President’s Welcome ...

I would like to thank you for the opportunity to serve our association and its members. I am currently in my tenth year of teaching for the Pella Community School District. During this time I have been involved in IAHPERD and have always enjoyed our state convention. During my President-Elect year, I traveled to the SHAPE National Convention and also to several leadership summits. These experiences have not only impacted my teaching, but helped me to create a network of passionate educators I can rely on for assistance.

A Message from the Past President ...

It feels like yesterday that I was sitting down to write my welcome message as President of IAHPERD, and today, I am writing my message as Past President. The past year was an amazing opportunity for me to lead, grow and, hopefully, make an impact on the profession that I love.

I wanted to take a little bit of time to reflect on the work accomplished over the past year. We passed our new operating codes and have spent the year implementing the new structure. It still has work to be done, but we are moving in the right direction. We continued to push to grow membership and were successful at making strides in those numbers. We want to continue this push and work to get more of our state physical education and health teachers as a part of our organization. We helped host the Central District Conference in January, had our 2nd annual student workshop in February, and most recently, had a successful one-day Fall Workshop.

We continue to grow our partnership with IHT and have begun collecting data at the statewide level that can be used to help us advocate for quality physical education across the state. We have worked closely with the American Heart Association governmental affairs department to continue to advocate for our profession through booths at SAI and IASB Association and a planned day at the Capitol coming in February. We also have had a voice in the ESSA plan, although we need to continue to be heard. We have had successful meetings with the Department of Education discussing ESSA and the hope for statewide standards. It has been a busy year at IAHPERD, and I am excited to continue to help move our association forward from my role as Past-President.

I wanted to recognize and thank Abby Goodlaxson, Travis French and Brett Deneve, outgoing board members. Without individuals like them who are dedicated to IAHPERD and our profession, the successes wouldn’t happen. I’d also like to recognize Ben Robison as our outgoing Past President. Ben’s leadership the past three years has been instrumental in the growth we have seen at IAHPERD.

Jodi Larson, IAHPERD Past-President

A special thank you to Jan Grenko Lehman and Jennifer Schnell for their service to IAHPERD the past three years as co-executive directors. They have served in this position since January 2015 and will resign the position December 31. As an organization, we have been fortunate to have their guidance and leadership.

IAHPERD Executive Director position open

As many know, Jan Grenko Lehman and Jennifer Schnell have decided to step out of the Executive Director position. A search committee has been established with Deb Stephenson serving as chair. The committee will have an online application and more information posted on the IAHPERD website very soon. If you have questions about the position, are interested or have a name you would like us to contact, please email Deb at stephensond@sw1.k12.wy.us or call her at 402-639-3405.
In one of my sessions, The Kinesthetic Classroom, at the Iowa Fall Conference, I talked how I incorporate movement into my #healthed classroom. When the bum is numb, the brain is drained, so I have worked hard to change the way in which I deliver my health material and also how I structure my classroom.

If your students are sitting passively waiting for you to feed them with the information needed for the next assessment, then you are in need of a refocus.

If you are nervous about freeing students from the confines of their desks, then you need not worry. Once you get into the right mindset, finding movement opportunities becomes much easier than perhaps you initially thought.

First, you have to understand what the kinesthetic classroom is not. It is not a chance for schools to replace physical education class and say that students are moving in other classes, and, therefore, specialized physical education is no longer needed.

Also, it is not the ‘forced’ adoption of brain boosts at a set time into the lesson. “OK, kids, that’s 10 minutes into class. Let’s all stand up and do our crossing the midline exercise.” Although brain boosts are obviously beneficial, it is important that incorporating kinesthetic opportunities become a part of your natural teaching flow. It should never be forced.

Finally, this is not the same as the neuromyth of multiple intelligences. We aren’t teaching to a preferred learning style.

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We are making the learning experience novel, fun and engaging. We are increasing student focus and making the classroom more social, more memorable and more interactive.

If you are making your initial steps towards movement in the classroom, here’s my recommendation for a simple, go-to activity.

I worked with a rugby coach who would transition between activities by having the athletes run over to the water tap to hydrate. By the time they returned, the coach was ready to move onto something new. This opportunity to clear the space proved to be very effective.

