President’s Message ...

As I look back at the first half of my tenure as IAHPERD president, I have many things that make me proud. I have been able to work with many educators across the country and feel very good about our state.

Health and Physical Education has had a banner year in Iowa! We were the last state to get standards, but we finally got them. This will help ensure that quality health and physical education continue here. Additionally, the Department of Education is adding a halftime position for health and physical education.

I had my first experience at Speak Out Day in March. This is something that all educators should strive to attend as it gives an inside look at how we get funding and why advocacy is so important. While meeting with mostly staffers of our legislators, we had very good conversations and worked to make connections for when they return to our state. Attending with me were Brian Rhoads, Dr. Kim Hurley and nine future professionals from UNI.

The SHAPE America convention in Tampa, FL, was an outstanding event. On top of having terrific weather and great sessions, the two featured speakers were very thought-provoking and had important messages for everyone.

Opening up the convention, Team No Coast, a team comprised of Des Moines area physical educators, won the second annual #physed Chopped Challenge.

Throughout the week, we got to hear about the new SHAPE America Initiative, Health. Moves.Minds. Currently in its trial phase, this program will be introduced in the fall to all interested educators. The national convention is always a great place to gain knowledge but also create networks that help us to make ourselves better educators.

The end of March brought us our Student/First Year Teacher Workshop in Nevada. We had four great speakers including Justin Kinney, 2018 IAHPERD High School Teacher of the Year, and Jared Carder, 2018 IAHPERD Elementary Teacher of the Year. The attendees had many great questions and took home an amazing amount of information.

Lastly, I look forward to seeing all of you at our summer convention in Waukee The line-up of speakers is fantastic, and it continues to grow. Also, be on the lookout for pre-conference information as it will also include great sessions.

I hope everyone has a great finish to their school year and look forward to seeing many of you in June.

Chris Amundson, IAHPERD President
As I wrap up my year as past-president, I look back at all the people I have come into contact with. When I first decided to run for president of IAHPERD, I was a little apprehensive because I knew it was a huge commitment. I soon realized not only was it a large responsibility that shouldn’t be taken lightly, but it has made a huge impact on me as a professional. I am so glad I chose to run for president and am forever thankful for everyone who has helped me along the way!

For the past two-and-a-half years, I have had the opportunity to travel to several events representing IAHPERD. Each event, whether it was a leadership summit or convention, allowed me to network with amazing people from all over the country. Even though I don’t get to see these people more than once or twice a year, I would consider them my friends! This has allowed me to better serve IAHPERD by bringing several of them to our state convention as featured speakers, gaining knowledge of what other states are doing within their own association, or simply finding joy in hilarious group text messages!

I would like to thank all the individuals who serve IAHPERD including the executive board, Leadership Council, committee chairs, and committee members. Each group has a vital role with our organization, and IAHPERD wouldn’t function without the help from everyone. If you are looking to get more involved, I would encourage you to reach out to me within the next few weeks. We are always looking for inspired and dedicated professionals to serve on a committee. I am also searching for those interested in running for Leadership Council and President-Elect. Please contact me with any questions you may have or if you are interested.

Lastly, our Teacher of the Year nominations are due May 15. Please email Jen Neubauer at neub4family@gmail.com if you have someone who is doing great things within our profession! There are so many amazing teachers in Iowa and IAHPERD wants to recognize them. IAHPERD Teachers of the Year have the opportunity to compete for Central District and National recognition as well!

*Joe Burch, Past President

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Save the Date(s)

June 25-26: IAHPERD Pre-Conference

June 27-28: IAHPERD Convention

July 31-August 1: SHAPE Regional Conference, Sioux Falls SD

August 10: #PHYSEDSUMMIT

October 17-18: MNSHAPE Convention, Minnetrista, MN

November 4-5: SHAPE Nebraska, Lincoln, NE

November 8-10: MOSHAPE Convention, Lake Ozark, MO

November 21-22: North Eastern Convention, St. Charles, IL

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Thankful! Greetings, fellow Iowa AHPERD members! It’s April 24, and as I get ready to go to Drake Relays this weekend (with reports of potential snow in Northeast Iowa), I can’t help but think of one word to write about – THANKFUL!

1) **I am thankful for the Leadership, Guidance, and Experiences** I have had the experience the past year on the IAHPERD Leadership Council and as President-Elect. Thank you to Joe Burch, Chris Amundson, Jan Grenko-Lehman, and many others behind the scene! Iowans are in good hands! Great things are coming your way soon!

2) **I am thankful for administration** that is understanding and supportive of physical education. Many administrators are trying new things to get kids active in their schools! In a time of budget cuts, many school districts are still supporting professional development for not just classroom teachers! There were many Iowans able to receive some new tips, ideas, and make connections with other professionals from around the world at the SHAPE America National Convention earlier this month in sunny Tampa, FL! If you have not had a conversation recently with your administrator, now’s a great time to strike up that conversation!

