



IAHPERD JOURNAL

A publication of the Iowa Association
for Health, Physical Education, Recreation and Dance
•Spring/Summer 2021

President's Video Message ... Erik Heard

CLICK HERE



[https://www.youtube.com/
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President-Elect's Video Message ... Eric Schafer

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Past President's Message ... Josh Hildebrand

Greetings all! Congrats on finishing your 2020-21 school year - hopefully we don't have to go through another one like that again anytime soon. Iowa AHPERD is super proud of how you all persevered through many new challenges and made the most for your students, their families, and your teaching peers!

It seems like a long way away but soon it will be August again, and our students will be excited to be back in school learning new things. Be prepared by getting signed up for the 2021 Iowa AHPERD Virtual State Convention to connect with many great professionals from Iowa, the Midwest, and beyond! For more information, you can check out the rest of the Spring Journal or head to www.iowaahperd.org. Then, relax the rest of the summer, and we'll see you on July 31!

Until we meet again - be well!



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Activity-Based Experience
for Pre-Service Teachers

Click here, click now for all of the info ...

2021 Virtual Convention set for July 31

https://whova.com/portal/registration/iahpe_202107/

Fees:

Convention plus 1 year of membership - \$50 + \$4.11 Fee

Convention Registration only - \$30 + \$3.00 Fee

IAHPERD Convention Vendor - \$50 + \$4.11 Fee

Register online.

With assistance from 10 presenters ...

2021 IAHPERD Workshop proves successful

The 2021 IAHPERD Workshop was a huge success! The Future Professionals Committee planned a virtual workshop to provide students, new teachers, and experienced teachers the opportunity to connect and learn from one another. With the help from Leadership Council member Dr. Kimberly Hurley, we were able to pull this three-day event off with little trouble.

Each workshop consisted of three or four presentations followed by Q&A for attendees to dig further into each presenter's topics. The breakout room feature was utilized to place experienced teachers and students into groups for discussion time. During this segment of the workshop, students were able to ask questions and get advice from practicing teachers. The future professionals committee emphasized the importance of making connections with teachers across our state.

The goal of this free opportunity was to show college students how beneficial networking can be for their future. We love seeing students attend IAHPERD events! Those are the driven kids who will make great teachers! We hope our committee can provide the right opportunities for these students to ask questions, learn, and grow. Our goal is to build relationships with professors, directors, and students at institutions with Health and PE programs. We want to increase student involvement across the state and we think having open communication lines with these programs will help us do that. We look forward to working with passionate students in the future and hope the Future Professionals Committee can continue to provide the non curricular experiences these students need to prepare for their future in education. We were delighted to receive very positive feedback from attendees after each workshop session.

"I had students on here that are already teachers either in PE or the classroom and they will easily take away so many ideas from tonight. You also had ideas that ranged from K-12 grades. I am honestly really excited for the next 2 workshops! Great work IAHPERD! This is a great service to your members and others in attendance." - Jennifer Peterson, Instructor of Kinesiology, William Penn University

"Thank you for taking the time to do this! I was honestly nervous this zoom was going to be straight powerpoints and slideshows, but the information was outstanding. I really enjoyed my time and the information all of the teachers provided!" - Bri Netty, College Student, University of Northern Iowa

Olivia and I worked hard to bring a plethora of topics to this year's workshop. We thought long and hard about who we wanted to present these topics and who we thought could have a lasting impact on the students and young professionals attending our event. While compiling a list we thought about practicing teachers who have had an impact on us as college students and now as young professionals ourselves. With the help of Dr. Hurley, we were able to come up with a fantastic lineup for all three events. The rockstar list below is made up of teachers from across Iowa and the US. We could not have asked for better representation of our profession and organization.

The phenomenal presenters included: **Cory Arensdorf**, Irving Elementary School, Waterloo; **Caitlin Schoville**, Pleasant Valley Junior High, Bettendorf; **Chris Amundson**, Crestview School of Inquiry, West Des Moines; **Shelley McCumber**, Hanson Elementary, Cedar Falls; **Jodi Larson**, Centennial High School, Ankeny; **Chris Christensen**, Urbandale Middle School, Urbandale; **Kenan Brod**, Forestdale Elementary, Fairfax, Va.; **Marcus Dalton**, Nora Elementary, Indianapolis, Ind.; **Olivia Drexler**, Northview Middle School, Ankeny; and, **Chad Jamison**, Shuler and Grant Ragan Elementary Schools, Waukegan.