In the classroom, my go-to activity is the walk and talk. I’ll pose a question or problem to students and ask them to pair up, walk a designated route and discuss the question at hand. This allows me to clear the room, make changes to the seating, load up some music or put notes on the whiteboard. This changing of state is almost like hitting the reset button and is also a great activity to use when students have lost focus and need to regroup and attend to something important.

Of all of the ideas that I shared in Iowa, this was the first one that teachers embraced, and shared on social media. Trust me, your students will thank you for trusting them with leaving the room as they discuss a question, and you will enjoy the opportunity to refocus your classroom upon their return.

Message from speaker Andrew Milne ...

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Fall Workshop Photos ...

• Photos Compliments of Jodi Larson
Variables that Influence the Engagement of Adolescent Females During Physical Education Classes

Andi Ludwig, M.A., Mason City High School; Rip Marston, Ph.D, University Northern Iowa;

Fabio Fontana, Ph.D, University of Northern Iowa

Physical activity is an essential piece of a healthy and active lifestyle. Quality of life is maximized through regular involvement in movement opportunities, yet according to a 2015 Center for Disease Control and Prevention report of Physical Activity Facts (CDC, 2015), young women decrease their levels of physical activity as they progress through their school years. Hohepa, Schofield, and Kolt (2006) suggest that physical activity becomes less of a priority as adolescents enter into their high school years and social support becomes an increased necessity for a young person to be motivated to participate in regular physical activity. The interaction of the psychological and social elements within the learning environment helps to establish what is termed the motivational climate of the class. This motivational climate can influence the degree to which student engagement occurs. Motivational climate can play a role in how invested students are in their school’s physical education programs. The role the teacher plays can directly influence how young people perceive the opportunities they are given to participate. Teachers can establish an ego involved climate or a task involved climate. Task-involved climate implies a goal perspective that is based on learning and skill improvement of the individual. Students in a task-involved climate believe that improvement is always possible because it is based on improvement or individual mastery of a task. The perception in this environment is that competence and ability can be improved through effort (Solmon, 1996). In contrast, the ego-involving climate pertains to a goal perspective that is based on individuals comparing their success to the performance of others. Sometimes a lack of effort is demonstrated because ability is considered to be a fixed attribute (Solmon, 1996).

Creating a task-involved climate is conducive to increasing participation levels because it promotes individual levels of competence over comparison amongst students. Using tools like heart rate monitors or pedometers, coupled with deliberate awarenesses in regard to social and emotional factors, can enhance a task centered motivational climate which places an emphasis on learning and self-improvement (Solomon, 1996).

In addition to a teacher creating an appropriate motivational climate, a key factor in class engagement is a student’s own level of self-perception. Teachers can create an environment that can change students’ attitudes toward activity which might actually be a direct result of change in their own perceptions of self-confidence (Wang, et al., 2002). Certainly, if students enjoy physical education, they are going to be more likely to participate and be invested in the learning.

The ability of students to make choices can be a factor that may influence participation and confidence levels within a physical education class. It is common for females to feel like sports and physical activity are unnecessary, especially if they lack confidence in their own abilities. Biddle and Wang (2003) credited a lack of choice and a feeling of “have to” rather than “want to” as having a negative effect on participation levels, especially for females with pre-existing levels of low self-esteem.

Additional specific barriers to participation include such things as lack of time; involvement in technology-related activities; influence of peers, parent and teachers; concern about safety; inaccessibility of facilities and associated costs; competition and body-centered issues (Dwyer, Allison, Goldenberg, Fein, Yoshida & Boutiller, 2006). These can be powerful determinants, along with logistical issues such as prioritizing time, transportation, cost and availability of safe and healthy physical activity options. These barriers need to be addressed within the physical education setting if students are to learn to prioritize and ideally want to participate due to the motivational climate implemented within their classes.