3) **I am thankful for the opportunities** that are available for Health, Physical Educators, Recreation, and Dance instructors in Iowa! A free first year membership to our Association! Workshops and conventions throughout the year with some of the best presenters in the nation! We have another one coming up this summer in Waukee … hope you can attend! Encourage others in your district and around the state to join IAHPERD so they can benefit from all the good stuff!

4) **Last, but not least, I am thankful for you!** Without you, our students would not be leading active and healthy lifestyles. Keep spreading the news of what Iowa AHPERD has to offer (grants, workshops, and more), and keep on learning new things. Be a sponge - soak up as much as you can, wring out what you don't want, and use what you have left!

If you haven't already, please follow the great things Iowa AHPERD is doing on Twitter, Facebook, and Instagram! Thank you for reading all the way to the bottom; please do not hesitate to get in contact with us if there is something we can help you with!!

*Josh Hildebrand, President-Elect*
#IAHPERD19

IAHPERD Convention

Pre-Conference: June 25th & 26th
Conference: June 27th & 28th

REGISTER HERE:
HTTP://WWW.IOWAAHPERD.ORG/2019-STATE-CONVENTION.HTML

www.iowaaahperd.org
As a part of IAHPERD’s ongoing commitment to advocate for Health and Physical Education here is a brief report of the work we have been engaged in for 2018-2019.

We have continued our partnership with the American Heart Association and have worked closely with Stacy Frelund, Government Relations Director to further our cause on Capital Hill. We re-introduced our past bill with some edits to continue the push for more data surrounding the state of Physical Education and Health in Iowa. Although the bill did not make it through, we have continued to keep the conversations alive in the State House.

Members of our IAHPERD’s Advocacy team (Chris Amundson and Brian Rhoads) held a booth in conjunction with the AHA in November at the School Administrators of Iowa Annual Conference to spread the message on the importance of Health and Physical Education. Our message had full support from School Administrators of Iowa that we spoke with.

In February, Brian Rhoads, Chris Amundson, and Kim Hurley, University of Northern Iowa Assistant Professor of Kinesiology and Physical Education and nine of her UNI students attended the National SPEAK OUT DAY in Washington, D.C. We spent our first day in training and further preparation for our Advocacy Day on the Hill. We met with Senator Joni Ernst and staff, Representative Dave Loebsack, Representative Steve King and staff, and with Chuck Grassley’s staff. IAHPERD had a record number of supporters attend SPEAK Out Day and were very well-represented by the future of our profession from UNI. We continue to receive positive support from our state representatives.

We are looking for more people to get involved with our “Advocacy Efforts” so that we have advocacy team members in each of the 4 Congressional Districts (District 1 – Abby Finkenauer, District 2 Dave Loebsack, District 3 Cindy Axne, District 4 – Steve King). We have team members in District 3 currently, so we need representation from Districts 1, 2 and 4 members to join our efforts. Once that is in place, we will begin to recruit to have representation in all 50 Senate Districts. If you are uncertain which district you reside in, follow this link to Find Your Legislators: https://www.legis.iowa.gov/legislators/find.

Brian Rhoads rhoadsb@wdmcs.org
Congratulations goes out to our 2018-2019 IAHPERD Award winners who will be recognized in June at our state convention:

Elementary School PE Teacher of the Year – Jared Carder
Middle School PE Teacher of the Year – Tara Stemsrud
High School PE Teacher of the Year – Justin Kinney
Distinguished Service – Betsy Luck
Honorary Lifetime Membership - Jim Patterson & Hal Garwood

Every year, IAHPERD professionals are honored for the contributions that have been made to their profession and the Iowans they teach and come in contact with. We have a membership filled with talented individuals that have not been acknowledged with an award. Please visit our website and select the awards tab to learn more about the various awards and nominate a member. Deadline for nominations is May 15, and we are still looking for several nominations especially in the areas of:

Adaptive PE Teacher of the Year
Dance Teacher of the Year
Health Teacher of the Year
Middle School PE Teacher of the Year
High School PE Teacher of the Year

Please contact our Recognition Chair, Jen Neubauer, at neub4family@gmail.com with any questions or to submit a nominee for consideration.

Website: www.iowaahperd.org
Follow us on Twitter: @iowaahperd
Follow us on Facebook: Iowa Ahperd
Instagram: Iowa AHPERD
NOMINATIONS DUE MAY 15TH FOR TEACHER OF THE YEAR AWARD

IAHPERD recognizes distinguished teachers with quality physical education and health programs.
Please nominate someone who teaches elementary PE, middle school PE, high school PE, or health.

TO MAKE NOMINATIONS FOR TEACHER OF THE YEAR
CONTACT JEN NEUBAUER: NEUB4FAMILY@GMAIL.COM

Your nomination letter should include the nominee's name, phone number, address, the name of the award for which the person is being nominated and your name. The nominee will be notified of the nomination and receive a packet of information requesting further information.
Did you know your IAHPERD membership comes with liability insurance? As a member of the IAHPERD, you NOW receive General Liability Insurance. The policy covers all individual members in good standing during work-related activities including classroom coverage. You are covered for claims made by negligent acts accidentally committed resulting in bodily injury, personal and advertising injury or property damage to others.