On behalf of Olivia Drexler, Dr. Kim Hurley, and myself, I would like to send our most grateful thanks to all of the presenters who took the time to share at our event. You are all outstanding leaders in the PE and Health world. We appreciate you being a part of our event by setting for all the hard work you continue to put in for the students

The Future Professionals Committee
Olivia Drexler, Chad Jamison, Dr. Kim Hurley
•Written by Chad Jamison

Mock Interviews = Great Success!

ARE YOU READY FOR THE INTERVIEW? IOWA AHPERD VIRTUAL MOCK INTERVIEWS

The Iowa AHPERD Leadership Team is offering virtual mock interviews to help prepare and build the skills 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.

A great success for our organization this year was our Iowa AHPERD Mock Interview Program. The Iowa AHPERD leadership team created the Mock Interview program to work with both future and current professional HPE educators.

Our program includes 45-minute virtual sessions with an experienced educator in the field, designed to prepare individuals for the real interview and job search. Participants are asked relevant and current questions related to their future position and are provided with tips and continued guidance that will encourage confidence and growth on the job-searching journey.

With over 20 future professionals as well as current professionals participating in the program this year, we are excited to carry this initiative on in the future. Participants cited the flexibility, mentorship, and meaningful interview practice as reasons to take part in this opportunity, and the best part ... it is free!

The mock interview program will be starting up again next year. Be on the lookout for registration dates!

News from the Department of Education

Lyn Jenkins, Department of Education, shares the following information:

- 1. [Guidance for Physical Education for Students with Disabilities](#) [Guidance for Physical Education for Students with Disabilities](#)
- 2. [CPR and Graduation Requirements for the Class of 2021](#) [CPR and Graduation Requirements for the Class of 2021](#)
- 3. The AEA has [Online Learning Modules and Self-Paced Teacher Licensure Renewal Courses are available for Physical Education Standards and Health Education Standards](#) <https://www.aealearningonline.org/>
- 4. A research brief released from the Childhood Obesity Intervention Cost-Effectiveness Study (CHOICES) in regards to active physical education (PE) in Iowa.

[Research Brief on Active Physical Education in Iowa](#)

•Lyn Jenkins,
Health & Physical Education Consultant
Iowa Department of Education, Grimes State Office Building,
400 E. 14th Street, Des Moines, IA 50319

lyn.jenkins@iowa.gov

515-689-3607

Involvement opportunities abound with IAHPERD

Like 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/Leadership Council Liaison

- ✓Leadership Council Liaison Initiatives: The committee shall 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. Contact: Clint Driftmier clint.driftmier@iowaahperd.org
- ✓Media: 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. Contact: Casey Lewsader casey.lewsader@iowaahperd.org
- ✓Membership: The committee shall promote and manage memberships for new and renewing members. Contact: Kyle Fox kyle.fox@iowaahperd.org
- ✓Grants & Finance: The committee shall read and score grant applications and evaluate the funding for all special projects in excess of \$200.00 and to assist in the financial management of the IAHPERD. Contact: Ann Griffin ann.griffin@iowaahperd.org
- ✓Higher Education: The committee shall disseminate information on higher education through convention programs, activities, and articles in IAHPERD publications. Contact: Kim Hurley kim.hurley@iowaahperd.org
- ✓Recognition: The shall be 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. Contact: Justin Wiese justin.wiese@iowaahperd.org
- ✓I.Journal/Publications: 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. Contact: Jenny Smith jenny.smith@iowaahperd.org
- ✓I.Convention. The committee shall organize the events necessary to host a state convention. This requires developing a specific action plan with direction from Leadership Council. Contact: Josh Hildebrand josh.hildebrand@iowaahperd.org
- ✓Advocacy. The committee shall serve as a liaison function between IAHPERD and the 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 promose tne further the strategic plan and actions of IAHPERD and the professions it represents. Contact: Christopher Amundson chris.amundson@iowaahperd.org
- ✓Structure/Function & Nominations: The committee shall 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> The purpose of the 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. Contact: Josh Hildebrand josh.hildebrand@iowaahperd.org

●●Lesson Plans●●

K-1: Cardio Drumming (The Chicken Dance)

Author: Lisa Grote (Associate Teaching Professor Iowa State University)

Introduction: Demonstrate and explain the steps with students, then play along with music.

