Teach students to fuel their bodies with fruits and vegetables by incorporating nutrition lessons into P.E. Students at Andrew Community School participated in a 5-2-1-0 Week in P.E. class, including a nutrition trivia game for the older students and a model food sorting challenge for the younger students. Creating lessons around 5-A-Day Fruit & Veggie Bands, where students are encouraged to move bracelets from wrist to wrist each time they eat a serving of fruit or vegetable, has also been popular at Andrew other elementary schools.

Taking P.E. out of the gym and into the classroom
Collaborate with other teachers in your building to take P.E. lessons out of the gym and into the classroom. Riceville Middle School recently purchased pedometers which they plan to not only use in P.E. class, but incorporate the data gathered into health, science and math classes. Grant Elementary, part of the Albia Community School District, recently purchased activity dice and mindfulness cards for teachers to more easily incorporate physical activity and brain breaks into the regular school day.

How are you incorporating 5-2-1-0 Healthy Choices Count into your P.E. classroom? Show us on social media using the hashtag #HealthyChoicesCount. Visit the Healthiest State Initiative website for more information on 5-2-1-0, to register your site and to access free 5-2-1-0 resources: www.IowaHealthiestState.com/5210.
Physical Education offers a unique environment for working on Social and Emotional Learning (S.E.L.). Although S.E.L. is not new, it has been at the forefront of quality P.E. and schoolwide instruction lately to the benefit of all involved. This is a great shift as we focus on skills that many students AND adults need more work with and understanding of as we navigate relationships and our world. A few years ago, I decided to get involved with a free program called Fun at Bat. The Fun at Bat curriculum focuses on character development through a fun, engaging curriculum and skill practice.

Two reasons you should consider it for your Elementary Physical Education program are:

✔️ The Collaborative for Academic, Social, and Emotional Learning (CASEL) defined S.E.L. as the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Using the free Fun at Bat curriculum, students read and work through a variety of scenarios and character traits. They include Responsibility, Teamwork, Helping Others, Honesty, Doing Your Best, Leadership, Never Giving Up, and Being Supportive. I pair up students and have them read it together, tackling the problems together and reading about solving them in a positive manner. The workbook is a great tool and can be used to have students role play and reflect upon for further engagement and understanding.

✔️ Did I mention the FREE equipment?! The materials that come with this program are outstanding. You receive several balls and bats, bases, and a batting tee to bolster your equipment when working on long-handled striking. My students really enjoy the colorful, oversized balls and how soft they are. These help them enjoy the skill practice in a safe and fun way. You also receive many workbooks for students to take and read on their own if desired.

The Fun at Bat program is one of many shared on the SHAPE America website. You can access a preview of the curriculum for grades K-2nd and 3rd-5th. You can also find more information at funatbat.org or follow them on twitter @FunAtBat. Look at the video overview and read the testimonials from Physical Educators around the country. I believe there are many positives from this program that you can implement right away. I hope you will consider it and figure out how to tie it in with the Social and Emotional Learning going on at your school!
**Dice Bonk**

**Grade Level:** K-5.  
**Skill focus:** Overhand Throwing

**Equipment:** Gator skin balls, cones, dice, cones, PVC pipe (optional), dice bonk score card, clothespins.

**Set Up:** Students will be positioned along the 2 sidelines of the playing area. Each student has an opponent who is on the opposite sideline. Cones with an inserted piece of PVC pipe that has a die balanced on top will be placed down the middle of the playing area (One Cone per 2 students). A scorecard is placed next to the cone with 2 clothespins attached that represents each team color. Each set of opponents will receive 1 ball.

**How to play:** Students will take turns with their opponent throwing at the cone to knock down the dice to score points. If a student knocks down the dice, they will add the points to the scorecard by moving their clothespin to the number of points that they have accumulated. After adding their points, the student will reset the dice on top of the PVC pipe. The first student to reach 21 points, or the player with the most points at the end of the allotted time will be deemed the winner.

**Variations:**

Students can play in teams of 2 or more, taking turns after each throw.

Instead of throwing, students may roll, toss, or kick the ball to knock down the dice.

Instead of having PVC pipe inserted inside the cone, the dice can be placed directly on top of the cone.

Instead of having one cone per 2 players, each player or team can have their own cone, and the scorecard can be placed in the middle of the playing area. (Similar to corn hole setup)
Uber Driver is my favorite game to play with a scooter. This game is the ultimate social-emotional learning activity. Below you will find links to the activity that include GIFs of students participating in class. I will give you a brief overview of what to expect here.