Policy Limits:
* General Aggregate - $1,000,000 (per member)
* Products/Completed Operations - $1,000,000
* Personal & Advertising Injury - $1,000,000
* Each Occurrence - $1,000,000
* Damage to Premises Rented to You - $1,000,000
* Medical Expense - $ Excluded
* Sexual Abuse - $50,000
* Sexual Abuse Aggregate - $100,000 (per member)

If you would ever have to make a claim, contact:
Loomis & LaPann Inc., PO Box 2158, Glens Falls NY 12801 800-566-6479; 518-792-3426

If you have any further questions, please email Jennifer Schnell at jennifer.schnell@iowaahperd.org
Renew your membership today. For as little as $20 with JRFH or $35, you can receive a year membership with IAHPERD. With the upcoming summer convention, this is a reminder that you must be an IAHPERD member to attend. You can become a member by filling out the form and mailing your check to IAHPERD or join/renew online at http://www.iowaahperd.org/membership.html. Don’t miss out! JOIN TODAY!

Iowa IAHPERD Membership Registration

Checks payable to: Iowa AHPERD

Mail to: Iowa AHPERD
PO Box 424
Center Point, IA 52213

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

JOIN TODAY!
Educational Fundraising Program

In early spring 2019, SHAPE America in partnership with Gopher Sport did a pilot of a new educational school-based fundraising program targeted at elementary and middle school levels. The program — called health. moves. minds.™ — has a national kick-off expected for the 2019-2020 school year. This program will focus on core areas related to health and wellness and will include new skills-based and standards-based classroom and event resources for teachers.

In addition to integrating lessons into their health and physical education program, teachers will have the opportunity to engage other classroom teachers, the whole school, and the community at large — through school assemblies, parent engagement activities, and other community events, as desired. And, it will be totally up to the school to determine how they “create” and “hold” these events.

Educational Resources The program’s educational focus will be on mental wellness and empowerment, with a strong emphasis on equity, diversity and inclusion. In short, teaching students that taking care of one’s mind and body, as well as being kind to others, helps you live your best — and healthiest — life.

The supplied lessons, which align directly to both SHAPE America’s National Standards for K-12 Physical Education and the National Health Education Standards, have a strong physical activity component and can be incorporated into each participating school’s health or physical education program. The program will also emphasize health and physical literacy by promoting physical education and providing students the opportunity to learn and practice healthy lifestyles.

There will be three grade bands addressed: K-2 and 3-5 at the elementary level and 6-8 at the secondary level. Each level will have a corresponding mental wellness component.

• Elementary Level, Grade Bands K-2 and 3-5:
  Topic: Kindness. Focus on acceptance, respect and empathy. In the beginning years of school, it’s important to build a strong foundation around being accepting of one another, especially when young students are coming from their own place of understanding or reference. Key message: It’s healthy and kind to be accepting of other people’s differences (cultural, religious, abilities, etc.).
  Topic: Mindfulness. Focus on stress management, self-care. As students get older and are approaching middle school, it’s important for them to learn how to recognize when they are stressed, understand how they may behave when stressed, and learn strategies for dealing with stress. Key message: It’s healthy to be mindful of your feelings.

• Secondary Level, Grade Bands 6-8:
  Topic: Empowerment. Focus on relationships and analyzing influences. At the middle school level, students’ relationships with peers, friends, and possibly significant others evolve, especially as they continue into high school. It’s important they begin learning basic skills around healthy relationships, analyzing influences, and communication. Key message: It’s healthy to be empowered.
  Each grade band will have four full standards-based lessons. These lessons will be easy to incorporate into teachers’ existing curriculum, making the program easy to implement. Teachers can easily modify each lesson to meet their students’ specific needs — or use the lesson in its entirety.

Fundraising and “Giveback” The health. moves. minds. program includes a fundraising component which allows students, teachers, staff, families, and community members to raise money for resources that improve students’ physical and mental health. The “Why” Across the country, children and adolescents do not get the recommended amount of daily physical activity. And — at all grade levels — schools are seeing growing numbers of students with anxiety, depression, and other mental health challenges. Today’s youth also suffer from unprecedented levels of stress, bullying and societal pressures.

To move the needle on this issue, we need to help children build healthy habits and a love for physical activity at a young age. The health. moves. minds. program teaches young people how to take care of their mind and body while developing important character traits such as kindness and empathy. This is a new and flexible educational fundraising program you can use to improve overall school culture and, most importantly, teach students real-life skills that will positively impact their physical and mental health for years to come!

Join us as we build a kinder, healthier future for our nation’s youth.