Main Body:

Part A

- 4 counts - Tap 4 times on top of ball
 - 4 counts - Tap 4 times on side of ball
 - 4 counts - Tap 4 times on sides of bucket
 - 4 counts - 4 (X) taps
- Repeat sequence 3 times (4 times total)

Part B

During the polka part of the dance, have students skip in circle (in personal space around their bucket) for 8 counts.

Repeat Part A and Part B for the remainder of the dance (3 more times).

Conclusion:

Discuss with students what happened to the rhythm at the end of the dance and how they had to adjust their movement to account for the changes.

-Rhythm slowed way down, then sped up. Students had to change beats with the rhythm of the music.

Teacher Observation/Evaluation:

- Student performs locomotors and non-locomotors correctly.
- Dance flows smoothly from beginning to end.
- Student performs locomotors in correct pattern and with correct rhythm.

2-3: Cup Stacking (Builders and Bulldozers)

Author: Lisa Grote (Associate Teaching Professor Iowa State University)

Activity Explanation: Divide students into two teams. One team is the Builders, and one team is the Bulldozers.

Each student gets a set of cups (six total).

Builders set their cups in the upstacked position (6 stack), and Bulldozers set their cups in the downstacked 6 stack position.

Make sure the upstacked and downstacked cups are randomly spread throughout the activity area in a scattered formation. Once the cup set-up is complete, the Builders and the Bulldozers teams line up on opposite sides of the gym.

On the 'go' signal both teams run into the activity area. The Builders upstack the downstacked cups; the Bulldozers downstack the upstacked cups.

After some time, signal to 'stop' the game. Upon the signal, all Builders and Bulldozers must finish upstacking or downstacking their cups. Change builders and bulldozers periodically so each child fills both roles equally during class time.

Teacher Notes: Because downstacking is typically faster, allow more students to be the Builders and less to be the Bulldozers.

If a Builder accidentally knocks over a set of cups, they must return them to their original position before continuing the activity.



•Instagram: Iowa AHPERD

•Facebook:
Iowa Ahperd



Website:
www.iowaahperd.org



•Twitter: @iowaahperd

●● Lesson Plans (continued) ●●

4-5: Skyscrapers Shared by Lisa Grote (Associate Teaching Professor at Iowa State University)

Introduction: Set up the gym with the skyscrapers on an accessible baseline. “Skyscrapers” are one cone on the bottom with another cone on top (smaller ends together) and requires a balancing act with both pieces of equipment.

Place a poly spot in the middle of the gym for each partnership so a kicking location is provided for the activity. The poly spot should be across from a designated skyscraper. The distance of poly spots and skyscrapers can vary based on ability.

For an extension, students can start across the gym and dribble to the poly spot to practice the skill of trapping before making a direct kick at a skyscraper.

Put students into partnerships and give each pair a soft soccer ball. The goal is for the student to knock down the skyscraper by kicking the soccer ball. Each time the ball is kicked, the student retrieves it and dribbles or passes it back

to their partner. It must be returned to their partner with a skill using the feet. If the skyscraper falls down, the team gets one point, and they reset the skyscraper.

Reflection: Ask the students what promoted their accuracy and aim during the activity. What actions with their feet and overall body helped them be successful with this demolition activity?

Observation/Evaluation:

Teacher observation: student changes force and direction of kick based on distance of target

Teacher observation for kicking:

- Contact is made directly behind center of ball.
- Contact is made with shoelaces.
- Trunk leans back slightly in preparation.
- Follow through with extension toward target.
- Kicks ball in a straight pathway to target.

Tips & Tricks for Helping Future Professionals

•Stephanie Klaffke

When I was a student teacher, I often wished that I could read my cooperating teachers’ mind so that I could tell how the lesson was progressing into student learning. When I took the job at Gilbert, I wished that Deb Anderson could somehow transfer her 30+ years of physical education experience into my hands. (I am now 14 years into my physical education career, and I still wish for that knowledge!) I have realized that teaching is a profession where a lot of knowledge is lost when there is a retirement or a teacher that transfers out of the district. Being a cooperating teacher is a way to help share both the passion for PE and the learning experiences from teaching.

