



INDIANA
ASSOCIATION FOR
HEALTH
PHYSICAL
EDUCATION
RECREATION, AND
DANCE

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2014-2015 LEADERSHIP TEAM

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President Elect's Report.....	Gary Sanders
Executive Director's Report.....	Karen Hatch
Conference Coordinator.....	Keith Buetow

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New Tiered Membership Model Released

To better serve the needs of our members, SHAPE America has announced a new tiered membership model which streamlines our membership dues structure and offers attractive options for professionals. The new model represents the first change to membership since 2009. Among the many new highlights, professional and student members are now eligible to vote for SHAPE America officers as well as participate on committees. Professional membership will include three options of member service tiers.

SHAPE America membership delivers an impressive, comprehensive array of practical benefits for a low annual rate. Additionally, membership gives you even more opportunities to maximize your time and budget. Whether you choose our Basic Online Professional Membership, Select Professional Membership or Premier Professional Membership – we will provide the service, involvement, and connection points that best fit your needs.

For more information, please visit www.shapeamerica.org/about/membership.

Meet Gilbert

Gilbert, the blue mascot that appears in the SHAPE America logo, was designed to show a balance of shapes, while also showing movement. The color was chosen to honor the organization's long history: it was a primary color in both the old logo and most of our former national associations.

They named him after SHAPE America founder William Gilbert Anderson, a physical training instructor at Adelphi Academy in Brooklyn, NY. On November 27, 1885, Dr. Anderson invited a group of people who were working in the gymnastics field to come together to discuss their profession. These 60 people talked informally about teaching methods and eventually took on the formation and first iteration of the organization.

So with Gilbert
SHAPE America honors
their history and celebrate
their new brand!



State
Conference
Mark Your
Calendar Now
Nov. 4-6,
2015



New Online Community Launched

On August 4, SHAPE America launched a members-only online community that will change the organization forever. “Exchange” features areas for discussion posts, blogs, announcements, a professional profile and a library. Its goal is to create a place where all SHAPE America members network, get advice, find and share resources with their fellow peers.

One main feature of the community is its discussion board, which allows SHAPE America members to join conversations on the hottest topics in health and physical education to share ideas and opinions, ask questions and see what others are talking about. Members can create a professional profile, or import their existing profile directly from LinkedIn. This is perfect for networking and connecting with other professionals that you meet at the SHAPE America National Convention. In the shared file database (also known as the library) professionals can upload lesson plans, assessment tools and other resources to share with peers.

Finally, blog posts can be used to tell stories or share exciting news with other professionals. Also, be on the lookout for CEO Paul Roetert’s monthly blog.

The August launch was a major success, as over 600 different members logged in on the first day and contributed over 100 unique posts within the first week. These posts touched on a variety of topics, including preparation for the school year and new technology in the classroom. SHAPE America President Dolly Lambdin kicked off the launch with the first post, in which she wrote: “By supporting each other, I am confident that we will shape a future where healthy is the norm and realize our vision of a society with: Healthy People – Physically Educated and Physically Active!”

Every SHAPE America member automatically is subscribed to the all-member community located at <http://community.shapeamerica.org/home>. Logging on is easy: simply use the same member ID and password used to log into www.shapeamerica.org. So, what are you waiting for? #GetOnExchange

SHAPE America Councils Announced

Unified as one organization, the first SHAPE America Councils – for Health Education, Physical Activity, Physical Education and Research – have been announced by SHAPE America President Dolly Lambdin. Each council will address five functions including advocacy, partnerships, publications, convention and professional development. To have between six and eight members, each council will also have a liaison to the Board of Directors.

“The charge to each of the councils is to think creatively about strategic plan initiatives and appropriate programs, products and services related to the respective focus while considering the impact and return on investment,” says Lambdin. “In addition we want our councils to review our existing programs, products and services while guiding new projects through the review process needed for completion in a timely and costeffective manner.”