**Equipment:**
Depending on your space and the number of students you have, you will need to modify. I have a large gym and about 22-25 students per class. With 23 students, I would use 11 Uber Cars and one Police Car. With a smaller gym and 23 students, I might use 7-8 Uber Cars and have two drivers per car. One Uber Car is built out of two large scooters that connect, one car tire and a container to hold money. One Police Car is built the same, but I include a cone and a tall noodle to identify them.

**Passengers:**
Get picked up in the middle of the gym.
Tell the Uber Driver where you would like to go.
After the ride, thank and pay the Uber Drivers.
Run back to the middle of the gym to be picked up again.
If you have to wait for an Uber Driver, do jumping Jacks or burpees to earn more money.

**Uber Drivers:**
Politely greet the passenger and ask where they would like to go.
Safely push on the back of the Uber car to the printed card, located on the perimeter of the gym (I've used the walls, but the floor works well, too).
Collect payment after dropping them off at their desired location (wall).
After dropping off the passenger, return to the middle of the gym to find a new passenger.

**Police Officers:**
The Police can reward you for driving carefully and showing respect to your passenger. They may give you more money ($1-$3).
The Police can also fine you for driving recklessly or showing disrespect to your passenger. They may take some of your money ($1-$3).

**How to Earn Money:**
They may earn money by doing 3 jumping jacks or 3 burpees.
- 3 jumping jacks or burpees = $1
- 6 jumping jacks or burpees = $2
- 9 jumping jacks or burpees = $3
- 12 jumping jacks or burpees = $4
- 15+ jumping jacks or burpees = $5

I do not let them earn more than $5 each time. They are allowed to not spend all of their money and keep some for later.
I use poker chips as money. I’ve used playing cards before, but I prefer the poker chips.
How to Pay:
Each location has a price. Look for the dollar signs to know how much to pay.
If an Uber Driver is very polite, drives safely and knows where to go, they may receive payment and a tip ($1).
If an Uber Driver is driving too fast, out of control or crashing, you may choose not to pay for the ride.
Uber Drivers should put their money in the bucket to prevent it from getting lost.

How Long Should This Last:
This will easily last for an entire 45-minute period. Students will be asking to play again when class ends. I rotate the drivers and passengers every four minutes during a 45-minute class. When the round ends, all players dump their coins back into the community bucket.

Social-Emotional Learning Focus:
Students need to work for their money. They will then manage the money they want to spend based on their income.
Students are required to communicate with each other about where they would like to go
Students learn about the custom of tipping for good service.
Students are responsible for the safety of their peers.
Students are policing themselves in order to have a safe and friendly environment.
Students are asked to look for the good in others, and reward each other when they see it.
Students are in charge of their own learning and decision making.

Higher Level Thinking Questions:
It's important to reflect upon what you did during your PE class. Make sure to challenge their thinking and get the students to talk to each other before bringing it up to the whole group.

Sample Self-Assessment Questions:
It's important that students know what the SHAPE America Grade Level Outcomes (Iowa PhysEd Standards) are before you start the lesson. In addition to your ideas of how the activity went for each student, use a student self-assessment to see what they thought

Background:
Uber Driver is a game that originated about five years ago when Cindy Hutcheson (Iowa AHPERD 2015 MS PE TOY) had mentioned that when she was teaching elementary PE, she played a scooter car game. Her version included a six foot gymnastics mat on top of a set of scooters. After falling in love with the idea, I had to make it my own.
My first version of this game included six types of cars that students could pretend to be driving. Each car had a particular set of locations it had to go to. It was sort of like and errand list. You would have seen a bus pretending to take kids to schools, daycares and different types of homes. You would have also seen recycling trucks going to local businesses and back the landfill and recycling plant. The problem with it was that I was the one deciding where students needed to go. It was me using my imagination, students weren't being asked to use theirs.
Money was later added as a way to incorporate some of the things students were learning in class. It also helped decrease the amount of reckless driving. It served a more important part of the game as I continued to modify and understand more about SEL in physical education. One of my students (Ella) told me to change the name to Uber Driver and instantly made the game 25% cooler. Eventually this lead to the current version of the game. I hope you enjoy it as much as my students.

Resources:
Uber Driver; Google Slides https://drive.google.com/open?id=1IwB33PGfa9szFVcOsLglJIwJY6Fk5c_mVww2Bo3C6w
Uber Driver, PowerPoint https://drive.google.com/open?id=12rtNOmoFV1dAJHpphUZ2mynlSFKJvAP
Gamification in Physical Education
~ Clash of Clans ~

• Shannon Tjaden Twitter-@coachtjaden • Shannon.tjaden@k12.sd.us
Dell Rapids Elementary•Dell Rapids, SD

Equipment -
4-6 larger gym mats, 20 foam balls, 20 pins, 2-4 noodles (average class size is around 22-28 students)

