Greetings from Oskaloosa, Iowa, home of the June 2015 IAHPERD convention. I hope your school year has been great. It’s hard to believe we are into January already. My term as your IAHPERD President is shorter than probably any other president due to our new convention date. The hope is more members will be able to attend and not have to worry about securing a sub or requesting more days away from school. I am going to do my best to accomplish as much as I can between now and June 2015.

Here is an update on an ad hoc committee I have started. The Restructure Committee is working on restructuring our legislative council and Executive Board. Our goals is to have a layout for our membership to vote on at our June 2015 convention.

I have been thinking for the last month what I want to bring to IAHPERD as president. Over the last few days, it finally hit me as I was searching for school board presentation information. I would like to create an advocacy piece for our membership to use when needing to advocate for their Physical Education program. This is something my K-12 PLC is going through this year and after reaching out to other educators via twitter, I found this topic one that could help a lot of district teachers. Being an advocate for Physical Education and Health is essential in keeping the need of PE on the forefront. If we don’t advocate for our profession, who will? This is something IAHPERD can do for it’s members and I am excited to see what we can create. PLEASE feel free to send me your advocacy thoughts, ideas, website links, you tube video’s, power points and outlines. WHAT do you want this advocacy piece to look like? HOW can it help you in your district? If we stand together and spread our message, many voices are stronger than one. It’s our future, and we need to work together as an association to share our passion.
Hopefully you received my first newsletter sent out the end of October(http://www.iowaahperd.org/). My goal is to send one out every month to keep our membership updated on Physical Education and Health topics. If you have something to share – please send it to me via e-mail and I’d be happy to put it in the newsletter.

You will see more updates on our June 12-14, 2015, convention over the next few months. If you’d like to present at our convention please fill out a presenter form and e-mail it to me. Also, if you are interested in being more involved with our legislative board or serve on a committee, I’d love to hear from you.

I’d like to include you in a google doc I have created to share lesson plans. If you are interested, please send me your e-mail and I will share with you.

Finally, let’s talk TWITTER. It’s becoming a #physed teachers best form of professional development. You don’t have to tweet to find it useful, you just need to follow the right people and the information is endless. Follow these hashtags (#) and you can’t go wrong: #physed #pegeeks #pechat #peblog #iachat

I am looking forward to making the June 2015 convention, the best one yet! ‘Building on the Best – For Iowa’s Future’

Keep On Moving,

Jennifer Peterson
2015 IAHPERD President
petersonj@oskycsd.org
641-660-7707
@OESPhysEd
Leadership Opportunity

In July 2015 five IAHPERD members headed for the hills…the Black Hills of South Dakota for the 10th annual CD Summit (recently renamed the CDA Scherrer Leadership Summit). Ten years ago Sally Scherrer served as Central District’s president. Sally had a vision to meet annually with the president-elects, executive directors and up-and-coming leaders for the nine Central District states for a summer summit. The original summit took place in Sally’s home, Hill City, SD. This summit coincides with the Central District board meeting and gives states an opportunity to create an action plan for the year while collaborating with the other states. There is also some amazing leadership presentations including everything from technology to advocacy. The networking is amazing and the venue creates an inspiring setting to create visions for your state as well as make lifetime friends in our organization. Are you willing to take this leap of faith? You won’t regret it. Consider entering a leadership role for IAHPERD (see the following page for more details).
You Become Part of Our Leadership Team ~ Or Nominate a Colleague

Be Part of the IAHPERD Team!

The Nominating Committee requests professionals participate in identifying and recommending potential candidates (including nominating yourself) for the following offices by April 12th, 2015. All persons recommended must be a current IAHPERD member and indicate to the committee a willingness to be a candidate.

**Positions open for service:**

- President Elect
- Sports Section Chair Elect
- Fitness Promotion Section Chair Elect
- VP PE & Sport Elect
- ES PE Section Chair Elect
- School Health Section Chair Elect
- VP Health Elect
- Secondary PE Section Chair Elect

**Candidates contact information:**

Name: ____________________________________________________________

Address: _________________________________________________________ Phone: __________

City, State, Zip: __________________________________________________

E-mail: ___________________________________________________________

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

It takes the effort of many individuals for any professional organization to operate successfully. These voluntary positions are fulfilled knowing service is an important component of professionalism. An interest in professional growth and a willingness for effort qualifies you to serve on this board. The IAHPERD Executive board meets 3 times a year. They are typically on Sundays, in a central part of Iowa, during mid-winter, late-spring and just prior or post convention. A meal is provided as well as mileage compensation for the winter and spring meetings.

Other requirements are found in the operating codes on our state website: http://www.iowaahperd.org .

A typical term is 2 years and will include writing an annual article for our journal, soliciting quality presentations for convention, advocating membership and products.

Please consider nominating yourself or a respected person as a candidate. Election for these positions take place at the state convention during the fall. **If contacted by the committee to be a candidate you will need to submit a brief bio and photo one month prior to convention.** Please contact Tim Lane with any questions: tim.otblane@hotmail.com

Congratulations new board members….