Participating schools will receive designated funds in the form of a Gopher Sport gift certificate.
**Dove self-esteem program offers benefits**

**Why is body confidence and self-esteem important for students?**

The early teen years are one of the most dynamic in terms of development—physically, emotionally and socially. Fitting in and being accepted by peers is central. In fact, brain science tells us that during early adolescence social acceptance by peers may be processed by the brain similarly to other pleasurable rewards, such as receiving money or eating ice cream.

There is growing acknowledgment that social/emotional and mental health of students is a vital ingredient to success in school and beyond the classroom. Self-esteem works in concert with other personality traits, like openness, conscientiousness and belief in one’s ability to overcome obstacles (self-efficacy). Research has found that self-esteem positively impacts academic self-efficacy and belief that school is important, which in turn impacts academic success (like grades).

On behalf of the Dove Self-Esteem Project National Cadre and Cairn Guidance, I would like to extend an opportunity to share a little bit about the Dove Self-Esteem Project (DSEP). I am one of the regional representatives for the “DSEP Confident Me!” program. As an 11-year veteran of teaching middle school health and physical education, I know how challenging it is to find research-based, solid resources for improving self-esteem.

The DSEP Confident Me! program promotes body confidence among youth ages 11-14 in school settings. There are multiple curriculum options that fit nicely into my existing units. Lessons include a range of curriculum-relevant teaching resources, developed in collaboration with teachers and students. Research has shown that students who participate in the DSEP Confident Me! lessons have improved body image and self-esteem. Students also report feeling more confident to participate in social and academic activities. The core themes are tied to the national health standards and fit seamlessly into the mandates of middle level health in Iowa.

Frequently when people think of body image, self-esteem, and body confidence, they think of females. As a male, I appreciate how the program focuses on inclusion and recognizes the struggles males endure during adolescents. I use the videos in the Confident Me lessons to engage my students in rich discussions about the challenges of middle school students. The DSEP “Confident Me!” lessons are engaging and relative to students’ lives.

If you would like to learn more about this free program, please contact me at bretttdelaney@gmail.com. I am happy to provide further details and discuss the program options. All resources and lesson are available through free downloadable materials created through grant funding. These are free to you and reusable.

For teachers that do choose to implement one of the lessons and provide feedback, Dove is providing incentives to any educator or school professional who implements the Confident Me! program by December 2019. Participants are entered into a drawing for a chance to win paid attendance your state conference, a national conference of their choice, or the SHAPE America Convention in Salt Lake in 2019 - all Expenses PAID!

For more information please contact: Brett Delaney – bretttdelaney@gmail.com

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**Help your students live 5-2-1-0!**

As health and physical education professionals, you play an important role in encouraging your students to develop healthy lifestyle behaviors that will last a lifetime. Just like you, 5-2-1-0 Healthy Choices Count! encourages kids to eat and play the right way by focusing on the importance of good habits:

**The Healthiest State Initiative wants to create healthier environments in the places where Iowa kids live, learn and play – including your school!**

Follow these easy steps to get your school involved with 5-2-1-0:

1. Sign-up your school building as a 5-2-1-0 Healthy Choices Count! Registered Site. Registration is free, easy and gives your school access to exclusive resources and technical assistance. Register here: www.IowaHealthiestState.com/5210/Register

2. Access resources specific to the school setting on the Healthiest State Initiative website. In addition to tip sheets and activity ideas, also access 5-2-1-0 social media graphics, free posters and more! Resources: www.IowaHealthiestState.com/5210/Resources

3. Put 5-2-1-0 into action by setting goals, taking action steps and letting students, staff and families know about the hard work your school is doing to make the healthy choices the easy choice. Share your success on social media using #HealthyChoicesCount.

Ready to take the step to start living 5-2-1-0 at your school? Visit www.IowaHealthiestState.com/5210 or email info@iowahealthieststate.com if you’re in need of technical assistance.

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**SAVE THE DATE:**

Registration for the Healthiest State Annual Walk opens **August 1**! The School Mascot Challenge is back by popular demand – and this year we’re expanding the bracket pool. The **first 64 schools to register a walk** will be entered into the contest. In the weeks leading up to the Annual Walk on October 2, votes will be tallied bracket-style, and the winning school will be awarded $1,000!

SUBMITTED BY: Jami Haberl, Executive Director, Healthiest State Initiative, jami@iowahealthieststate.com
Fish Iowa!
Fish Iowa! combines physical education, health, biology, geography, and family and consumer sciences into a program that focuses on fishing for middle school through senior high students. Find out more about Fish Iowa! on the Iowa DNR website at www.iowadnr.gov/fishiowa.

Fish Iowa! is working with several partners to offer three educator workshops this summer. Email edinfo@dnr.iowa.gov with questions, or to get registration information.

National Archery in the Schools Program (NASP)
This joint venture between state Departments of Education and Wildlife promotes student education and participation in the lifelong sport of archery. Find out how you can start a program in your school on the Iowa DNR website at https://www.iowadnr.gov/Things-to-Do/Shooting-Sports/Archery-in-the-Schools-NASP.
Iowa Scholastic Clay Target Program (SCTP)

Through organized clay target shooting, youth learn lifelong skills such as firearm safety, teamwork, respect for self and others, mental focus, self-discipline, and self-confidence. Find out how you can start a program in your school on the Iowa DNR website at https://www.iowadnr.gov/Things-to-Do/Shooting-Sports/Clay-Target-Program-SCTP.

