



IAHPERD JOURNAL

A publication of the Iowa Association
for Health, Physical Education, Recreation and Dance
• Fall 2020

President's Video Message ... Erik Heard

CLICK HERE



<https://youtu.be/-4gzDnHz92kXInfus>



Past President's Video Message ... Josh Hildebrand

CLICK HERE



<https://www.youtube.com/watch?v=8xWwpdvMsDE>



Outgoing Past President's Video Message ... Chris Amundson

CLICK HERE



<https://www.youtube.com/watch?v=GNTYpoMqLlo&feature=youtu.be>



Shafer named IAHPERD president-elect - 2021

Johnston Middle School's Eric Shafer is the IAHPERD president-elect. Results of the election were sent to members in an October 2020 flyer.

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Congrats to our 2020 IAHPERD Teachers of the Year



**Elementary PE
Teacher of the Year**
~~
**Casey (Barclay)
Lewsader
Waukee
Community Schools**



**Middle School PE
Teachers of the Year**
~~
**Billy Sanders
Council Bluffs
Community Schools**



**High School PE
Teacher of the Year**
~~
**Kyle Fox
Davenport
Community Schools**



**Congratulations to
Joe Burch (left) and Chris
Amundson (right),
new co-executive
IAHPERD Directors.**



**Thank you to the selection committee
for their work.**

Leadership Council



**Ann Griffin, Grant
Wood AEA**



**Justin Wiese,
Hopewell Elementary,
Pleasant Valley**



**Kim Hurley, University
of Northern Iowa**



**Kyle Fox, Davenport
West HS,**



2021 Central District Teachers of the Year

Awarded to:

The SHAPE America Teacher of the Year program recognizes outstanding teachers in adapted physical education, school health education, dance education and physical education at the elementary, middle and high school levels.

	Adapted Physical Education: Judith Smalc (CO)		Health Education: Katie Severson (MO)
	Elementary School PE: Tanner Roos (IA)		Middle School PE: Jennifer Werner (MO)
			High School PE: Ami Schulte (MO)



CHECK IT OUT ...

Information about the SHAPE America 2021 Virtual National Convention and Expo can be found online at <https://convention.shapeamerica.org>. As noted, the virtual experience offers 1) learning from experienced health and PE teachers and other industry experts; 2) over 100 hours of professional development on a broad range of health and PE topics; 3) full access to all sessions for 45 days after the event, and, sharing of ideas with other health and PE educators while building your professional network.

ARE YOU READY FOR THE INTERVIEW?

IOWA AHPERD VIRTUAL MOCK INTERVIEWS

The Iowas AHPERD Leadership Team is offering virtual mock interviews to help prepare and build the skills that employers are looking for in their new teacher hires.

Our IAHPERD team of HPE teachers will provide feedback, mentorship, and coaching to help you best prepare.

DATES:

JAN 22-26TH
APRIL 23-27TH
JUNE 18-22ND



MEMBERS ONLY

1ST YEAR STUDENT
MEMBERSHIP FREE

SIGN UP TODAY

[HTTPS://WWW.SIGNUPGENIUS.COM/GO/10C0D49AEF2C8BF8CE9-IOWA](https://www.signupgenius.com/go/10c0d49aef2c8bf8ce9-iowa)

Updates from

Iowa Department of Education

At this time Iowa's Health and Physical Education Consultant, along with the state-wide Leadership Team, is working on a number of projects to support high quality, standards-aligned health and physical education programs. Specific announcements pertain to the following:

- AEA Learning Online modules are being built to allow educators and administrators to better understand and implement our state standards and best practices in both health and physical education. Modules will be available for free individually or will be bundled into a self-paced teacher licensure renewal credit course. Information and resources will continue to be updated on the Physical Education and Health Education State Webpage

- The HPE Leadership Team will be learning more about Iowa e-Learning Central, which is a grant-funded project to provide quality online content. Learn more at Iowa e-Learning Central

- Results are almost ready to share from a partnership project with the Iowa Department of Public Health for Childhood Obesity Intervention Cost-Effectiveness Study (CHOICES). The project investigated the cost-effectiveness of implementing evidence-based training and programs in Iowa schools. The results and next steps for the program will be shared soon.

Contact Iowa's Health and Physical Education Consultant, Lyn Jenkins at lyn.jenkins@iowa.gov

MEMBERSHIP OPTIONS

•First Year Membership - Steve France Memorial - \$0

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•1 Year Professional Membership - \$35

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•3 year Professional Membership - \$84

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•Yearly Student Membership - \$15

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•Retired Membership (previous member for 10 years) - \$0

~~

•Lifetime Membership - \$420

SPEAK Out! Day

will be virtual in 2021!