**Ben Robison:** President - Elect

**Caitlin Schaeffer:** Secondary Section Chair - Elect

**Justin Weise:** Elementary Section Chair - Elect
Late last year there was a bump in the road for those wanting to provide usable information to students about their health at Southeast Polk. A parent became upset when they learned their child would be weighed. Of course this seems to me like a parent getting alarmed that students in history class had to know key dates or formulas in algebra. Let me stress here these measurements are done in complete confidentiality. The aggregate data can thus help professionals better prepare their approach to physical education.

It is hard to imagine avoiding such a crucial data point when striving to both teach and motivate students. Obviously IAHPERD and our members have our work cut out for us as we educate both youth and parents about body composition and the value of healthy weight. This message is one echoed by SHAPE, the CDC, The Cooper Institute and the Institute of Medicine.

In the Southeast Polk situation even the student measured can opt out of being informed. Yet it seems this data has triggered an emotional cord and is currently being “improved.” I am sure a more detailed description of the process will allow the practice to continue, but I am also reminded of the power of even one emotional individual to advocate for or against progress. This is a situation I have been stewing over and the process was accelerated after reading two separate dispatches. One, a travel article on airport food shared the fact 6.4 million croissants were sold at Heathrow Airport on an annual basis. The second was a conversation with a friend on a pair of collisions in Lincoln, Nebraska.

Those collisions were the result of two young men opting to drive drunk. Those two choices resulted in one death and one very serious set of injuries. Douglas Dalke a 57-year-old physician with a “zest for life” and Dom Walker an 11 year old who “loved riding his BMX bike” were both run over by drunk drivers in broad day light just days and miles apart. Doctor Dalke died and Dom is in critical condition and faces a long road of rehabilitation.

My concern is as a population we have become immune to numbers and tacitly treat news stories tallying death and disability with the same emotions we dedicate to the number of croissants sold on an annual basis. I cannot begin to imagine the emotional state of those two families. But I strongly believe we need to get a bit emotional and channel some of that emotion into our efforts to promote healthier individuals and communities.

During that same time period on the other end of the spectrum emotion seemed to be the only aspect related to the American Ebola Epidemic. The first victims of this pandemic have been emotional control and reason. On an annual basis 6,000 folks die as a result of texting. According to the records roller coasters, beds, and dogs kill more Americans than Ebola. Yet pundits and politicians were willing to rush to drastic measures to end the outbreak with an American death total of zero.

‘Past-President’s Message’ continued on next page
So we have an immune imbalance. On one hand we have over reaction to things that are of little risk and incredible tolerance for those things that are crucial. Let’s face it; inactivity and poor nutrition are not topics that seem to stir our culture to action. If we as an organization wish to make a difference in the lives of our students and in the future of our communities we will need to strive to shake things up before we shape things up. Take the following paragraph for example… According to the CDC more than 29 million people in the United States have diabetes. That figure is an increase in three million from the 2010 figures. One in four people with diabetes doesn’t know he or she has it, another 86 million Americans (greater than one in three) – have prediabetes, where their blood sugar levels are higher than normal but not high enough to be classified as type 2 diabetes. Without weight loss and moderate physical activity, 15 percent to 30 percent of people with prediabetes will develop type 2 diabetes within five years.

I am willing to bet those numbers did not arouse either emotions or passion. Yet, let me share a bias for the latter here. As a profession we need to be as passionate for our goals as others are emotional. We often reveal passion in our classrooms…but we also need to provide glimpses of it in letters to the editor. This means not only meeting with parents but meeting with legislators. This also means not only grading students but evaluating policies at the local, state and national level.

It may seem like a daunting task at times. It is. On the other hand I firmly believe if over the next year every member talks to their legislative representatives a more favorable balance can be established between risk and reaction. It is amazing that legislators are unaware of the direct correlation between regular physical activity and health among children and adolescents. Likewise, this same correlation impacts behavior and grades. Perhaps they do know and are distracted. Either way if we don’t frame the issues who will?

Grateful to serve you and this organization,

Tim Lane
IAHPERD Past-President
If you would like to present at the June 2015 convention, please fill out and submit ASAP

IOWA Association for Health, Physical Education, Recreation and Dance

“BUILDING ON THE BEST - For Iowa’s Future”

Call for 2015 IAHPERD Convention Presenters
June 12 - 14
William Penn University
Oskaloosa, Iowa

Please complete this form and mail/e-mail to:

Jennifer Peterson
908 Woodland Road
Oskaloosa, IA  52577
E-mail: petersonj@oskycsd.org
Twitter: @OesPhysEd
641-660-7707 – cell

NAME:____________________________________________________________

ADDRESS: _________________________CITY________________ST_______

EMPLOYER_______________________  JOB TITLE____________________

PHONE: _________________ E-MAIL_________________________________

Title of proposed presentation (limit 12 words or less):

_____________________________________________________________________

Brief description of presentation content for program book (50 words or less)

_____________________________________________________________________

2015 IAHPERD Convention
June 12, 13, 14
Oskaloosa, Iowa
www.iowaahperd.org

Iowa Association of Health, Physical Education, Recreation and Dance
**MODE OF PRESENTATION**