Teaching Outdoor Skills: An Introduction to Basic Outdoor Skills

Dates: July 24-25, 2019
Time: 9 a.m. - 6:30 p.m., July 24; 8:30 a.m. - 4 p.m., July 25
Location: Big Creek State Park, Polk City
Cost: Participant only - $100; recertification credit - $135; Drake - $210

Experience a variety of basic outdoor skills and learn how to teach these skills to others. Participants will receive introductory instruction and lesson plans for planning outings, map reading, hiking, paddling, fishing, archery, campfire cooking, and basic firearm safety/shooting. Participants must have a valid Iowa fishing license.

The registration fee covers rentals, supplies, resource materials, and meals (lunch and dinner on Day 1 and lunch on Day 2). Assignment due Aug. 8. EDMA graduate credit is being offered for this course. Check with your partnering institution of higher education to make sure it will be accepted towards a master’s degree or endorsement.

Shannon Hafner | Information Specialist II • Iowa Department of Natural Resources • P 515-725-8241 | 502 E. 9th St., Des Moines, IA 50319 • www.iowadnr.gov

Thanks to these convention sponsors!
From Kansas to Puerto Rico ...

Let’s Move Club makes an impact

As a physical education teacher at Maize South Middle School in Wichita, Kan., Brandon Wolff is using the power of physical activity to make a positive impact — for his students and students in Puerto Rico affected by Hurricane Maria.

After attending a Physical Activity Leader (PAL) Training six years ago, he created a Let’s Move Club in his school. It started small — a few students setting up activities at recess and helping with brain boosts, which are classroom movement breaks that increase concentration, cognitive performance, and fitness. The club’s activities have since grown to include an annual special event, and, most recently, an effort to give back.

In March, Wolff and 13 of his students traveled to Puerto Rico to personally deliver physical education equipment to two schools affected by the hurricane. Active Schools recently spoke with Wolff to learn more about the experience, how the Let’s Move Club has evolved, and what he envisions for the future.

How did the Let’s Move Club get started?

“It was a process for sure!” said Wolff. “The PAL training that I attended really resonated with me. The idea of making physical education a culture in your school, more than a class — a light bulb went off for me as an educator. I worked with my department and sought buy-in from my administrators — they loved the idea.

Initially, the club started as a small group of 15 kids that met with Wolff every day for 35 minutes. He tasked them with different projects, such as writing stories for the school newsletter, introducing a school physical activity calendar where students earn prizes for completing activities throughout the day and creating brain boosts that resonated with middle school students.

“They did a great job!” he said. “The next year we added a focus on recess. I sent the kids to a training that talked about the importance of recess. They did a presentation to the administration, and now we have recess every day. We’ve also added intramurals for sixth graders and an afterschool program three days a week where kids can play games or run.”

The biggest piece they added was their school’s Bull Rush — a now annual race that features a 25-item obstacle course and 5K run. The goal was to create something to get kids to care about their personal fitness. Both a schoolwide and community event — the kids participate in it on a Friday, and then adults can participate on Saturday as a fundraiser. Now in its fifth year, Wolff said (continued on page 14)
that over 500 kids have participated, and $10,000 has been raised for their physical education department.

Today, the club continues — there is still a core group of 18 students, but anyone in school can be a member at large.

How did you and your club come up with the idea of giving back?

“I wanted to create a service project that all of the club’s members could help with,” said Wolff. “I wanted to show them how we could impact other communities. Since Hurricane Maria just hit Puerto Rico, it seemed like a good fit. I asked each student to bring $1 to help purchase new equipment to help students in Puerto Rico with regaining a physically active culture. The students were able to raise an initial $2,000.”

At first, the plan was to buy and send the equipment, then use Skype to teach the curriculum. But, there were a lot of connectivity issues. When someone suggested to Wolff that he should just go down there himself, he thought, “Why not?” He decided to continue their fundraising efforts and bring along his students.

What were some of the challenges you encountered?

“It took a little bit of leg work to locate and connect with schools in Puerto Rico,” he said.

Wolff started out by simply researching and cold calling schools in Puerto Rico. If it looked like they were still in session, he’d call them up to see if they might be interested.

“I’m sure some thought I was pretty crazy,” he said. “But, then I finally made a connection. I spoke with a principal at Cupeyville School and told her my story and how we wanted to help — she started crying on the phone with tears of joy!”

Isandra Bonilla, a teacher at Cupeyville School, became his key contact and helped him with arrangements — both prior to and during their trip.

What did you provide to Cupeyville School?

“My contact in Puerto Rico wanted to be able to implement a program,” said Wolff. “So, we provided a program with equipment that has a curriculum and can be played anywhere.”