Game Play and Set-up -
Game is played similar to the original knights and catapults game with a few changes. Game is played on a large basketball court with the half court line as your boundary line. Place 2-4 mats on each side for students to lay on to catapult foam balls to the other side trying to knock down the opposing teams’ pins (castles). Pins (10) are placed on the basketball baseline or VB serve line depending on grade level. Students are laying on their backs (catapults) and once loaded by the knights they do a sit-up to launch the ball. This is level one of the game. Level 2 we add archers (4 players max) that can launch balls to the other side trying to knock down castles also. They must stay behind the volleyball serve line and launch the balls high in the air. Knights can only load catapults and archers can only throw. We rotate jobs after a few minutes. Level 3 we add wizards. Wizards (2 students) can guard castles and run to the opposite size to knock over castles with their magic wand (short pool noodle). If any wizard is tagged on the other size by the other teams wizard, they must drop their wand and return to the other side and they become an archer. They opposing team then gains a wizard wand.

Modifications -
Have students launch from a front plank. Use a smaller ball for younger grades. Archers can only throw with opposite hand (move them closer than the VB serve line). If an archer catches a ball a castle can go back up.

Activity meets all 5 national standards -
Standard 1:
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2:
The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3:
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4:
The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5:
The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
Equipment: All the poly spots you have, 1 hula hoop per 2 students, 1 ball (any type) per 2 students.

Set-Up: Scatter all the poly spots you have around the inside of the playing area. Spread out all the hoops around the playing area. Place 1 ball in each hoop. (Or let students choose the ball they want to use) Students get a partner and go to a hoop for directions.

Game Play: On the signal, students take turns being the thrower and the catcher. The catcher will run out to a spot and stand on it. The thrower must throw the ball from their hula hoop (home base) to their partner. If they catch it, they pick up the poly spot, bring it back to their hoop, and place it in the hoop. If they miss the throw, they simply pick up the ball and run back to home base. After the thrower throws, they run out to a spot to be the catcher. Play continues until all the spots are gone or time is up.

I will typically play two rounds of this activity. The first round I call the “record setting” round. The second round is the “record breaking” round. After the first round, students count all the spots in their hoop. This is the number they try to beat in the second round. This way, students compete against themselves to win instead of competing against other students.
BEAN BAG HORSESHOES  
GRADE LEVEL: K-2

GLO: (S1.E13) Grade K - I can throw underhand with my opposite foot forward  
Grade 1 - I can throw underhand using two of the 5 cues (critical elements)  
Grade 2 - I can throw underhand using the 5 cues (critical elements)

EQUIPMENT: 24 Bean Bag Animals or Bean bags, 24 Hula hoops, 24 Poly spots (red)  
24 poly spots (orange)

SET-UP: Students work in pairs. Place two hula hoops on the floor ten feet apart. Put a red poly spot in the middle of each hoop. Place an orange poly spot on the outside of the hula hoops two feet away (the player will stand here when throwing the bean bag).

ACTIVITY: Students choose a partner; play rock/paper/scissors to determine who tosses first. Each student selects one bean bag animal or bean bag. Each student stands on the orange poly spot facing partner; students must keep one foot on the orange poly spot when throwing. Partner that won rock/paper/scissors begins by throwing his/her bean bag animal toward hula hoop directly across him/her, then partner throws his/her bean bag animal toward hula hoop across from him/her. Students then tally points.

   Scoring:  
       1 point – bean bag animal lands on hula hoop  
       2 points – bean bag animal lands inside hula hoop  
       3 points – bean bag animal lands on red poly spot (inside hula hoop)  

Partners pick up bean bag animal and play resumes; this time partner #2 throws first. After the second throw is made, students combine score from second throw with score from first throw to keep a running tally.

VARIATIONS: For non-competitive activity, eliminate scoring option (or give students choice). After a designated time limit or scoring limit is reached, students select a new partner and begin a new game. (Scoring limit also determined by teacher).

ASSESSMENT: This activity could be used at the end of a throwing unit to determine if students are using correct underhand throwing cues. A checklist can be used to mark off appropriate cues done correctly.

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NAME: ____________________________________
ADDRESS: ___________________________________
CITY: ___________________ STATE: ___________ ZIP: ___________
PHONE: _______________________________
EMAIL: _______________________________________
Circle your level: Student Professional Retired
Students - College/University that you are attending: _________________________________
Professionals - School District you are affiliated with: __________________________________
Circle what do you teach: Physical Education Adaptive Physical Education
Health College Level Other: ______________________________
Membership Type:
_____ $0 First Year Membership (Steve France Memorial)
_____ $35 1 Year Professional Membership
_____ $84 3 Year Professional Membership
_____ $15 Yearly Student Membership
_____ $0 Retired Membership (previous IAHPERD Member for 10 years)
_____ $420 Lifetime Membership