- Lecture
- Panel
- Activity/participation
- Demonstration

Can you present the session twice? YES NO

**CONTENT IS AIMED FOR THIS AUDIENCE (Please check all that apply)**

- Elementary
- Middle
- H.S.
- College
- Adapted
- Dance
- Health
- Aquatics
- Retired
- Recreation
- Physical Education

**ROOM NEEDED**

- Classroom
- Gymnasium
- Weight Room
- Auditorium
- Dance Studio
- Pool
- Other space

**AUDIO/VISUAL EQUIPMENT (check all that apply)**

- Screen
- Projector
- DVD Player/Monitor
- Microphone
- Extension Cord
- Power strip
- Other items

**DAY / TIME PREFERENCE (every effort will be made to accommodate your request)**

- Friday (pre-convention)
- Saturday Morning
- Saturday Afternoon
- Sunday Morning
- Sunday Afternoon

**PLEASE SUBMIT**
**AS SOON AS POSSIBLE**
My Elementary PE Philosophy:

I am currently in my third year of full-time Elementary Physical Education (EPE), 12th overall, and am still figuring out tips / tricks to classroom management. I have daily EPE for 20 min. This means 16 classes everyday and seeing about 300 students. I am very blessed with this daily physical education schedule, but it does post some unique challenges. Since class time is so short, it does not allow for much wiggle room (injuries, off topic behavior, managing major infractions, etc.), nor time between classes to switch equipment. The classroom has to be very structured to decrease downtime which could increase the opportunity for misbehavior.

I used to think “Classroom Management” dominantly focused on dealing with misbehavior. After self-reflecting over the summer, it dawned on me my classroom was missing key components of a well-managed learning space. When I started to design my classroom procedures for the 2014-2015 school year, I settled upon: 1) Consistent lesson plan structure, 2) Identifying problem issues and implementing an easy solution that is non-argumentative, and 3) Reward the positive choices by the students/class.

Consistent Lesson Plan Structure

Every day the students go through the same lesson format. The format is a vital component to my management system which allows my students to follow a specific consistent procedure without wondering what is next. My overall lesson structure is as follows:

- **Warm-Up**
  - Enter gym and start walking around perimeter (2-5) or in general space (K-1)
  - When music starts/is playing, it signals students to lightly jog (2-5) or practice locomotor skills(K-1)
  - Music stops = stop jogging and go to assigned perimeter warm-up spots (students assigned in the first week of class)
  - I lead 4 exercises (or 4 student leaders lead 1 exercise) that are projected on the screen

- **Learning Target Overview**
  - Students then sit in an assigned spot in the center circle facing the screen
  - Learning Targets are explained and students know specifically what I am formatively assessing them upon (related to SHAPE GLOs)

- **Main Activity**
  - The main activity is taught
  - All equipment is set-up ahead of time
  - Teams are divided and projected on the screen to minimize down time
  - Small sized teams are emphasized to increase skill development
• Learning Target Review/Assessment
  o Students return to their center circle assigned spot and the formative assessment takes place related to the initial Learning Targets

• Line Up procedure
  o Students line up in # order (alphabetical order)
  o Top Dog Award is given (see graphic on last page)
  o Classroom Positive Point awarded and form is filled out (see graphic on last page)
  o Top Dog moves the PBIS Bulletin Board class “foot”

Identifying Problem Issues

I identified four key areas that were “problems” in my mind: 1) Non specific warm-up, center circle, and line up spots 2) Teams divided on the fly (not organized), 3) Needed to simplify classroom rules and didn’t have consistent consequences for misbehavior (fueled by emotional responses), and 4) Not praising / recognizing the positive choices of my students as much as I should.

To combat the first problem area, I assigned a number to each student (based on last name alphabetically) and a specific perimeter warm-up and center circle spot. Those spots were taught daily the first week of class. Specific numbered poly spots were used on the perimeter and numbered papers were placed in specific spots around / in the center circle of my gym. I correlated this to their “assigned seat” in the general education classroom. To decrease the desire to be first in line when exiting the classroom, I implemented a simple # order (alphabetical by last name) policy. No more fighting / arguing because the line order is based on last name and not a first come first served basis. I can’t tell you how much this has decreased the fighting to be first and the “he/she cut me” comments are now nonexistent.

The second problem was proactively handled by separating teams by assigned number or name (all projected) the night before and not taking time out of class that day. By proactively dividing these up, it has decreased wasted time, and increased time on task.

Regarding the third identified problem, I came to the realization my students could not state what my behavior expectations were and what the consequences would be for not following those expectations. I broke my classroom behavior expectations down into three rules: Be Respectful, Be Responsible, and Be Safe (our school PBIS expectations). Those expectations are consistent within the whole elementary and are vague enough to fit common infractions into one of those categories. If a student does not follow those expectations, they earn one warning and another infraction earns time to reflect. I have created a ‘Reflection Area’ (see graphic on last page) in my gym where students go to reflect upon which ‘Bulldog Belief’ they have not followed. One the reflection time is complete, the 3rd-5th grade students fill out a reflection sheet (that is emailed home), while my K-1 students reflect and discuss with me prior to returning to class. Based on the infraction students may be sent straight to the ‘Reflection Area’ or to the Dean of Students and not allowed a warning. This procedure has allowed me to take the emotion out of the situation and allow myself to fall back on the procedures in place.