The idea was that Cupeyville School would “pay it forward.” Next year, when school is back in session, the Cupeyville students will share the curriculum and equipment with other schools.

How did the trip go?

“It was great,” he said. “Cupeyville School treated us like royalty. We spent the day at the school — touring the school, presenting, and eating in the cafeteria. The interaction of the kids was amazing. They got so close in such a short period of time. It is an English-speaking school, so there wasn’t a big language barrier. My kids are such impressive leaders — I was so proud of them!”

Before returning home, Bonilla told Wolff about another school she thought would benefit from a visit — an elementary school that was one of the hardest hit schools by the hurricane and not very wealthy.

“As a team, we elected to go,” he said. “We spent the day at the school, gave them equipment and taught the curriculum. The students did not speak English, so Isandra translated for us. It was such an eye-opening experience for my kids — and so rewarding!”

What’s next for the Active Schools Club?

“It is really important to me that we make our initiatives as student-driven as possible,” he said. “I am excited to help students participate in physical activity, but I am even more excited to be able to provide a great learning experience for my students!”

Next year the club plans to start a mentor program to help show kids how physical activity can make a positive impact in their lives, as well as a morning activity group. They also hope to return to Puerto Rico.

“I want to continue building on the relationship we are developing with Cupeyville School and other schools in Puerto Rico,” said Brandon.
A goal of mine has been to get kids up and moving, interacting, and developing their own learning in health class. One simple activity that has worked really well for note-taking and recalling information is my “Ask the Experts” activity which can be used across multiple units/topics. We used this specifically for our Stress unit this year.

For the stress activity, I divided my class into two groups, Group A: the 'stressed out / anxious group', and Group B: the experts. Each expert sits at a table and is given a card with a coping strategy— including an explanation and suggestions. They become the expert of their coping strategy.

Group A will then draw a card of a sign/symptom of being stressed and have to go talk to an expert to figure out a way to deal with the stressor. For example, Student A might draw a card that says “Moody or easily irritated”. Student A then walks up to one of the experts and might have a conversation similar to this example:
Student A (stressed): “I've been really stressed lately with school and I've been extremely moody and irritable. What should I do?”
Student B (expert): “I would suggest trying to talk a walk after school today and get some fresh air. Exercise and outdoors can help you relax.”

Student A then returns to their note guide and records their sign / symptom of being stressed, and a coping strategy in a T chart.

<table>
<thead>
<tr>
<th>Signs/Symptoms</th>
<th>Coping Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moody/irritable</td>
<td>Take a walk or exercise</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student A then repeats drawing a new sign/symptom card and goes to a new expert for new advice. This continues until three or four strategies are obtained. Then groups A and B switch so group B can ask other experts and take their notes. Students really liked the movement and this style of learning information.
One of my favorite things about teaching strength and conditioning is having the opportunity to teach fundamental movements that students can use for the rest of their life. Throughout the semester, the students will perform a handful of movement self-assessments. The movements the students will be assessing are the squat, bench, deadlift and hang clean. These movements are the foundation of our program and teaching these movements safety with progression, regression and lateralization is the cornerstone of our program.

Throughout the semester the students will be instructed on learning targets for each movement. These learning targets are tied to the standards we use for physical education class at Ankeny Centennial High School. The students learn to see what the learning targets look like through teacher demonstration, peer observation and self-assessment of video recording.

In class students are asked to bring their phones for this specific assignment. They will film a warm-up set of the movement being assessed, three reps from a side angle and three reps from a front angle. The students will upload and attach the video of their movement to an assignment posted in Google Classroom where they will fill out the self-assessment rubric to the best of their ability. The rubric is broken into each of the standards we are assessing, learning targets and a one-to-four scale for each learning target. Students will grade themself a four (exceeds) if they show perfect technique with no errors; a three (proficient) if they show good technique with some minor errors; a two (developing) if the fundamentals are present but major error occur and a one (beginning) if the fundamentals have not been mastered.

This assignment has allowed me to revisit learning targets that students selected below proficient which has increased our movement quality across all the fundamental movements. Students have learned the importance of movement quality and the correlation to injury prevention as well as increased performance through movement efficiency. Much of this assignment comes from Matt Orton of Cedar Rapids Jefferson High School; without his help, this assignment would not have been as effective.