Here are members of the new SHAPE America Councils:

Health Education Council

- Irene Cucina, Chair, Plymouth State University, NH; icucina@mail.plymouth.edu
- Marybell Avery, BOD liaison, Lincoln Public Schools, NE
- Judy Beard, Kittitas School District, WA
- William Potts-Datema, United States Centers for Disease Control and Prevention, GA
- Brian Griffith, Frederick County Public Schools, MD
- Rose M. Haggerty, Houston Independent School District, TX
- Brent Powell, California State University, Stanislaus, CA
- Deborah Tackmann, North High School, WI Physical Education Council
- Vicki J. Worrell, Chair, Emporia State University, KS; vworrell@emporia.edu
- Renee Colleran, BOD liaison, Northshore School District, WA
- Brian D. Devore, Mountain View Elementary School, GA
- Terri Drain, Vintage Hills Elementary School, Pleasanton CA
- Theresa Purcell Cone, Rowan University, NJ
- Brian O. Culp, Indiana University-Purdue University Indianapolis, IN

- Jayne D Greenberg, Miami/Dade County Public Schools, FL
- Jeana M. Haag, Tahoma High School, WA
- Kristi L. Roth, University of Wisconsin- Stevens Point, WI

Physical Activity Council

- Brad Strand, Chair, North Dakota State University, ND; bradstrand@ndsu.edu
- Dennis Docheff, BOD liaison, University of Central Missouri, MO
- Jeffrey S. Gehris, Temple University, PA
- Tim Graham, Tumwater High School, WA
- Leslie J. Hicks, Chandler Unified School District, AZ
- Dallas Jackson, Slippery Rock University, PA
- Jessica Peconi-Cook, Mount Lebanon High School, PA
- Mario J. Reyna, McAllen School District, TX
- Debra J. Stephenson, Kirn Junior High School, IA

Research Council

- Louis Harrison, Jr., Chair, University of Texas at Austin, TX; lharrison@austin.utexas.edu
- Fran Cleland, BOD liaison, West Chester University, PA
- Alex Garn, Louisiana State University, LA
- Kim C. Graber, University of Illinois at Urbana-Champaign, IL
- Gabriella Maria McLoughlin, University of Illinois at Urbana-Champaign, IL
- Phillip Ward, The Ohio State University, OH
- Emily H. Wughalter, San Jose State University, CA



SHAPE America SOCIETY OF HEALTH AND PHYSICAL EDUCATORS

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Heart
Association®



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HEART HERO

Diego, age 8

"I've always known that my heart is different because my mom and dad have always taken me to the heart doctor. Doctors are going to switch the two bottom pieces of my heart around. Helping people with different hearts is important so doctors can find cures for kids like me!"

Hoops For Heart a national education and fundraising event created by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance. Middle school students have fun playing basketball while becoming empowered to improve their health and help other kids with heart-health issues. And it's a great way to satisfy the physical education standards as determined by the National Association for Sport and Physical Education and the American Association for Health Education.

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

- Ongoing discovery of new treatments through research
- Advocating at federal and state levels for physical education and nutrition wellness in schools
- CPR training courses for middle and high school students

Hoops For Heart helps students:

- Learn the value of community service and contribute to their community's welfare
- Join with other children to help kids who have heart problems
- Develop heart-healthy habits while being physically active
- Learn basketball skills they can use for the rest of their lives
- Earn gift certificates for free school P.E. equipment from U.S. Games

With your support, we can help protect and improve children's health. Your efforts to educate your students and raise funds for research and outreach are vital to improving kids' lives.

Call 1-800-AHA-USA1 or visit heart.org/hoops to get your school involved.



American Alliance for
Health, Physical Education,
Recreation and Dance

AAHPERD is a proud program partner of Hoops For Heart.

Using Social Media to Enhance Your Practice



Social media is practically woven into every aspect of our lives these days. It seems as though everyone uses some form of social media from your students to Fortune 500 companies to friends and family and you can probably include yourself on that list. Websites like Facebook and Twitter first began as a way for people to stay connected, but now they can serve a greater purpose. Social media is being used more and more as a way to connect to other teachers for resources, advice and strategies. Below are a few places to get started.

Exchange — As you have probably heard by now, SHAPE America has launched its own online community for its members. This is a place all members can collaborate, share and talk about the

things that matter to them. It's off to a great start, and as members get familiar with the community, it will become a great tool. If you haven't checked it out yet be sure to do so. Your username is your member ID number and your password is your last name.

Twitter — Twitter has been around for a few years, but has already become a great tool to connect with teachers around the world. Start by following a few other physical education teachers and search commonly used hashtags in the PE community. Hashtags (#) are a way to mark keywords or topics in a tweet. Some samples related to physical education are #PhysEd, #PEGeeks, #PEChat. Check out the video "Why Twitter for PE?" which includes a large list of PE teachers to follow www.youtube.com/watch?v=svHXvjwcc1c.