The boundaries of femininity may also create a barrier to class engagement. When these boundaries become unclear, females may struggle as they navigate their way through finding an identity of being an “athlete” or choosing their level of engagement. As identities are formed socially, females may feel the need to make choices of which peer group or activity level with which they want to associate. During this period of self-identification, group physical activity situations may be perceived as threatening or “uncool” (Slater & Tiggemann, 2010). Not only are females trying to identify what makes sense in their own minds, they are also concerned with the perceptions of their peers, both males and females. This powerful preoccupation with the perceptions of femininity can play a significant role in deterring participation levels during this already dynamic period of adolescence. Slater and Tiggemann (2010) identified age twelve as the beginning of the fastest drop in participation levels in females and they also identified femininity perceptions as a contributor to this decline in participation levels. Adolescent females are trying to find their identification as they progress through middle school and high school so their image and being able to “fit in” are major concerns. If participation in physical activity is perceived to be too masculine, females may tend to shy away, especially if there is a perceived lack of confidence or teasing from other students in their class. Sometimes females are under the impression that they have to choose between being feminine or being a “tomboy” in a movement.
situation (Cockburn & Clarke 2002). This conflict increases the risk of turning the females away from physical activity all together. If females feel self-conscious about where they fit in, they are more likely to make up excuses in order to get out of participation (Eime, et al., 2010).

Another barrier that should be addressed is the role of not only gender stereotypes and self-perception, but also that of racial differences. It is estimated that there is a gap in academic achievement and activity levels, especially in regard to females, amongst culturally diverse populations (Basch, 2011). Minority females tend to have higher frequency of obesity rates than white females (Basch, 2011) and urban Black and Hispanic girls tend to be less active than Caucasian girls in general. Wright (2011) attributes this scenario to factors such as, but not limited to, inadequate nutrition habits and socioeconomic disadvantages. Transportation to and from venues to participate in physical activity, along with the lack of access in general to safe places to play are also factors that could potentially limit participation in healthy physical activity for minorities, especially urban females (Duncan, Strycker, & Chaumeton, 2014).

Positive encouragement is a motivator for females of any race. If females perceive high levels of social support both within and outside of the physical education classroom, they will be more likely to overcome barriers that prevent them from participating in physical activities (Dishman, et al., 2009).

The following chart displays selected barriers and suggestions as to how physical educators can address these barriers. The barriers are organized into 6 specific factor categories: Time, Psychological, Socialization, Program Goal Structure, Societal, and Environmental.

*Chart - Addressing Barriers to Female Engagement in PE Classes*

<table>
<thead>
<tr>
<th>Barrier</th>
<th>Addressing the Barrier</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time Factors</strong></td>
<td>• Promote after school programs.</td>
</tr>
<tr>
<td>Students’ ability to make choices</td>
<td>• Engage in regular correspondence with families about events, ideas, motivation, and progress of the PE program in general, specific classes and communicate with individual parents about the progress of their student.</td>
</tr>
<tr>
<td>Lake of time/Prioritizing time</td>
<td>• Help students understand how to incorporate technology into a healthy and active lifestyle (i.e. Fitbit, Wii Yoga, DDR, heart rate monitors, and pedometers).</td>
</tr>
<tr>
<td>Involvement in technology-related activities *Rather than participating in healthy and active lifestyle options, these barriers distract adolescent females and encourage sedentary lifestyles.</td>
<td></td>
</tr>
</tbody>
</table>

| Psychological Factors    | • Offer choices - both in regard to course offerings and within each course.           |
| Self-esteem, Self-confidence, Self-efficacy, Body image, & Perceived level of ability | • Create opportunities for students to feel ownership of their learning. Ask for input and encourage goal setting. |
| *These barriers can be distracting to females and prevent them from taking healthy risks or being involved in a dynamic physical activity setting. |

*Infuse skill and fitness level appropriate activities so students find enjoyment and feel accomplished through task completion. |

*While exposing students to a variety of opportunities, also allow for opportunities for skill mastery and improvement.*
### Socialization Factors

- Influence of peers, parents & teachers
- Lack of social support

*If females do not receive the message that physical activity and health are important, they will likely not make it a priority for themselves.

### Program Goal Structure

- Extrinsic/Intrinsic motivation
- Competitive/Cooperative

*Ego-centered environments tend to encourage competition and comparison to others which may tend to diminish the willingness of some females to engage in activity for fear of failure or embarrassment.

### Societal Factors

- Boundaries/perceptions of feminity
- Social & racial perceptions

*Stereotypes of gender or race may negatively influence engagement in or avoidance of certain traditional and non-traditional physical education activities.

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- Work with your school to provide after school programs that promote healthy and active lifestyles.
- Keep costs down for participation in curricular, co-curricular and extracurricular activities.
- Generate ways to increase community relationships and involvement (guest speakers, field trips, etc.).
- Promote student involvement in community events such as Fun Runs or charity/memorial events.