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**Movement Self-Assessment in Strength & Conditioning**

Mike Gettemy  mike.gettemy@ankenyschools.org

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1. Use your phone to scan the QR Code with your phone camera or snapchat camera to see a demonstration and cues.
2. Place an “X” in the box next to each learning target that reflects your lifting technique

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<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Targets</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1 - Refines &amp; Applies movement concepts in the learning of a new skill</td>
<td>LT1 Full grip on the bar, slightly wider than shoulder width</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LT2 5 points of contact are made - head, shoulders, glutes, right foot, left foot</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LT3 Shoulder blades are squeezed together and down</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LT4 Arms are fully extended</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LT5 Small arch is made with the lower back</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where Do I Finish?</td>
<td>LT1 Disient is controlled and the bar touches the bottom of the chest - sternum</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LT2 Foresarms remain vertical; wrist are inline with elbow</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LT3 Elbows are tucked about 45 degrees to the ribs</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LT1 Left foot as you press to arm extension</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LT3 Complete at full arm extension</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

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Mike began teaching at Lincoln Elementary in Pella, Iowa in 2017 after graduating from Iowa State University. While at ISU he spent three years coaching cross country, track and strength and conditioning at Gilbert High School. In 2018, Mike began teaching at Ankeny Centennial High School in Ankeny, Iowa. He currently teaches multiple physical education course such as Wellness, Team PE and Advanced Strength & Conditioning. Mike is a Certified Strength & Conditioning Specialist through the NSCA, United State Weightlifting Level 1 Coach and United State Track and Field Level 1 coach.
Riley Furlong, a fourth grader from Highland Park Elementary in Austin, Texas, has been unable to attend school for more than two years because of her health. Riley was diagnosed with a form of lymphoma that required her to undergo a bone marrow transplant. Due to her weak immune system, she has been unable to be around large groups of people, and risk getting sick. However, that doesn't mean that she is unable to attend physical education.

Riley's Physical Education teacher, Jim DeLine, has found a way to make her a part of his class, even when she isn't physically in the same space. DeLine and Riley set up an iPad using FaceTime so they can see each other during the lessons. Often Riley’s classmates will bring the iPad around the room and include her as part of their group. Riley does all of the exercises and even answers questions in class. DeLine even goes as far as delivering equipment to her at home so she can fully participate. US Games caught wind of this and even generously gifted Riley some PE equipment to keep at her home.

The story didn’t end there. In fact, it was just getting started. After Jim DeLine did an interview on the popular YouTube show #LetsTalkPhysEd with Jason and Tanner, an idea was formed. While debriefing after the show stopped recording, Jason offered to have Riley digitally visit his PE class. The ideas got bigger and bigger. Eventually, the three of us decided it would be amazing to have Riley visit PE classes all over the country.

That's exactly what happened. Through the use to technologies like Zoom, FaceTime and Skype, Riley was able to join fourth grade PE classes all around the country. So far she has visited North Dakota (Jason Steele), Iowa (Tanner Roos), New York (Mike Martinez), North Carolina (Gabe Irvin), Illionis (Jodi Barasky), Kentucky (Daniel Hill) and Missouri (Mary Driemeyer).

I'm pleased to report that as of March, Riley has been healthy enough to return to school. She even went skiing in Colorado during spring break. Riley and her mother Alex were even able to attend SHAPE Tampa for the entire week. This was an amazing experience for everyone involved. The students loved having her as much as Riley loved joining in the fun.

Riley stayed positive through all of this and even recorded a message for all of you. She wants to use her platform to raise awareness for the need of bone marrow donors. Check out her video on YouTube using #SpitForRiley (#SpitForRiley YouTube video). You can also check out some stories and coverage of Riley’s journey at the below links.

Additional Information and coverage:

- [https://www.today.com/health/spit-riley-hopes-1-000-will-become-bone-marrow-donors-t123356](https://www.today.com/health/spit-riley-hopes-1-000-will-become-bone-marrow-donors-t123356)

A view from Riley's home during her visit to Linn Grove Elementary in Marion, Iowa.
Using Google Docs to create Fitness Forms for assessing Physical Literacy

•Elizabeth Luck • lucke@oskycsd.org

I was struggling a few years ago on how to assess the physical literacy of my students when it came to the FITT Principle, the Five Fitness Components, and the Physical Activity Pyramid. We came up with the idea of using a Google Form to have students complete a “Fitness Form” about these areas. We use these three fitness forms under Standard 3 of the SHAPE National Standards. Standard 3 - Measure 1, Measure 7 and Measure 11 are where the different fitness forms fall when assessing.

Students complete each of the three fitness forms once a trimester. All of the information needed to complete the questions is on the form: definitions, images, etc. Students are given a two-week time period to complete the assignment on their own outside of class. When we are closing in on the final few days before the due date, students who have not completed the fitness form are asked to bring their Chromebooks to class and finish it during class time. (This also means that they are usually sitting out a fun warm-up activity that day).

We also give students a time to “re-take” the fitness form the week after it is due with the re-take needing to be completed by the end of the next Wednesday. We discuss and use the concepts that are covered in the fitness form throughout the school year in class time, looking for the connections that the students should be making. Our goal is for the student to have the understanding and vocabulary of these topics and be able to use them on a daily basis.

The bonus about using Google Docs is that it is graded automatically, sorted into classes, and for a spreadsheet savvy person, formulas can be added to figure GLBs using percentages of scores. This makes grading over 200 fitness forms very easy to complete. I feel the use of these forms has helped increase the physical literacy knowledge of our students without taking away class time.