Everyone likes to be praised for his or her positive efforts. As a PBIS school, we focus on the positive and reward it with a “Paws”itive slip (see graphic on last page). This is an individual recognizer that is in triplicate form. The top copy goes home, middle copy (yellow) goes in a grade level bowl to be drawn out at the end of each month, and the bottom copy (pink) gets put in a central location within the general classroom. At the end of each class I award a ‘Top Dog’ award (Pawsitive slip) to the student I feel has best demonstrated one (or more) of the ‘Bulldog Beliefs’. This has become such a routine that if I deviate from it the students remind me. For many of my students, the recognition of positive behavior has produced great growth related to positive behavioral choices.
Rewarding the positive choices by students / class

I already alluded to the individual recognition (‘Paws’itive slips) above and want to highlight how I recognize the entire classroom. Thanks to my sister-in-law from Minnesota, a class wide reward system and bulletin board was created (see graphic on last page). It is based on the three ‘Bulldog Beliefs’ (Be Respectful, Be Responsible, Be Safe). Within those three areas I have broken it down into three sub areas from which to earn one point, totaling 9 points. If a class earns 8-9 points that day, the ‘Top Dog’ moves their class foot horizontally toward specific class rewards (see graphic on last page). A Positive Behavior Class Report (see below) is also filled out daily and given to every classroom teacher when they pick their class. It serves as a communication piece regarding how the class went and what can be reinforced in the classroom too. Infractions are circled to specifically identify areas to improve.

<table>
<thead>
<tr>
<th>Elementary Physical Education</th>
<th>Positive Behavior Class Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect (3)</td>
<td></td>
</tr>
<tr>
<td>• Respected others</td>
<td></td>
</tr>
<tr>
<td>• Respected equipment</td>
<td></td>
</tr>
<tr>
<td>• Were quiet when teacher/classmate was talking</td>
<td></td>
</tr>
<tr>
<td>Responsibility (3)</td>
<td></td>
</tr>
<tr>
<td>• Followed directions</td>
<td></td>
</tr>
<tr>
<td>• Returned all equipment to correct area(s)</td>
<td></td>
</tr>
<tr>
<td>• Wore proper PE shoes</td>
<td></td>
</tr>
<tr>
<td>Safety (3)</td>
<td></td>
</tr>
<tr>
<td>• Kept body/hands/feet to self</td>
<td></td>
</tr>
<tr>
<td>• Used equipment correctly/appropriately</td>
<td></td>
</tr>
<tr>
<td>• Were aware of their surroundings</td>
<td></td>
</tr>
</tbody>
</table>

Awesome! Total Reflect & Improve
8-9 6-7 5-0
Keep Working

This has been my classroom management transformation in a nutshell. Many of you might already do this, always have done this, or might start doing one idea soon. For me, as a teacher who thought I had good classroom management, this revamp has paid great dividends. Though I am tweaking things here and there, the core foundation of daily lesson structure, creating solutions to identified problem areas, and rewarding the positive choices by student(s)/class will remain consistent this year and for years to come. I am hoping you can take one idea and implement it successfully to the betterment of your management. Feel free to contact me any time for more information, bounce ideas off, or provide suggestions to better my management. As parts of our management styles ebb and flow with the changes in our students, some core fundamental procedures and expectations should remain consistent. Take care and here’s to creating a more effortless management system.

Classroom Management App / Websites:
App: Class Dojo (digital way to award / remove class points and communicate with parents too)
Website: http://www.smartclassroommanagement.com/about-smart-classroom-management/
People (resources) who have aided me in my classroom management transformation:
Joe McCarthy (@JoeMcCarthy09)  Jen Neubauer (@neub4family)  Jen Sigrist (@JenSigrist)
Jonathan Jones (@J_JonesPE)  Joey Feith (@JoeyFeith)  Kristen Tenley
Every year at the IAHPERD convention 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.** I know from experience being an award winner changes your professional life in a very positive way. It gave me greater credibility among my peers and from administrators, as well as opened new doors to professional opportunities. I felt validated for all that I had already done and believed in.

Please nominate someone for an IAHPERD award!! It’s easy....

**Step One:** Email me with the subject line "IAHPERD Award Nomination"

**Step Two:** The body of your email should contain the nominee’s name, phone number, email address, the name of the award for which the person is being nominated and your name.

**Step Three:** Hit the send button and smile with the satisfaction you just made someone's day, month, year, or career for being recognized for a job well done!!

Below are the IAHPERD awards in need of nominations each year:

* **Elementary Physical Educator of the Year**
* **Middle School Physical Educator of the Year**
* **Secondary Physical Educator of the Year**
* **Adapted Physical Educator of the Year.**
* **Dance Educator of the Year**
* **Health Educator of the Year**
* **Distinguished Service Award**--5 year member of IAHPERD, five years of professional involvement, distinguished professional service.