- Promote a task-oriented environment priority over ego-centered environment.
- Offer choice within course offerings and also within particular units and lessons.
- Teach students how to write SMART goals.
- Allow for opportunities within the PE program for students to experience friendly competition and problem solving, team building activities.

- Create an environment of awareness/respect.
- Design activities that are male and female friendly.
- Encourage mutual respect for individual differences within different styles of activities.
- Offer choice and offerings that allow females to explore different types of activities and offer opportunities for them to pursue areas in which they are confident and can find success.
Environmental Factors

Concern about safety
Inaccessibility of facilities & related costs
Availability of safe & healthy PA options
Transportation

*If females do not feel safe or do not have the means of transportation or funds to participate in physical activity opportunities, they will be less likely to pursue an active lifestyle.

The teacher should take responsibility to create a safe and healthy environment.
Work with community (i.e. free tokens from city transity) to promote safe travel options and transportation to and from school and school activities.
Offer open workout times before, during and after school for all students to use school facilities free of charge.

Conclusion

There are many factors outside of the immediate control of the physical educator that can influence the participation levels of females during physical education. Nikos Ntoumanis (2005) reported that if teachers take care of the students’ psychological needs, the students are more likely to be engaged in physical education opportunities. Ntoumanis also concluded that general motivation levels were higher and students were more invested in learning if attention was paid to them at a level that was deeper than simply skill based. Safe and supportive environments can greatly influence engagement and the students’ perceptions about the culture teachers are trying to create (Woodson-Smith et al., 2015). Despite the lack of control that they may have over these quite often emotional barriers to engagement, physical educators do ultimately have control over the type of motivational climate that is established in their classrooms. These professional decisions can positively influence perceptions, engagement and participation levels of females within the physical education environment.

References


IAHPERD members we are at a point in our profession where we can no longer sit back and be complacent with the status quo of current Physical Education and Health Education in the state of Iowa. Now more than ever we need to be advocating for physical education due to obesity and the mental and physical health of our students.

I would ask all of you to take a moment and think back to when you decided to become a Physical Education teacher. Take a moment and really think about the “why” you are a Physical Education Teacher.

Now I want to challenge all of you to consider where can you readily and daily advocate for the future of Physical Education. Yes, that’s right... in your classroom. Advocacy can be of many forms when you think about your classroom.

How would you rate your curriculum and quality of instruction?
Is it time to change things up so that you can keep your students engaged and enjoying their physical education experience? Students that have enjoyable experiences in PE are more likely to go home and share that with their parents/guardians.

What are you doing for assessments and accountability?
Are you administering the fitness tests outlined in the Presidential Youth Fitness Program? If you are, how are you collecting that data and what are you doing with it? What types of technology are you utilizing to assist you with assessment and accountability?

How would you describe your relationships with your students?
Would you say that all your students like to come to physical education class? How do you handle a situation where students make a mistake or missed some directions? Our students will someday be parents and if they don’t have positive experiences in Physical Education now will they be supporters of Physical Education later? How are you meeting your students physical needs based on your knowledge of their individual backgrounds? How are you making students feel comfortable and safe within your classroom that have not had the opportunity to be exposed to a great deal of physical activity or are not naturally gifted with physical ability?

How are you sharing what you are doing in Physical Education with Parents, Staff and Community members?
What avenues of social media are you using to promote your program? Do you have bulletin boards showcasing student work or brain based research?

These are just some thoughts to consider, not to judge but rather to nudge each of you to begin to advocate more for your Physical Education Program and the well-being of all your students. Keep fighting the good fight because it does matter and if we aren’t shouting it from the rooftops why should anybody listen?

WE ARE THE FRONT LINE.

Brian Rhoads
IAHPERD Advocacy Chair

UPCOMING 2018 WORKSHOPS AND CONFERENCES

January 25-27:
Central District Conference, Sioux Falls, SD
https://portal.shapeamerica.org/about/districts/central/conference.aspx

February: Student Workshop for college students

March 20-24:
SHAPE America National Convention, Nashville, TN
https://convention.shapeamerica.org/

Summer: IAHPERD Convention
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.¹

There is growing acknowledgement 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).²

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 adolescence. I use 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 brett.delaney@ankenyschools.org. 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 who 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 Dec. 8, 2017. Participants are entered into a drawing for a chance to win paid attendance to our state conference, a national conference of their choice, or the SHAPE America Convention in Nashville, March 2018 - all expenses PAID!