~More Information Coming Soon!~

Please contact
Joey Martelli
(jmartelli@shapeamerica.org)
with questions.

Website:
www.iowaahperd.org



Facebook:
Iowa Ahperd



Instagram:
Iowa AHPERD



Twitter:
@iowaahperd

August 2020 Convention Wrap-Up

The IAHPERD administration determined it was in the best interest of the students and professionals in the organization to participate in a virtual convention on Aug. 1, 2020. Professional development opportunities were provided free of charge to those wanting to learn more about the targeted areas within IAHPERD.

A variety of important topics were shared by a fantastic selection of professionals from Iowa and located throughout the country. We appreciate all who took time to boost their knowledge prior to the fall, whether it was to acquire new ideas for the classroom, to gain understanding on education changes at

the state-level, or to further prepare for adjustments with virtual classrooms to provide education during a time of Covid-19 protocol. A big thank you to Chris Amundson and the organization's leadership team for the preparation and implementation of this event.

Please watch the following message in regards to the organization's convention update:

<https://youtu.be/Ni5khtI4UXU>

Scholarship Announcements Made at Convention

Each year the organization provides recognition to professionals who embrace the IAHPERD mission for healthy and active individuals in the state of Iowa. The following were recognized during our 2020 convention. These professionals have impacted our organization as well as the state of Iowa.

We congratulate our student recipients and encourage all of our pre-service teaching members to review the scholarship information and apply to receive additional support as post-secondary studies are completed.

- Tanner Roos - Elementary TOY
- Kari Bullis - Distinguished Service Award
- Jen Schnell - Honor Award
- John Baker - Lifetime Achievement Award

Student Scholarship Winners -

- Ashley DeMeyer, Iowa Wesleyan University
- Beth Stolte, Simpson College

Grant Opportunities Available

In need of equipment to fulfill your teaching philosophy and make an impact in your district? Have the adjustments to physical education or health education in the past year required more creativity and the need for additional materials? IAHPERD offers grants up to \$500 to members who desire to strengthen a physical education or health program. If you have been a member for two or more years, we welcome you to submit a proposal.

Criteria for this process includes:

1. Determine a project or equipment that will enhance your students' experience in health or PE
2. Fill out the form including:
 - a. Detailed information about your project and the goals with the project
 - b. How the project will enhance your students' experience and support the mission of IAHPERD
 - c. How you will measure your project goals
3. Submit application by April 1, 2021

Visit our website for further information:

<https://www.iowaahperd.org/iahperd-grants.html>

Scholarships Offered

For those pursuing a post-secondary degree to become a licensed physical education or health teacher, would some extra financing help you pursue your career? We are eager to recognize our passionate pre-service teaching candidates as they progress through programs and student teaching. The association provides two \$1,000 scholarships to undergraduate students each year.

Criteria for this process includes:

1. Applicant must hold an undergraduate status with a focus on physical education, health, recreation, or dance. The program of study must be non-medical.
2. Applicant must be at a sophomore standing or beyond.
3. Applicant must be enrolled at a Iowa college/university.
4. Applicant must have a GPA of 2.5 or greater.
5. Applicant should be involved in student activities, community outreach, and professional organizations.
6. Applications must be submitted by April 1, 2021.

Consider Joining an IAHPERD Committee

Want to be further involved with IAHPERD? Perhaps you would like to make an impact with our future teachers in the world of PE and health education? Or participate in further advocacy efforts in our state and nation? Our association is in

need of motivated individuals to serve on committees within IAHPERD. Please review the following committees if you're interested in outreach experiences and contact the associated liaison for further information.

Committee/Purpose

Initiatives: The purpose of the committee shall be to complete activities that have a direct and positive influence on and further the initiatives of SHAPE America in addition to local initiatives in the state of Iowa or Central District.

Media: The purpose of the committee shall provide and maintain guidelines and act as protector of social media posted on behalf of IAHPERD and to prepare, publish and maintain the IAHPERD website.

Membership: The purpose of the committee shall be to promote and manage memberships for new and renewing members.

Grants & Finance: The purpose of the committee shall be to read and score grant applications and evaluate the funding for all special projects in excess of \$200 and to assist in the financial management of the IAHPERD.

Higher Education: The purpose of the committee shall be to disseminate information on higher education through convention programs, activities and articles in IAHPERD publications.

Recognition: The purpose of the committee shall be to assist in soliciting nominees for various IAHPERD awards and honors. This requires developing a timeline to ensure that the awards and honors are completed properly and on time. The committee may want to designate members to oversee specific awards and honors to help monitor their progress and completion.