* **Honor Award** (to be the highest award IAHPERD bestows upon recipients) member of IAHPERD, 10 years of professional involvement, distinctive leadership, distinguished and meritorious service.

If you are nominated, you will be notified by me and receive a packet of information requesting further information. It is a great honor to be nominated and to receive the award provides an educator with more opportunities for networking, recognition, and credibility.

Awards will be given at the State Convention in June 2015.

Please contact Jen Neubauer - Recognition Committee Chairperson with any nominations or questions: [neub4family@gmail.com](mailto:neub4family@gmail.com) or #319-721-2609
Steve France
Lifetime Achievement Award

Award Criteria: The recipient of this award should have participated as a member of IAHPERD for a period of 10 years or longer. His or her participation should include but not be limited to:

• Holding an office(s) on the IAHPERD board,
• Presented multiple sessions at state conventions
• Participated and/or chaired an IAHPERD committee.

In addition, Lifetime Achievement nominees should be

• An exemplary teacher
• Mentor to other new and future professionals
• Willingness to support and promote the mission and goals of IAHPERD
• Live a healthy active lifestyle themselves

Please complete the following information:

Candidate’s Name ______________________________________________________

Candidate’s Contact Information

Phone: _____________________ Email: _________________________________

Nominator’s Name:

______________________________________________________________

Nominator’s Contact Information

Phone: ________________ Email: ______________________________________

“This memorial will feature one word in bold relief...TEACHER. For us (IAHPERD) it will be a memorial to Steve France and all other educators that make a difference”. ~ Tim Lane, May 6th, 2012.
Our Longfellow Elementary Schools kicks off our Jump Rope for Heart/Hoops for Heart Week by getting our staff involved. We are a K-6 grade building and each grade level enters one person in each of our competitions. It’s such a great event and we all look forward to it.

Our staff (which includes everyone in our building) selects which event they would like to participate in for our event. We ask our student council members to be our counters and judges. The MC keeps the excitement building between grade levels. Our building has two classrooms at each grade level.

The groups are divided by:
✓ Kindergarten & special teachers
✓ First & Second
✓ Third & Fourth
✓ Fifth & Sixth
✓ Principal/Office & Behavior Focus

The events are the following:
✓ Most forward jumps in 30 seconds:
✓ Most backward jumps in 30 seconds:
✓ Most crisscrosses in 30 seconds:
✓ Biggest Bubble while jumping rope:
✓ Most partner facing jumps in 30 seconds (one rope)
✓ Most original long rope routine
✓ We had to add one more because of the excitement and we added most push-ups while in the long rope.

We’ve held this event for the last 2 years and look forward to our 3rd. The teachers are very competitive and I have to keep the records for each event. Please let me know if you would like more information on how to run your kick-off event.

Margaret Beuter, IAHPERD’s Joint Projects Chair
Contact Margaret with any questions concerning Jump Rope for Heart or Hoops for Heart events at: beuter.margaret@iccsd.k12.ia.us

Contact Kathy Szabo with any questions concerning the Iowa Skippers Jump Rope Team at: kszabo@cr.k12.ia.us  IAHPERD funds this team to visit schools/events throughout the state.
The Longfellow Music and Physical Education Department once again thrilled the Longfellow Community on Halloween afternoon with its two performances. Our annual 6th grade Halloween event begins in music class where they learn the Thriller Dance. I then have them practice once or twice as needed in PE class. This year they didn’t need any cues, they were ready to go. The dance is from J.D. Hughes in his book PE2theMax II. The steps are easy to learn and this gives our 6th grade class some leadership exposure. This is a subtle way to support our music and physical education program!

The chilly weather had us move indoors this year and so the 6th graders pose on the gym floor as zombies. Others love to dress up and so they wore their Halloween costumes. The outside of the gym is lined with parents, grandparents and young siblings. We had the third, fourth and fifth grade parades in with their costumes for all to view. ‘The Thriller’ entertains us all! We had to clear the gym and repeat for the kindergarten, first and second grade classes.

It has become a great tradition that I originally saw something similar on you-tube. Thanks to my talented, witchy, music teacher Beth Ackerson who is always willing to try new approaches to our curriculum. SHE IS AWESOME!

~Margaret Beuter
IAHPERD Grant Application Form

Project Title: ___________________________________________

Amount Requested: ___________________

Maximum Award is $1,500 (we have awarded higher amounts if approved by our committee)

Name of Applicant(s) (Must be IAHPERD members) Date of Application

Position(s)

Name of School/Agency

School/Agency Address Work Phone

Email Address Home or Mobile Phone

Name of Principal/Administrator Signature of Principal/Administrator

SEND REQUEST TO:
Tom Spalla
3309 Brook Hollow Dr.
Asbury, IA 52002
563-582-8893 (h)
563-744-3371 (w)
tnspalla@hotmail.com

(Continued on next page...)

Iowa Association of Health, Physical Education, Recreation and Dance
ALL PROPOSALS MUST BE POSTMARKED BY March 1
Applicants will be notified by May 31 & receive payment at convention.