Blogs — Blogs are set up by individual people to share information, thoughts and resources. There are tons of good PE blogs that you can subscribe to get the latest updates sent directly to your e-mail. Check out the blogs below to get started:

- <http://www.thephysicaleducator.com/>
- <https://thepegeek.com/> (Check out the 14-day Twitter challenge!)
- <http://creativephysed.wordpress.com/>
- <http://lovepe.me/>

Using social media platforms like Twitter, Facebook or blogs is a wonderful to enhance your teaching. Being connected to like-minded professionals in an instant is like having a professional development workshop at your fingertips. By sharing and connecting and improving our practice we can improve physical education for all students. Go on Exchange to share your Twitter usernames, personal blogs or other great online tools you use.

Do You Want to Train Like an Astronaut?

Mission X: Train Like an Astronaut is an international challenge that brings the excitement of space exploration to challenge, inspire and educate children to set physical fitness goals and to practice physical fitness and proper nutrition! The physical activities are modeled after the real-life training that astronauts do to prepare for exploring space. Children will experience hands-on science that relates to the needs of their bodies on Earth and to the needs of an astronaut in space. Although designed for 8-12 year olds, the challenge is for anyone and everyone who is curious about space exploration and what it takes to be an astronaut! The activities are available in 15 languages, and have also been adapted for individuals with unique needs.

NASA is currently looking for teams for the 2015 Mission X: Train Like an Astronaut challenge as part of Team USA. The challenge will run from January 19-March 20, 2015, with pre-challenge preparation and training for leaders in November and December 2014. There is no cost to participate. Visit www.trainlikeanastronaut.org/usa_application to apply for Team USA 2015, between September 20-October 24.

For more information on the challenge, please visit www.trainlikeanastronaut.org.



Astronaut Mike Hopkins performs the Jump for the Moon activity alongside SHAPE America's Cheryl Richardson.

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Partnerships in Action: The Cortland Homer Afterschool Mentorship Program

In the past few years there has been a growing emphasis on the value and importance of partnerships between university programs and school districts as a way of preparing preservice teachers, providing healthy activity opportunities to children, and promoting physical activity in the community. These collaborations take time and effort to create, as well as the support and dedication from all involved, but the overall benefits are well worth it, as evidenced by one such partnership between the JM McDonald Sports Complex and the Physical Education Department at State University of New York at Cortland.



Timothy Davis

Timothy Davis, who has been an adapted physical education (PE) teacher for over 25 years — and has been a SHAPE America member for just as long — is currently an associate professor at SUNY Cortland teaching adapted PE and motor development in both the undergraduate and graduate programs. **Alexis Abdo** has been teaching PE since 2010 and has been a SHAPE American member since 2009. She currently teaches PE and Adapted PE at Wheeler Elementary, in the Onondaga Central School District.

In an email interview with us, Tim described how and why he developed a mentorship program called CHAMP, and why the program has been such a huge success. Alexis, who serves as CHAMP program director, also shared her thoughts.

Tammy Lindhorst, director of the JMM Sports Complex, reached out to the university's PE department and invited Dr. Davis to initiate a community program. Within a short time, the two had brainstormed an after-school practicum that would meet the needs of the community and university students. This program evolved into the Cortland Homer Afterschool Mentorship Program (the acronym, CHAMP, seemed perfect). One thing that inspired Tim to create the program was that his youngest son, who was just starting first grade, was struggling with organization and homework. The mentors helped to encourage him and many other children who needed a structured after-school experience and this caused Tim to realize just how valuable a mentorship program can be. The CHAMP program began as a two-day per week practicum for students enrolled in Tim's undergraduate motor development class.

What are the program's mission, goals, and structure?

The stated mission of CHAMP is "To provide a mentorship program designed to connect SUNY Cortland physical education majors with the Cortland/Homer area youth who would benefit from a NY-state approved after-school daycare program." Some of the program goals are to:

- Increase the physical activity levels of Cortland/Homer youth (K-6th grade).
- Provide quality mentorship experiences for college students interested in working with youth.
- Decrease the overweight and obesity levels of Cortland/Homer area youth.
- Conduct and disseminate practical actionbased research on best practices toward addressing the physical activity and nutritional needs of all area youth, including those with disabilities. As explained by Alexis, the program is based on a three-pronged approach: 1) planned physical activity (using PE majors as mentors), 2) healthy snack education and choices (called Snack

Attack), and 3) organizational and homework help. It follows the CATCH curriculum, which is designed to teach children the importance of eating healthy and being physically active.