Journal/Publications: The purpose of the committee shall be to serve as a channel for communication between the leadership and the members of IAHPERD. This information includes but is not exclusive to upcoming events, leadership council actions, national initiatives and state and national legislative actions.

Convention: The purpose of this committee shall be to organize the events necessary to host a state convention. This requires developing a specific action plan with direction from Leadership Council.

Advocacy: The purpose of the committee shall be to serve as a liaison between IAHPERD and State Legislature, the State Department of Education, American Heart Association, AEA, and, SHAPE America. As a liaison, this committee shall promote necessary legislative action and advocate to promote and further the strategic plan and actions of IAHPERD and the professions it represents.

Structure/Function & Nominations: The purpose of the committee shall be to oversee the compliance and maintenance of the IAHPERD Constitution and By-laws and to solicit nominations for the elected positions on the Leadership Council and to conduct the official elections for IAHPERD.

Leadership Council Liaison

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Christopher Amundson chris.amundson@iowaahperd.org

Josh Hildebrand josh.hildebrand@iowaahperd.org

Four Corners: Get to Know You Activity

Secondary Focus (but can be adapted to elementary)

•by Jenny Smith-Wittrock, M.S., Iowa State University

Purpose of Activity: Students will make decisions and/or show preference for various topics by moving to one of the four corners in the gymnasium. The teacher will show visuals or list options, preferably with a projector system. The activity can be used as a “get to know you” activity to recognize student preferences for topics related to exercise, nutrition, etc. As students pick a corner, they complete a designated movement or exercise.

Materials:

- Computer and project set-up for gymnasium
- Use of slides or a method to show visuals to student body
- If no technology is available, visuals can be shown on flash cards or options may be listed on a whiteboard.

Instructions: The teacher will utilize the first visual (slide 1) as an example to show students the procedure and expectations for the activity. The first slide will feature four classes: physical education, literacy, social studies, and mathematics. Each subject is associated with a corner of the gymnasium. Each student will pick their preferred subject and immediately run to that corner.

Corner A Mathematics	Corner B Physical Education
What is your preferred school subject?	
Corner C Literacy	Corner D Social Studies

Each corner is then associated with an exercise challenge (slide 2) to complete prior to reporting to the projector screen again for the next visual or choice of options.

- Corner A = three sets of 30 second planks
- Corner B = three sets of 30 second bird-dog poses
- Corner C = three sets of 30 second hip bridges
- Corner D = three sets of 30 second superman/woman

The activity can be used as a warm-up, main activity, or closing activity depending on curricular needs.

(Continued on Next Page)

Four Corners: Get to Know You Activity (continued)

Teachers are encouraged to use this activity at the start of a new semester, quarter, or trimester to learn about students in each class period. Several slides should be presented to students. Example topics or visuals include:

- Favorite outdoor winter activity
- Favorite portion of the school salad bar
- Favorite activity to watch in the Winter Olympics
 - Favorite genre to read for fun
- Favorite form of volunteering or community service
 - Vote for prom theme

Adjustment to the Activity: The activity can be simplified for younger grades with an emphasis on the use of pictures and visuals. Content can relate to classroom subjects to build integration practices or emphasis supplemental content related to health education.

Corner A Pineapple	<p>What is your preferred fruit?</p> 	Corner B Banana
Corner C Apples		Corner D Grapes

Corner A = 15 high jumps

Corner B = 15 frog jumps

Corner C = 15 hops on favorite foot (dominant)

Corner D = 15 hops on least favorite foot (non-dominant)

Connection to the Learning Domains: The variety of exercises provided at each corner of the gym for each topic/theme may provide options related to both health and skill-related fitness. Students will utilize reading skills and also identify the proper exercise for their chosen corner of the gym. The use of student choice will allow for students to recognize commonalities with other students and also allow the physical education teacher to learn more about the student population.

Management Strategies: It is encouraged to vary the choice of exercise/movement to prevent one corner from continually using muscular strength or cardio activities, so students do not make choices based on predicted exercises. The number of students per corner will vary so exercises that do not require equipment are encouraged to best manage time and space.

Germ Tag

Adaptable for Grades K-6 • by Jenny Smith-Wittrock, M.S., Iowa State University

Germ Tag: Prevention Tactics

Elementary Focus: Adaptable for Grades K-6

Purpose of Activity: Students will utilize various locomotor skills in a gymnasium setting. When being tagged, a student will receive a sticker (various colors) that relate to various behaviors connected to communicable disease. Students will recognize desirable prevention behaviors versus undesirable behaviors related to disease prevention.