Project Title:

1. Provide a summary description of your proposed project.

2. State the project objectives/goal.

3. Describe how this project will meet the needs of children/students.

4. Describe how this project will enhance the mission/strategic plan of IAHPERD.

5. Approximately, how many children/students will be targeted by the proposed project?

6. How will you measure project goals and objectives to determine the projects?

7. If total of amount is not received, where will remaining funds, if necessary come from?

Detail your budget request. Use a separate page if necessary. List specific brands, descriptions, quantities, catalog or part numbers, shipping, etc. Include any estimates, if necessary.
Are you a **Fuel Up to Play 60** School?

Have you considered signing up to be a **Fuel Up to Play 60** school? It’s as easy as visiting the FUTP60 website at [www.fueluptoplay60.com](http://www.fueluptoplay60.com) This *program is free for your school* and is a great way to provide **leadership skills for your students** while encouraging students to be **active at least 60 minutes a day**. The program is founded by the **National Dairy Council and NFL**. It provides a tool to help students make healthy choices on active and nutrition each day.

Students report their healthy eating habits and physical activity to earn points. The points students earn can be used to unlock games or earn prizes through **FUTP60**. There are 6 steps or plays for your team to implement through the school year so your school can become a **Touchdown School**.

You can participate in challenges throughout the year to keep students moving and active. There is also funding opportunities to encourage healthy eating and physical activity as well as equipment for your playground.

Check it out by going to the website and click on **I'm an Educator**. Register as a program advisor for your school today. If you have any questions, please contact **Jan Grenko Lehman** at grenko.jan@iowacityschools.org or your **Midwest Dairy Council Director Melissa Young** at myoung@midwestdairy.com.
This past fall, I had the honor of presenting at our state convention. My goal was to provide one possible answer to a never ending problem in education - ‘How can our teachers, who have minimal resources and time with students, maximize their impact?’

One viable solution is connecting classroom experiences to community resources. Simply put, merging community health and wellness opportunities into the current curriculum. These connections expand the learning environment for students beyond the four walls of the classroom. By doing so, teachers can help students strengthen the connections from classroom learning objectives to lifelong activities.

Example:
Through discussions with other teachers, I have heard many great examples of these connections taking place. One example is Tim O’Hagan and his fourth graders in Spirit Lake. Tim has been working with the local YMCA to get free memberships for his students after school. On designated days, instead of taking their usual bus home, students hop on the YMCA bus. This is a win/win for both the fourth graders and the YMCA. The fourth graders get to be active and the YMCA not only receives free promotion but probably a few more memberships as well.

Next Steps:
For those who are not utilizing community resources, I encourage you to do your research. Find out what is in the community and see how that could add more meaning to your curriculum.

For those who are currently making community connections, start to assess what is adding value and what needs to be tightened up for more success.

Final Thoughts:
Lastly, building these relationships in the community obviously will provide some great learning experiences for your students, but is also a great way to continue to build supporters of your health/physical education program and the school district.

State Resources

Large Initiatives:

Local Organizations:
- Iowa County Parks [http://www.mycountyparks.com/default.aspx](http://www.mycountyparks.com/default.aspx)
- IDPH Tobacco Grant County Maps [http://www.idph.state.ia.us/webmap/default.asp?map=toobacco](http://www.idph.state.ia.us/webmap/default.asp?map=toobacco)
- ISU Extension Office [http://www.extension.iastate.edu/content/county-offices](http://www.extension.iastate.edu/content/county-offices)
In the fall of 2013 IAHPERD Secretary Kari Bullis proposed we start a column for members to share their ‘TOP 5’ lists. She started us off with a great list of apps she uses in the classroom. Taking that idea and piggybacking it with IAHPERD President Jennifer Peterson’s challenge to network on Twitter frequently, we have this month’s entry. Please click the link to a replied tweet from @MrBridge204 to read his blog entitled: ‘Enhancing Physical Education With Technology’: http://www.participaction.com/enhancing-physical-education-with-technology/

Let's not just stop at applications. Here is a list of several other ideas you could submit (if you don’t have 5 or 10 submit what you’ve got):

- Top 10 people to follow on Twitter
- Top 5 pieces of equipment used in the gym (include pictures)
- Top 5 YouTube clips to view for your classes
- Top 5 professional development books
- Top 5 Health/Wellness/Nutrition/Physical Education Documentaries
- Top 5 Health/Wellness/Nutrition/Physical Education websites

or make up your own and submit to: tohagan@spiritlakecsd.org
Current research supports that regular physical activity & physical fitness can help increase students’ capacity for learning and improve academic performance (1, 2). Additionally, physical activity has numerous health benefits, including improving muscular strength and endurance as well as reducing the risk of chronic disease (3).

**Iowa Healthy Kids Act**

Due to the increasing obesity rate of Iowa’s youth, The Healthy Kids Act of 2008 was developed as an effort to prevent chronic diseases by promoting active lifestyles. One major component of The Healthy Kids Act requires Iowa school districts and accredited non-public schools to ensure every student in grades K-5 has 30 minutes per day of physical activity and every student in grades 6-12 has 120 minutes per week of physical activity (4). The definition of physical activity within the Healthy Kids Act includes physical education classes, recess, interscholastic activities, school activities, and non-school activities (4).