What have the benefits been for the children?

"Along with daily physical activity (1 hour) and the fact the kids are receiving homework help," wrote Tim, "one of the benefits is that the children are given one-on-one or small-group mentorship and learn to control many of their impulsive behaviors through social engagement and positive behavioral instructional strategies. Alexis does an amazing job working with children who struggle socially and who demonstrate impulsivity/sensory processing disorders. She frequently pulls kids aside and works with them one on one." Alexis added, "I really like to model positive responses to student misbehaviors to my staff and explain to them that kids are not 'bad' — their behavior may not be great, but a lot of times by changing certain things (transitions, counting down, signaling for attention, etc.), we see a positive change in behavior very quickly." She continued, "The parents have been impressed with the physical activities we provide to the kids and that we partner with the SUNY Cortland PE program." One mother of two boys who participate in the program, one of which has autism, said, "Thank you for giving so much to my children. Every moment they get up and are excited to go to the CHAMP program."

How have the college mentors benefited?

"Students who have volunteered for the program love it and often come back and work as counselors in the summer and subsequent semesters," said Tim. Alexis herself confirmed this: "I began this program in January of 2008 through the motor development course with Dr. Davis. I knew immediately this was where I should be (meaning, teaching children). I loved the program and jumped at the opportunity to come back and make it my own." She then added, "I love how the kids challenge my thinking and help me to really reflect on my teaching and the way I present things. Being involved in this program has helped me to improve on my leadership qualities, has taught me to have more patience, and has taught me to figure out how to help each child succeed. The look on a child's face when he or she 'gets it' is priceless. Knowing we've helped in some small way is a gift."



Alexis Abdo, left, began with the program in January 2008 and is currently the CHAMP Program Director.

Is the program reaching its intended goals?

“Yes,” said Tim. “I developed this program to address a community need: quality, inclusive after-school programming that was affordable and met established national guidelines for quality mentorship and daycare. In addition, the program provides a wonderful opportunity for college students to have a very meaningful practicum experience. Thanks to this program, the partnership between the community and the university has been strengthened. The kids enjoy the college student interaction and the parents enjoy the quality small-group or one-on-one mentorship with their children. It’s a win/win all the way around.”

—Timothy Davis can be reached at Timothy.Davis@cortland.edu.



The Cortland Homer Afterschool Mentorship Program (CHAMP) provides a mentorship program designed to connect PE majors with area youth who would benefit from an afterschool daycare program.

Let's Move! Active Schools Champion for Change: Jamie Sparks



A devoted Kentucky Wildcats basketball fan, Jamie Sparks is no stranger to what it takes to be a champion. He has witnessed many coaches and players from Big Blue Nation hoist that national championship trophy above their heads, cut down the nets and revel in the kaleidoscope of confetti streams draping from the rafters.

In fact, it was Sparks’s love of sports at a young age that primed him to be a “champion” of

a different sort – not on the storied hardwood of Rupp Arena, but, even more importantly, a champion of physical activity and physical education – a Let’s Move! Active Schools (LMAS) champion.

Sparks, now the Coordinated School Health Director for the Kentucky Department of Education, recognized early on that working in the field meant “always swimming upstream,” but he also knew it offered an opportunity to make a lasting difference.

“No matter what a student becomes and where they go, they can use health and physical education for the rest of their lives,” Sparks indicated. “That is why I strongly believe that schools need to invest in it.”

In his current role, Sparks is the co-lead for Kentucky’s Centers for Disease Control’s 1305 grant, serves on the oversight committee for Governor Steve Beshear’s #KYHEALTHNOW initiative and is the facilitator for the Kentucky Board of Education Health Subcommittee.

Through these initiatives, he works to affect state policy and to identify programs and resources that pave the way for schools to be the “heart of health.”

With limited funding and a renewed state commitment to the Comprehensive School Physical Activity Program (CSPAP) in 2010, Sparks sought to better prepare schools to be agents of change. Then in 2013, he finally found his “secret sauce” – LMAS.

“With Kentucky’s goals of promoting the CSPAP and overall student wellness, LMAS was a perfect fit,” Sparks said.