Materials:

- 1-2 tagging hands (part of a pool noodle taped to a glove or mitten filled with cotton)
- Stickers of various colors (garage sale stickers of various colors provide a large quantity and affordable)
- White board with markers that coordinate with the color of the stickers

Instructions: Students will participate in tag with standard rules and regulations. Taggers (germs) will be rotated every two minutes based on gender. A male tagger will hand off the tagging hand to a female tagger and vice versa. Students must be tagged at the shoulders and below. When tagged, a student will quickly report to the nearest sticker station which is wisely located in a corner for safety and observation purposes. (If a teacher's aide or student is able to assist, more than one corner can be used for sticker distribution. It's an excellent way to keep a child engaged if they are unable to participate due to injury.) Reiterate students do not want to be tagged by the "germs" that are loose in the gym.

When reporting to a sticker station, a child will receive a sticker. The color should be randomized. Stickers are placed on the upper arm and sleeve of a shirt. The colors will relate to various positive or negative behaviors related to communicable disease prevention. Examples may include:

- Green: washed hands well many times a day
- Red: did not cover cough and sneezes
- Blue: wore mask correctly during the school day

The quantity and complexity of the health behaviors can be altered to best represent the age/developmental appropriateness of targeted grade level(s).

The goal is for students to have a mix of colors, therefore a mix of behaviors to consider when reviewing at the conclusion of the game. If the positive colors outweigh the negative colors, the child is more likely to stay healthy and miss less school days.

Adjustment to the Activity: Only use two colors and have the students assign positive or negative health behaviors to each color to assess cognitive knowledge about disease prevention.

Connection to the Learning Domains: The tag game promotes the use of various locomotor skills to increase heart rate and well as skill-related fitness in terms of agility and coordination. Students review health content in relation to communicable disease prevention. The review of positive health behaviors can boost self-efficacy in terms of hygiene and personal responsibility for self-care.

Management Strategies: Placement of the stickers on the upper arm and sleeve allow for appropriate touch. After reviewing and counting the colors, allow time for students to take off all stickers so they may be discarded and not worn out of the gymnasium setting. This prevents stickers ending up on the floor or being washed with the child's clothing.



I MASK UP FOR

Ankeny Schools.

POSTED ON DECEMBER 9, 2020 • Jodi Larson, Centennial High School, Ankeny

Make Yourself Stronger Than Your Excuses

TEACHING 2020 STYLE

Just like it has been for all educators 2020 has been a challenge. I live in Iowa and left for spring break last year never to return to the school last spring. We offered voluntary work. I had a son graduate from college and a daughter from high school. I went from trying to figure out how to attend two graduations three hours a part to not having either of them in normal fashion.

We then started this school year in a hybrid setting with a lot of tension within our community and school board on what was the right modality to teach in to keep us all safe and give the students the best opportunity to learn. Since that time at the high school level we have been pulled into remote only learning and back to hybrid. Our elementary has been hybrid, full return, hybrid, remote only, and back to hybrid. So to say this year has been challenging for all is an understatement. However, I am not here to talk about all of that. Honestly, I have and am exhausted by it all. The reality for me is I want to teach in whichever modality is going to keep us all safe. Today I wanted to share how the pandemic has made me a better teacher. I am in my 25th year of teaching and am teaching health, wellness, two adapted PE classes in person, and one fully virtual adapted physical education class. When I got asked to teach adapted physical education class virtually to many students that I hadn't had before I was completely overwhelmed with the challenge. How was I supposed to teach and adapt when I am looking through the screen?

Here's what I have learned. I CAN teach and make good progress with my adapted physical education class in a virtual setting. I just had to think differently. The reality is I have always been a teacher that likes to think outside the box. I have always prided myself on making good relationships with my students and being flexible in different situations. But never have I been challenged to think outside of a box as big as a pandemic.

The pandemic has made me a better teacher hands down. It has challenged me to really look at my standards and align my teaching to those standards. It has made me work to scaffold the work for student success and be clearer in my learning expectations to my students as they will continue the work without me in person the next day. I also have had to realize that we are living in a pandemic and my work may not be at the top of their priority list and that's ok.

REPORT THIS AD

I have heard educators talking about how hard it is to build relationships with kids when you are only seeing them virtually or a couple days a week. I was one of those that worried about this especially since relationship building is important to me. I have had to find other ways to build relationships and check in on my student's social and emotional health since I am not seeing them on a daily schedule but keep those attempts real and meaningful. What I have found is that I think I have done a better job of checking in with kids and building relationships because I have intentionally built in check ins and have followed up with kids. I have taken the opportunity to visit with students when they walk in my classroom instead of feeling like I have to hit the road running. I would say I have made more meaningful relationships with students this year that are real and authentic BECAUSE of the pandemic. Many strategies that I have implemented I will continue long after covid is gone. You know what..... Kids want you to check on them. Even if they are doing great.