It is important to note that the sharing of knowledge and experiences does not mean that I want student teachers to “mimic me” or to “be like me.” I want to help them discover the talents and gifts that make them the best teacher they can be for their future students. It is my goal that student teachers leaving Gilbert have the ability to make choices surrounding their classroom and career.

Why would I recommend being a cooperating teacher?

•It is one way that I can give back to the university that I attended.

•It is a unique way to help student teachers transfer between academic study of physical education and application of their knowledge into student learning.

•It allows me to advocate for quality physical education for all students.

What pre-service characteristics does a cooperating teacher want to see as they meet their student teacher?

In my experience, the future professional is most successful in the student teaching placement when they have the following skills: intrinsic motivation, strong verbal and non-verbal communication, and, reflective teaching techniques.

What gives cooperating teachers confidence that a student teacher is ready to become a physical education professional? How do you know when to “let go” of total control and let the future professional build their skills?

If you think about confidence like a pyramid, the cooperating teacher and student teacher work their way through the following stages.

•Continued on next page

Tips & Tricks for Helping Future Professionals (continued)

•**Layer 1: Ice Breaker Stage:** The foundation starts with showing initiative to build rapport within the school system (learning student names, meeting staff members, getting to know your cooperating teacher). This foundational layer is the “ice breaker stage.”

•**Layer 2: Communication Stage.** Do not underestimate the power of verbal and nonverbal communication. This layer includes the ability to write a standards-based detailed lesson plan. Confidence comes from the plan being so detailed that the cooperating teacher does not have to ask questions to understand the way the lesson will flow.

•**Layer 3: Group Goal/Sharing the Gym Stage.** In this layer, the important concept is that the students must be learning. That is the group goal for the future professional and the cooperating teacher. As much as a cooperating teacher wants the future professional to learn, their first priority is that students are learning. Student learning is a cooperative effort. Trying to see each other's point of view and communicating ideas to reach that goal is important.

•**Layer 4: Problem - Solving Stage.** This is a crucial stage. There will be issues that come up during the student teaching timeline. A lesson plan needs more details, there is a student issue that needs more management, or a great lesson plan doesn't transfer into student learning. Handling these in a professional manner is really important. The cooperating teacher is there to help problem-solve but must also balance giving control to the future professional.

•**Layer 5: Trust Stage.** In my experience, this is the hardest stage to truly achieve in student teaching. There has to be a mutual trust that the problem-solving over the curriculum or instruction is for the common goal of student learning. In this stage, the cooperating teacher has enough evidence that the future professional can plan a standards-based lesson, implement it with appropriate classroom management and safety considerations, and be open to feedback to make the lesson more meaningful for the students. This is the stage where it is apparent to me that the student teacher is making choices about their teaching and not reacting to situations.

What are some do's and don'ts for cooperating teachers?

Let me start by saying that I am not an expert on being a cooperating teacher. I have had quite a few

student teachers and have tried to become a better cooperating teacher with each placement.

•**DO** see the future professional as an individual with their own unique talents and gifts. Work hard to find them and help them see them too!

•**DO** set high expectations and communicate them with your future professional. Be very clear on what you will expect and share why those are your expectations.

•**DO** create an environment that the future professional can ask for your help. Model how this looks by sharing how you have problem-solved or asked for help.

•**DO** be honest and forthcoming about evaluations and observations.

•**DO** provide the future professional the opportunity to be the only teacher in the classroom. (Once they build that trust with you.)

•**DON'T** expect the future professional to teach exactly “like you.” They are not you and may have different strengths and weaknesses.

•**DON'T** forget to point out the positives or provide encouragement. This one is SO important.

How can we encourage future professionals to connect with others in the building, district or community?

It is important to model and advocate in your building, community and district for the physical education profession. A part of this advocacy is being an active member and building connections with others. The first step is to think about all of the places or times when you could surround yourself with people from the district or community. Choose a few to start with and then build from there. The next step is to identify the ways that you can share your talents and strengths. If you love technology, look for people to help. If you love to be outdoors, look for opportunities to connect outside. The final step is to identify people or opportunities to strengthen your areas of growth. If you would like to grow in classroom management, ask to observe a fellow teacher that has that strength. If you would like to get to know more parents, attend a PTO meeting.