LMAS, part of the First Lady’s *Let’s Move!* initiative, is a physical activity and physical education solution to ensure 60 minutes of physical activity is the new norm for schools. The LMAS framework is based off of the CSPAP.



By equipping physical education (PE) teachers and school leaders with evidence-based programs, resources, professional development, funding opportunities and a customized action plan, LMAS puts the PE program at the center of physical activity (PA), ultimately helping teachers shift the PA/PE paradigm in their respective school environment.

Knowing the impact of LMAS, Sparks has since been spreading the word and inspiring his colleagues, teachers and other state leaders to join the movement. An innovator and go-getter, he frequently presents at local and national conventions and is a Physical Activity Leader (PAL) Trainer, facilitating interactive workshops for those who are willing to champion 60 minutes of physical activity per day in their local schools. He also employs the power of social media, @JamieSparksCSH, to build support and spark conversation about coordinated school health.

“No matter how strongly I believe, I’m only one person in one room,” Sparks said. “Social media allows us to advocate beyond that one room and one audience.”

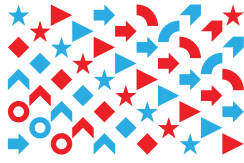
Whether on Twitter, at a podium or on a panel, the core of Sparks’s message remains the same: LMAS brings value to PE teachers.

Though he may bleed Kentucky blue, he is a champion for so much more. Sparks’s fervent commitment to making physical activity and physical education a priority in schools will impact the health and well-being of our nation’s kids for years to come.



Jamie Sparks, the Coordinated School Health Director for the Kentucky Department of Education, works to affect state policy and to identify programs and resources that pave the way for schools to be the “heart of health.”

Five Things You Need to Know About *Let's Move!* Active Schools



Let's Move. Active Schools

1. **National Recognition Award.** In early September, 698 schools across the country were honored with the 2014 LMAS National Recognition Award. The award celebrates a school's outstanding efforts in helping students learn, focus and grow through the integration of physical activity before, during and after the school day. Check out www.letsmoveschools.org for a list of recipients.
2. **New Champion website.** LMAS recently launched its new and improved Champion website. With enhanced functionality and a dazzling dashboard to track progress, the site navigates which programs, resources and initiatives make sense for individual school environments. "Sign up" or "Log in" to see all the site's great features!
3. **LMAS Assessment Tool = School Health Index (SHI).** To better serve its Champions, LMAS has updated its assessment tool to align with the CDC's School Health Index. Now nine questions, the assessment propels you through the LMAS process.
4. **Physical Activity Leader (PAL).** The 12-month Physical Activity Leader (PAL) Learning System is a cutting-edge, allinclusive professional development resource within the Let's Move! Active Schools framework. Adaptable to individual school environments, the PAL Learning System is a dynamic, action-focused initiative that develops and supports individuals who will champion an effort to ensure 60 minutes a day of physical activity for all school-age youth. Interested in a PAL training? Contact PAL@shapeamerica.org.
5. **We are here to help!** The LMAS staff is here and ready to help guide you to becoming an Active School. Contact our Customer Support Center at help@letsmoveschools.org or 1-855-972-0876.



Jump Rope For Heart is a national event created by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance. Students have fun jumping rope while becoming empowered to improve their health and help other kids with heart-health issues.

Jump Rope For Heart helps students:

- Learn the value of community service and contribute to their community's welfare
- Develop heart-healthy habits while being physically active
- Learn jump rope skills they can use for the rest of their lives
- Earn gift certificates for free school P.E. equipment from U.S. Games

Your efforts to educate your students and raise funds for research and outreach are vital to improving kids' lives.

Call 1-800-AHA-USA1 or visit heart.org/jump to get your school involved.



AAHPERO is a proud program partner of Jump Rope For Heart.

It Takes
Heart
to be a Hero

Using Body Mass Index in Schools

Body Mass Index (BMI) has been used in schools by nurses and physical education teachers for over a decade for screening purposes. In 2005, the Institute of Medicine (IOM, 2005) requested the federal government (including the Centers for Disease Control and Prevention) develop a guidance tool for BMI measurement programs in schools. The recommendations that transpired from the expert panel came in the form of an easy-to-read report to help inform administrators, teachers, parents and other stakeholders in the decision-making process on school-based BMI measurement programs.