Do I love this year? Absolutely not. Am I working harder than I ever have in my career? Absolutely. Am I feeling an exhaustion that I have never felt in my life before! Uh Huh! Do I still feel that my students are growing and learning as individuals. YES! They are also learning that their teachers are human. We make mistakes, we learn, we grown, we are vulnerable just like they are. We are teaching our students that this is life. That sometimes all we can do is take care of each other and learn together. I want normal just like the next person does especially when it comes to school. However, next year I will look back on the year of 2020 and be thankful that it challenged me to grow and change as a teacher. I will have a special place in my heart for those students and staff who went through this year with me. So I am going to embrace this challenge and look for the rainbow in an otherwise rainy year.

Follow my blog @ <https://mrslarsonpe.home.blog/>



to view resources/activity ideas

<https://drive.google.com/file/d/1kPTA9qJyXX3vrFPZ5fvwEYeJUMIGAnWy/view>

Checklist: 5 starter plays for enhancing mental health and well-being

These plays are useful in both in-person and virtual learning environments.

Print this page to help track your progress toward completing the 5 starter steps.



1. Community-building activities

- Conduct daily morning meetings.
- Find time for [staff, student, and family check-ins](#).
- Identify opportunities for peer learning (for example, lessons designed to provide ways for students to learn and work together).



2. Trauma-informed training

- Provide staff and teachers with [professional learning opportunities](#).
- Review and revise school [policies and procedures](#) to be more trauma-informed and adapted to a virtual context.
- Create opportunities for staff to [observe each other and provide feedback](#).



3. Open discussions on environmental stressors

- Build in time to practice new routines (for example, teaching handwashing, no-touch practices, and virtual high-fives).
- Build in time during the day to allow students to express and process emotions.
- Engage in [curricular opportunities](#) that promote equity, diversity, and inclusion.



4. Social-emotional skill building

- Build in time during the day for [connecting and building relationships](#).
- Introduce coping strategies that students can apply to those experiences.
- [Integrate practices that promote social-emotional skills](#) (for example, "mindful minutes" in between activities).
- Provide a [calming space](#) or set of strategies for students to de-stress.
- Work with parents and families [to support social and emotional learning in the home](#).



5. Mental health support services

- Create a [process](#) to identify students who are struggling with mental health.
- Ensure all staff understand how to [refer](#) students for additional resources and support.
- Create easy [pathways](#) for accessing mental health resources (such as regular classroom visits by mental health staff or passes to access counseling).
- Create a process for families and school staff to collaborate on and share [student support plans](#) and resources.

kp.org/thrivingschools

KAISER PERMANENTE®

Our national association is providing great resources for all stakeholders in our children's lives as we navigate this time of Covid-19 and great change in our school system structure. Kaiser Permanente has shared content through their Thriving Schools mission to not only help students but also staff and teachers. The provided resources relate to a Playbook for Healthy School Communities and includes checklists for Five Starter Plays:

- Enhancing Mental Health and Well-Being
- Enhancing COVID-19 Prevention Strategy
 - Affecting the Social Drivers of Health
- Implementing Physical Activity, Physical Education, and Health Education
 - Enhancing Staff and Teacher Well-Being

An interactive PDF document is found at: Checklists for Five Starter Plays (https://thrivingschools.kaiserpermanente.org/wp-content/uploads/2020/10/5-Starter-Plays-for-Families-checklist_100220.pdf). The organization is continually providing an evolving collection of evidence-informed guidance that is partnered with more than 30 trusted school health organizations including Action for Health Kids, Alliance for a Healthier Generation, Health Schools Campaign, and SHAPE America.

But How are YOU Doing? Resources for Teachers and Staff in School Settings

As educators and professionals, we are doing our best to reach our students during these unprecedented times. We must also practice self-care and our own social-emotional awareness to ensure we are a priority in our professional and personal lives. Whether you embrace the content provided by SHAPE America or other sources, formulate a plan for your own well-being and health status. Other noteworthy resources include:

- MentalHealth.gov
<https://www.mentalhealth.gov/talk/educators>
- TeachforAmerica Mental Health Resources for Educators
<https://www.teachforamerica.org/stories/mental-health-resources-for-educators>
- Kaiser Permanente Wellness Resources
<https://healthy.kaiserpermanente.org/health-wellness/mental-health/tools-resources>