A Call to Physical Educators: “AN OPPORTUNITY TO LEAD FROM THE FRONT”



As a former Iowa physical education and health teacher and proud IAHPERD member for 33 years, I encourage each physical educator in our state to lead from the front during this incredibly challenging time in education. This is OUR time to show our administrators and colleagues how important our profession is. Collectively, physical educators can take a negative situation (the pandemic) and use it to springboard the PE profession to the forefront and shine a bright light on the importance of what we do on a daily basis. Even more importantly, now is the time to use the tenets of our profession to show our administrators and colleagues how important each of them is to us and turn them into advocates for our profession. Read on to find out how each of you can do just that ... in your district!

Since my retirement from teaching I have served as the Health and Wellness Consultant (CatchLife Director) for the School Administrators of Iowa. Creating programming to serve administrators health needs the past five years has been incredibly rewarding. In fact, I have developed the same zeal and passion for this purposeful work as I had for serving students as a physical education and health teacher. Through these five years I have seen how school administrators have sought to find their “proper leadership-life fit” through participation in the CatchLife programs and how they have learned to value their own self-care at a higher level. Equally impressive has been their desire to offer the opportunities afforded to them to their staff members. This “Pay It Forward” approach has meant close to a thousand educators from across our state have been introduced to **CATCHLIFE30** programming. How? Simply, as a result of administrators requesting these services for their teachers and school personnel. As exciting as this has been to see transpire it reminded me that the genesis for these “staff wellness” opportunities should come from my colleagues in the physical education and health arena. My ultimate goal is not to have administrators be the catalyst for “staff wellness” but to have my professional colleagues take the rightful lead in this area. Why? Because I think it will catapult the value of our profession and remind key decision-makers in districts of the significance of what you do on a daily basis with students.

There has never been a more important time in our lifetime to carve out time in our busy lives to focus on ourselves through self-care and attention to our social-emotional and physical well-being. I love Iowa State University Coach Matt Campbell’s constant rallying cry to his players that they need to “strive to become the best version of themselves.” In focusing on each individual in this way, their team and/or family becomes the best version of itself collectively, as well. In order for school personnel to provide the highest quality service to students, families and the entire school community, they need to put themselves in a position to physically, psychologically and socially-emotionally be the best version of themselves.

Covid-19 has been a weight for everyone to carry for most of 2020 and all of 2021, and although it’s been crazy, Iowa educators have once again stepped up to prioritize their students by meeting their personal and educational needs. And that’s great! But my goal is to remind you that educators also must “invest in themselves” in order to continue to “invest in others.”

What if I told you there was a ready-made 30-Day staff wellness challenge for you to offer to your staff for next fall? One designed by an educator, specifically for educators, to help them make healthier choices on a daily basis. A challenge that helps educators focus on being the “best version of themselves” for 30 days while also partnering with their colleagues for some friendly District-wide competition; as well as, regular encouragement and support. Would you be interested in trying to make that become a reality in your district?

CATCHLIFE30 is a company dedicated to prioritizing the health and wellness of educators so they have enough “Energy for Work... Family... Life.” Taking steps in these areas will produce healthier habits that impact their mind and body and improve their work-life fit. The **CATCHLIFE30** Challenge is about developing a better lifestyle through:

- Improved Sleep
- Increased Hydration
- Planned Physical activity
- Healthier Nutrition
- Being intentional about Social/emotional health practices

“AN OPPORTUNITY TO LEAD FROM THE FRONT” (continued from Page 8)

CATCHLIFE30 will provide daily links that come directly to a participant’s phone/computer for easy use. Through this link, they will receive daily two- minute videos, daily goals to track their progress, a community forum to engage with other participants and personal summary reports guiding them through the challenge. An added bonus for the busy life of an educator is... the tracking can be done in five minutes or less each day!

Below is just a small snapshot from the hundreds of Iowa educators who have taken part in the challenge so far. We are encouraged by the real change that is occurring in the lives of those who participate as demonstrated by the comprehensive data analysis.(See below.)