**Most Iowa Public Schools Are Not Meeting the Requirements of the Healthy Kids Act**

Data from the Iowans Fit for Life Education Settings Workgroup Physical Activity & Physical Fitness Survey, conducted Jan. 2011 with 235 physical educators, indicate 66% of respondents believe The Healthy Kids Act has no or only a very slight impact on their school. Only 6% of respondents felt the Healthy Kids Act had a definite impact on their school. Additionally, only 23% of respondents indicate their school is definitely in compliance with the required physical activity component. Of those schools definitely in compliance, 62% indicate that existing minutes are being used to meet the physical activity requirement while the allocation of new minutes only occurring in 9% of schools with the remaining 29% of respondents using a combination of allocated new minutes and existing minutes. In summary, most Iowa physical education teachers do not believe the Healthy Kids Act has had much impact, more than ¾ of schools are not in compliance with the required number of physical activity minutes, and the Healthy Kids Act has done little to increase the allotted time for physical activity in schools.
National Physical Education Recommendations for Youth

Physical education is a school-based program that provides students with opportunities to be physically active and to acquire the skills and knowledge needed to establish and sustain an active lifestyle (5). National organizations including the American Heart Association, the American Cancer Society, the American Diabetes Association, the National Association of Sport and Physical Education, the National Association of State Boards of Education (NASBE), the Centers for Disease Control and Prevention and the Institute of Medicine recommend 150 minutes of physical education each week for children in elementary school and 225 minutes per week for middle school and high school (6).

Iowa School Physical Education Is Not Meeting National Physical Education Recommendations

In this first ever report indicating the number of physical education minutes in Iowa school physical education programs, many Iowa youth are not being offered or attaining the recommended levels of physical education as recommended by national organizations. Findings from the Iowans Fit for Life survey indicate 96% of Iowa K-5 students receive less than 150 minutes of physical education per week. For secondary grade levels, it is unknown exactly how many students are meeting national physical education recommendations due to indeterminate survey responses; however, what is known is that at least 92% of middle schools are providing less than the recommended 225 minutes of physical education for grades 6-8. For high school grades 9-12, at minimum, 75% of schools are providing less than the national recommendations. Most secondary schools (Grades 6-8 = 80%; Grades 9-12 = 61%) are providing 60-149 minutes of physical education which is well short of the national recommendations of physical education minutes.

Assessment Processes for Physical Fitness & Physical Activity among Iowa Physical Education Teachers Including Challenges and Apprehensions Associated with the Assessments

In Iowa, the decision to assess health-related fitness components (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) is mostly decided individually by physical educators conducting the assessment or the school district, resulting in countless statewide variations. Of all respondents, 94% are assessing fitness levels, with the majority of this group assessing twice yearly (62%). The Presidential Physical Fitness Test (41%), a norm-references assessment, and The Cooper Institute’s FitnessGram (33%), a criterion-referenced assessment, were the most frequently reported assessments used. 10% of Iowa physical education teachers use both fitness assessments. Both assessments were primarily selected due to their ease of use, familiarity, personal preference, or as a district requirement. The remaining responses (16%) were unrelated to the aforementioned assessments, and revealed the greatest level of variability at the high school level. Due to the likely lack of uniformity and consensus as to which fitness assessment to use, a sizable segment of educators (27%) reported feelings of apprehension about administering physical fitness assessments, specifically in regard
to specific test items, time constraints, negative student responses/feelings related to the testing, and test reliability concerns.

Furthermore, in addition to administering physical fitness assessments, a large majority of the respondents (79%) indicated that they assessed their students’ physical activity levels, with 46% of this sub segment assessing twice yearly. Interestingly, half of the most reported physical activity assessments used are actually physical fitness assessments, demonstrating a need for professional development in this area. Similarly to physical fitness assessments, 33% of educators reported feelings of apprehension pertaining to their administration of physical activity assessments due primarily to time constraints and the possibility of student dishonesty or inaccuracy.

References


A total of 235 physical education teachers across the state of Iowa responded to an Iowans Fit for Life Education Settings Workgroup Physical Activity & Physical Fitness Survey conducted in January 2011. The main aim of the survey was to gain a better understanding of the impact, compliance, and allocation of physical activity minutes in schools relative to Iowa’s Healthy Kids Act of 2008. Additional findings pertaining to physical education minutes allotted to K-12 students in Iowa public schools and assessment processes for physical fitness and physical activity including challenges and apprehensions facing Iowa’s physical education teachers was also collected.