FITT Principle

Use the following definitions and Physical Activity Pyramid to answer the questions about the FITT principle. This worksheet meets Standard 3 of the National Standards for K-12 Physical Education. “The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.”

Your email address (lucke@oskycsd.org) will be recorded when you submit this form. Not lucke? Sign out
Required

1. Who is your Physical Education Teacher? *
   Mark only one oval.
   • Mr. Brown
   • Mrs. Luck

2. What period do you have class? *
   PLEASE DOUBLE CHECK THIS!!
   Mark only one oval.
   • 7th- 2A
   • 7th- 3A
   • 7th- 4A
   • 7th- 6A
   • 7th- 7A
   • 8th- 2B
   • 8th- 3B
   • 8th- 4B
   • 8th- 6B
   • 8th- 7B
   • 6th grade- Omaha
   • 6th grade - Otoe
   • 6th grade - Illini
   • 6th grade - Ioway
   • 6th grade - Ho Chunk
   • 6th grade - Dakota Sioux
   • 6th grade - Fox
   • 6th grade - Missouria
   • Peer PE

Please use the following definitions for FITT and the Physical Activity Pyramid to answer 10 questions about how different

•More forms on following pages ...
Five fitness components - 3rd Tri

Please use the following definitions to answer questions about the Health Related Fitness Components. This worksheet meets Standard 3 Measure 1 of the National Standards for K-12 Physical Education. Standard 3: “The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.”

Your email address (lucke@oskycsd.org) will be recorded when you submit this form. Not lucke? Sign out
* Required

1. **Who is your Physical Education teacher?** *
   Mark only one oval.
   - [ ] Mr. Brown
   - [ ] Mrs. Luck

2. **What period do you have class? (THIRD TRIMESTER SCHEDULE!)** *
   Mark only one oval.
   - [ ] 2nd Period A Day
   - [ ] 3rd Period A Day
   - [ ] 4th Period A Day
   - [ ] 6th Period A Day
   - [ ] 7th Period A Day
   - [ ] 2nd Period B day
   - [ ] 3rd Period B day
   - [ ] 4th Period B day
   - [ ] 6th Period B day
   - [ ] 7th Period B day
   - [ ] Peer PE with Mrs. Luck
   - [ ] Dakota Sioux- Mr. Brown (6th)
   - [ ] Fox- Mr. Brown (6th)
   - [ ] Ho-Chunk- Mr. Brown (6th)
   - [ ] Missouria- Mr. Brown (6th)
   - [ ] Illini (6)-Mrs. Luck (6th)
   - [ ] Ioway (1)- Mrs. Luck (6th)
   - [ ] Omaha (5)- Mrs. Luck (6th)
   - [ ] Otoe (2)- Mrs. Luck (6th)
Physical Activity Pyramid

Read and use the Physical Activity Pyramid to answer the following questions about physical activity. This worksheet meets Standard 3 Measure 1 of the National Standards for K-12 Physical Education. Standard 3: "The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness."

This form is automatically collecting email addresses for Oskaloosa Community School District users. Change settings

Please choose your Physical Education teacher. *

- Mrs. Luck
- Mr. Brown

What class period do you have Physical Education? *

**PLEASE DOUBLE CHECK THIS!**

- 7th - 2A
- 7th - 3A
- 7th - 4A
- 7th - 6A

Links of Interest ...

Colin Pennington, Ph.D., is a visiting assistant professor of kinesiology at Cornell College where he works with preservice physical education teachers and carries out research on physical education teacher effectiveness. He teaches courses including Elementary Physical Education Methods, Physical Education Methods for Secondary School, Adaptive Physical Education, Methods for Team and Dual Sports, and Lifetime Physical Fitness and Activities. His interests and research focus on teacher socialization, physical education teacher training, character development programs within physical education and sport, and physical education’s impact on health and wellness. Colin is the IAHPERD Chair for the Future Professionals committee.

From Benjamin Hewson, Austin Thomas and Pennington
An Interview with Division III Midwest Conference Assistant Wrestling Coach Kenny Anderson
https://drive.google.com/open?id=1Xib1aHekqjS8Iw_0OpLumZyUVOBRbID

Kevin Tiller is the Physical Education teacher at West Elementary School in Andover, Massachusetts. He has been a Physical Education teacher for 20+ years both in Massachusetts and New Hampshire. He won the 2015 Elementary P.E. Teacher Of The Year Award in Massachusetts. His website offers wonderful resources including: Assessments, lesson plans, games/activities, music, Star Wars themed resources, and SO much more!

https://physedreview.weebly.com/@physedreview

How Doctoral Students are Socialized into Educators by Serving as Mentors to Undergraduate Pupils
https://drive.google.com/open?id=1TfcC4IwJuWwex3I_3pyh8BPTM6f00CH

The Impact the Sports Education Curriculum Model Has on Physical Activity Accrual During Early Field Experience of a Secondary Methods Course
https://drive.google.com/open?id=1HwFc0jW7X3yYAy6QvQgPPVWTBn7bJv