The initial BMI surveillance programs were geared to a specific population to identify the percentage of students who are potentially at risk for weight-related health problems and provide parents with information to assist them with getting local assistance. This includes sending the individual student's information home with a list of community resources and enlisting the help of the local medical community (the American Academy of Pediatrics (AAP, 2003) and IOM recommend that BMI should be calculated and plotted annually on all youth; the IOM recommends the annual screening occur in the schools).

Background of BMI

BMI is an easily administered indicator of body composition. While it technically does not reflect body composition, it is an assessment that is widely used in determining weight status (e.g., overweight or obesity). The use of BMI may lead to inaccurate classifications of body composition in heavily muscled individuals, but it provides a good indicator of body composition for the majority of the population. It is important to know that body fat and BMI provide different perspectives about a child's body composition. The two assessments are based on different measures and cannot be expected to provide consistent information for all students.

While there are three different measurements for determining body composition (skinfold, bioelectrical impedance, and BMI) suggested by FITNESSGRAM®, the one that is most commonly used is BMI. The current Fitnessgram body fat standards allow classification in four unique zones: Healthy Fitness Zone, Needs Improvement, Needs Improvement — Health Risk, Very Lean. If a teacher utilizes the Fitnessgram software and reporting functions, these zones will print (and be visible on screen in red, yellow and green), giving a quick visual for the teacher, parent and student.

How to measure BMI

To get an accurate BMI, it is important to obtain accurate measures of height and weight. There are a number of free resources available on the Presidential Youth Fitness Program website (www.pyfp.org). The available Fitnessgram documentation suggests a stadiometer for obtaining accurate measurements of height. If a stadiometer is not available, the use of a tape measure attached to a wall and builders square will suffice. The builder square allows the person taking the measurement to get a 90 degree angle between the wall and the participant's head for a more accurate measure. For measuring weight, a high quality digital scale is recommended. It is important to measure children without

their shoes on. If possible, have students remove any hair embellishments as well. To provide confidentiality of results, conduct both the height and weight measurements in an area away from other students. A 4-foot folding mat works well as a barrier for others not to be able to see the scale. Sometimes teachers are encouraged to weigh the students backwards on the digital scale and record the measurement without sharing the results with the individual student. The teachers explain that the results will be sent home via the Fitnessgram report later in the school year. This allows the discussion of height and especially weight between students to be diminished. If there are parent volunteers helping to administer the Fitnessgram tests, it is suggested that the teacher of record conduct the height/weight measurements to ensure confidentiality.

Test modifications for students with disabilities

Portions of the Brockport Fitness Manual are also available on the PYFP website. You should take precautions when administering the fitness assessments for students with disabilities. In general, if a student is able to functionally complete the Fitnessgram test item, they should do so. If they are not able to, consult the Brockport manual for suggested test modifications. The section that includes BMI makes suggestions for conducting a height measurement in a supine position or by adding body segments. It is also suggested that this test may be waived if determination of either height or weight poses a safety problem; or if anomalies, amputations, or contractures prohibit valid measurement.

BMI screening provides a very quick overview of a student's height and weight ratio. BMI screening programs should ensure that parents receive a clear and respectful explanation of the BMI results (that it is not a 100% measurement for everyone, it is not a measure of body fat) and appropriate follow-up actions; and that resources are available for safe and effective follow-up. Parents should know when, how and why the measurements are being taken. Communication with students, parents, administrators and the community is essential to having support for collecting BMI measurements.

Resources

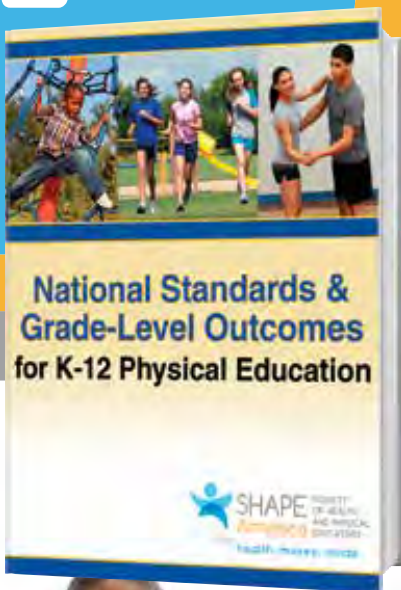
- Presidential Youth Fitness Program
- Fitnessgram
- PYFP: Fitnessgram Body Composition
- PYFP: Brockport Body Composition
- PYFP: Teacher Guide
- Body Mass Index Measurements in Schools (Executive Summary) — CDC
- PYFP Professional Development Videos
- Georgia Fitness Assessment Manual
- American Academy of Pediatrics. Policy statement: prevention of pediatric overweight and obesity. *Pediatrics*. 2003;112(2):424-430.
- Institute of Medicine. *Preventing childhood obesity: health in the balance*. Washington (DC): The National Academies Press; 2005.