For any questions related to the results of this study or to receive the full report, please direct your responses to the following individual who produced this report:

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Assistant Professor
University of Northern Iowa
School of Health, Physical Education, and Leisure Services
203 Wellness/Recreation Center
Cedar Falls, IA 50614-0241
Phone: 319.273.5673
Fax: 319.273.5958
Hoops For Heart is a national education and fundraising event created by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance. Students learn basketball skills, learn the benefits of physical activity, healthy eating and avoiding tobacco; and raise funds for research and programs to fight heart disease and stroke. Millions of students have joined with us in being physically active and in fighting heart disease and stroke by funding research and educational programs. Be a part of this great event 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/hoops to get your school involved.
Convention Takeaways from a First Year Professional
by Josh Tutje

As first year teachers, we are constantly looking for new ideas and trying to figure out how we are going to make a difference in our new school. A culture has already been established, bars have been set, and administration is judging us based on our predecessors. How are we going to take the current culture (whether good or not so good) and make it our own? I was fortunate enough to have my school allow me to go to the COAHPERD conference this year. I walked away with dozens of fantastic ideas that would help me on my journey ahead. I quickly realized I needed to figure out how to sift through the information and find out what I really needed, and what I didn’t. Ultimately, these are my 3 takeaways:

1. Choose a couple ideas to master. There are only so many projects we can take on at a time without burning ourselves out. If I took every idea I had at convention and tried to implement all of them, I would run myself into the ground. Rather than try to undermine everything that has been done in your school previously, land on your feet first and make sure everything is in order. Then, pick one or two ideas you really liked, you think will compliment what your program is already doing, or you simply think will make a difference in your students’ lives.

2. Advocate for yourself and your program. When picking our battles, we have to be careful not to burn bridges. If building administration thinks we are asking for something just to ask for it, we’ll start off on the wrong foot. We need to make sure our coworkers and our bosses understand how important physical education really is to the school system, and we are all about making a positive impact on their whole education. After all, we’re not just rolling out the ball and telling our students to have fun!

3. Find solid mentors to guide you along. Like any walk of life, we need to find successful people in our world and find out what launched them to where they are. It starts in our own school- for example, my coworker and mentor in the PE department has taught me not only how our school works, but how to be a quality physical educator. After that, we have so many phenomenal teachers in our state we can lean on, including numerous teachers of the year and of course our organizational leaders. From my experience thus far, they are all willing to help out a young professional in need!

When it comes down to it, getting through our first year of teaching comes with a lot of work, but that is certainly no free pass to avoid implementing new ideas. Our students deserve the best we have, so even young professionals need to give every year all they’ve got!

**This article was submitted by Josh Tutje. Josh is the son of two educators and grew up in Sibley, IA. He graduated from South Dakota State University and student taught in northwest Iowa (Spirit Lake & Spencer). He and his wife Molly, who is also a health/physical educator, work in the Widefield School District, near Colorado Springs, CO. As a first year teacher he is actively involved with COAHPERD, serving as a board member. Great perspective article Josh!**
It was a *Pella* sweep for *Teacher of the Year* awards. *Amy Fuller-Belding* (below) is the Middle School Teacher of the Year. *Joseph Burch* (right) is the Elementary School Teacher of the Year. Both Amy and Joseph are pictured with IAHPERD President *Tim Lane*.

Awesome to see the support of the TOY’s administrators at the banquet. Principal *Brian Miller* (far left) and Principal *Josh Manning* on the right.
2015 IAHPERD Grant Recipients
(from left to right)
Tom Spalla - ‘Foundational Fitness & Archery in the Schools’ $1,843
Amy Fuller-Belding - ‘Wheeling to Wellness’ $1,155
Tara Stemsrud - ‘Fitness Class Unlimited’ $1,932
Bev Ahern - ‘Building Better Bodies’ $1,715
Iowa Association of Health, Physical Education, Recreation and Dance

2014 Convention

Presidential Citations were awarded to Greg Welk & Carol Mahlendorf (above) from IAHPERD President Tim Lane. A third surprise Presidential Citation was awarded to Jim Hallahan (right w/ Coach Fred Hoiberg)

Lois Boeyink was the well-deserved recipient of the Lifetime Achievement Membership Award (pictured with President Tim Lane). We’re grateful for her years of service to IAHPERD. Mr. Lane, being the opportunistic wordsmith that you are, I’ll simply title this picture: ‘Lois Lane’!
JRFH/HFH Top Earners
Hoops for Heart: (accepting for) Jim Kruckenberg $9,032; Margaret Beuter, IAHPERD’s Joint Projects Chair; Coach Fred Hoiberg; JRFH & HFH: Terri Carlson $23,120; Jump Rope for Heart: Kristi McMullen $19,968!!!
Thank You Skippers!

The Iowa Skippers Jump Rope Demonstration Team performed at the 2015 IAHPERD Banquet in Ames, IA. Their members varied in age from middle school all the way to college. They were joined by their current directors Kathy Szabo & Sue Bullis. Hal Garwood & Jim Patterson, the original founders of Iowa Skippers, were also in attendance. Coach Fred Hoiberg, pictured above, spoke fondly of the Skippers, the American Heart Association & health/physical educators of Iowa. Hoiberg has had a lifelong heart ailment that prematurely ended his NBA career. To learn more about the Iowa Skippers visit: http://www.iowaskippers.org/
‘One for the fridge’ - Some parting shots with Coach Hoiberg