For more information please contact: Brett Delaney - brett.delaney@ankenyschools.org


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**National Initiatives Committee ...**

The National Initiatives Committee is currently working on a few big items. We have a graphic designer creating posters for members to place in their physical education classrooms promoting 50 Million Strong and physical literacy. Additionally, we are developing a video challenge for our members to show how they are promoting 50 Million Strong in their schools. Lastly, we are finalizing a promotional calendar to provide IAHPERD members with timely notices of grant opportunities, SHAPE promotions, and educationally beneficial programs. The current National Initiatives committee is small but mighty and always looking for other people to help promote 50 Million Strong. If interested, please email Travis French at travisjohnfrench@gmail.com.

Grant Opportunities:
Good Sports Equipment Grant
http://www.goodsports.org/apply/

Active Schools Resources/Grants page
https://www.activescholsus.org/resources-grants/

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**What to know about ...**

**Jump Rope for Heart/Hoops for Heart**

- Jump Rope for Heart/Hoops for Heart is a fundraiser sponsored by the American Heart Association and SHAPE America that incorporates heart healthy activities and education into a fun event that raises money for research and education.

- Jump Rope for Heart, or Hoops for Heart offers you curriculum support to help inspire the students in your school to get up and get moving.

- Jump Rope for Heart/Hoops for Heart can be done any time of year and can be done right in your PE class.

- The American Heart Association provides all the tools you need to hold an event along with a staff person who will meet with you to help plan the event.

- The students receive thank you gifts depending on how much money they raise. Even if the students do not raise money they will still participate in the heart healthy event.

- Teachers receive US Games certificates to buy PE/recess equipment depending on how much money the school raises.

- Event coordinators who raise $1000 will receive their Iowa IAHPERD membership for $20.00.

- American Heart Association directors will come out and kick off the event for you with a Heart Healthy assembly!

Please contact Margaret Beuter Joint Projects at Margaretbeuter@gmail.com if you would like have a Jump Rope for Heart or Hoops for Heart event in your school.

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**It takes heart to be a hero**

Jump Rope For Heart and Hoops For Heart are national education and fundraising events created by the American Heart Association and SHAPE America—Society of Health and Physical Educators. Students in these programs have fun jumping rope and playing basketball — while becoming empowered to improve their health and raise funds for research and programs to fight heart disease and stroke.

Funds raised through Jump Rope For Heart and Hoops For Heart give back to children, communities and schools through the American Heart Association’s work:

- **Funding research to improve and save patients’ lives**
- **Advocating at federal and state levels for physical education and healthy food in schools**
- **Teaching CPR to middle and high school students**

Millions of students have joined us in being physically active and in fighting heart disease and stroke by funding research and educational programs. Be a part of these great events and your school will earn gift certificates for FREE P.E. equipment from U.S. Games.

Call 1-800-AHA-USA1 or visit heart.org/jump or heart.org/hoops to get your school involved.
Congratulations goes out to our Teacher of the Year award winners for the 2017-2018 school year:

*Elementary Teacher of the Year - Mark Jungmann, North Polk West Elementary;
*Middle School Teacher of the Year - Alan Read, Vernon Middle School, Marion;
*High School Teacher of the Year - Erika Mundt, Iowa City West HS & Liberty HS

Award winners will be recognized at the IAHPERD annual convention to be held in June 2018.

Additionally...

Mark and Erika were recently selected as the Central District Teachers of the Year. They will be recognized at the annual Central District convention to be held in Sioux Falls, SD in January 2018. Both Mark and Erika will travel to Nashville, TN for the SHAPE America national convention where they will compete for the national Teacher of the Year award.

Congratulations once again to our state winners and best of luck to Mark and Erika as they move on to represent our state and our nine state Central District at the national level!

To learn more...

Contact Jen Neubauer, neub4family@gmail.com, for more information.

A Special Thank You...

IAHPERD would like to thank Ben Robison for his leadership and everything he has done for IAHPERD during the last three years. Thanks also to our four board members who completed their terms on the executive board: Abby Goodlaxson, Brett DeNeve, Travis French, and Daniel Coover. Each of you have been a wonderful asset to our association, and we are grateful for your time and commitment.