Table 4: WHO-5 Score Comparison (initial vs. Final Survey Comparison)

WHO Group	Initial Score	Final Score	Percent Change
Overall Well-Being Score	55.5	71.3	22.1
Individual Questions:			
1. I have felt cheerful in good spirits.	63.8	73.6	13.3
2. I have felt calm and relaxed.	55.3	69.6	20.6
3. I have felt active and vigorous.	47.4	67.7	30.1
4. I woke up feeling fresh and rested.	48.7	68.5	28.9
5. My daily life has been filled with things that interest me.	62.5	77.0	18.9

Table 5: Goal Score Improvement: Prep Day vs. Challenge Days

Focus Area	Average Goal Score		Difference
	Prep Day	Challenge	
	Day 0	Days 1-30	
Overall	54.0	85.9	31.9
Sleep	65.6	89.9	24.3
Water	52.5	84.7	32.2
Fruit	52.2	83.7	31.5
Vegetable	51.1	83.0	31.9
Dessert	55.1	91.8	36.7
Physical Activity	49.7	71.2	21.5
Social Emotional	52.1	97.1	45

Now is the time to serve others in a powerful way by caring for your colleagues. Now is the time to **LEAD FROM THE FRONT!**

Here is a two-minute overview video to watch.

[CATCHLIFE30 Challenge Overview](#)

If you would like to learn more about this **CATCHLIFE30** Staff Challenge, please click [here](#) to receive more information, and I will be in contact to help you LEAD FROM THE FRONT!

In health,
Rick Schupbach

Benefits of Authentic Physical Activity-Based Experience for Pre-Service Teachers

•Jenny Smith-Wittrock, M.S.

The portions of my job related to the outreach programs in the Department of Kinesiology & Health at Iowa State University are certainly a highlight during the fall & spring semesters, not to mention our summer programming.

Iowa State University has provided outreach programs focused on movement and well-being for decades and will continue to do so into future years. The provision of these programs are beneficial for two important populations: the children in Central Iowa and the pre-service physical education majors at Iowa State University.

ISU Summer Youth Fitness is providing summer programming for the 35th year in 2021. The program has been provided consecutively for 34 years with 2020 being the first year it was canceled due to Covid-19 protocol on campus. The program was brought to the campus by Dr. Rich Engelhorn and direct by him for decades as it served Ames and surrounding communities.

As Dr. Engelhorn retired, Jenny Smith-Wittrock took over the program in 2010. The program strives to employ undergraduate pre-service physical education majors. A full afternoon of structured physical activity is provided in June and July each year with focuses on cooperative games, sport activities, swimming lessons, creative movement, etc. for children in grades K-6. It allows physical education majors to take ownership of planning and management which ties in the authenticity of the program and its similarities to physical education settings. Juniors and seniors are typically assigned to be group leaders so authority is consistent throughout the summer. Freshmen and sophomores are assigned to be group assistants and rotate to interact with various age/grade levels in the program. The program strives to be cost effective so families of all socioeconomic statuses can enroll and participate in the summer months.

ISU Swim & Gym is an after-school program that focuses on physical activity (K-6) during the spring and fall semesters. The program was created in 2004 by Dr. Katherine Thomas during her tenure at Iowa

State University. The program provides an hour of physical activity in the outdoor or gymnasium setting. In recent years, the program is aligned with a course that all physical education majors take prior to student teaching. Assignments are created to evaluate lesson planning skills as well as the development of pedagogical skills related to management, evaluation, implementation of activities, etc. The program also provides swimming lessons to participants as the Forker Building has an indoor swimming pool on the Iowa State University campus. In 2009, leadership was redirected to Jenny

Smith-Wittrock, M.S. The program takes place for 10 weeks each fall and spring semester and serves children in the Ames area. The local home-schooled population is a consistent presence in the program as well.

The provision of these outreach programs is very rewarding as a faculty member as it allows the use of a safe environment for local children to surpass the 60 minutes a day recommendation in our nation. It is fantastic to see ISU faculty as well as the undergraduate student population form a rapport with the children in the program and serve as role models. It's just as rewarding to watch the university's pre-service teachers utilize skills from methods and fundamental courses and apply those job skills to the real world. The opportunity to interact with youth in an authentic setting is beneficial for the children, pre-service teachers, parents and guardians, and university as a whole. It is a hope that other institutions in our state may provide authentic opportunities for our future teachers.

Have an authentic
experience to share
with our organization?

Contact
Jenny Smith-Wittrock
at

jenny.smith@iowaahperd.org

to share detail
about your program
in a future journal.