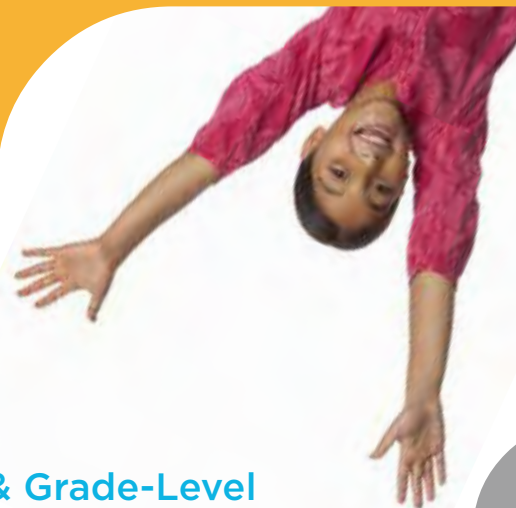


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or call 1-800-321-0789



PYFP Introduces New Recognition Specifically for K-3

Students in grades K-3 are now eligible to join the new PYFP Fitness Club. Developed to reinforce the purpose of assessing students' health-related fitness in grades K-3, the new recognition program puts the FUN in fitness. All the students have to do is learn how to properly perform the designated FITNESSGRAM® tests items — something they are already learning. Using the PYFP Fitness Club is easy! A colorful classroom poster helps students and teachers track progress. A special certificate for students can help keep them engaged throughout the process. This motivation is also

a great stepping stone toward the Presidential Youth Fitness Awards, which students can earn starting in fourth grade. In addition to the classroom poster and student certificate, a teacher instruction sheet, including tips for performing test items correctly, is also available. Items can be purchased separately or in a kit. What a great way to engage young students in the development of their fitness skills that will last a lifetime. For more information on the PYFP Fitness Club visit pyfp.org/recognition.



Our profession is WHY.

By Diana Everett

We all know that human beings respond to instant gratification, and kids are no exception. It is a great motivator. This was proven true during the 2013-14 school year for Jump Rope For Heart and Hoops For Heart events with the American Heart Association ducks. When a student brought in donations or collected funds for the JRFH/HFH program online, they were immediately given a rubber duck. This instant recognition and visible reward significantly increased the number of students participating and the amount of funds collected.

- Every student who turned in their first \$5 was given a lanyard and “Quacky Duck.”
- The first \$5 collected online received the “Ninja Duck.”
- Students bringing in \$35 received the “Stripes Duck.”
- The “Mr. Cool Duck” was given to those collecting \$75. His t-shirt reads, “I ‘heart’ PE.”
- For the \$100 donation level, there was “Glow Duck” that glowed in the dark.
- The \$200 donation level earned the “Torch Duck.”
- Students who earned all six ducks received the “Lifesaver Award.”

I am passionate about the Jump Rope For Heart and Hoops For Heart program. I have two family members who survived life threatening heart events due to the medical advances developed through AHA funded research. Those nickels, dimes and pennies enabled our family to enjoy many more years with my dad and niece than we would have had.

But, beyond the human factor, as Texas AHPERD's Executive Director, I needed to look at the financial side of the JRFH/HFH program and how that fits into TAHPERD's budget. SHAPE America and the state affiliates receive a portion of every dollar raised in a Jump and Hoops event. This small percentage (6.25% – with half to the state association and half to SHAPE America) of the total state funds generated by these two programs support the teaching profession for HPERD. **There are no other school fund raising events that provide support to our profession.** The JRFH/HFH program is the only one. Plus the AHA Youth Market Directors who actually visit schools to promote the JRFH/HFH events help to market the state and national HPERD association memberships and conventions to the teachers. Therefore, I think the JRFH/HFH program deserves my personal support and cultivation to maintain and increase its success.

These are what I consider to be my responsibilities for supporting our JRFH/HFH program.

- **Communication with our Board of Directors.** It is my job to educate our board members about the importance of the JRFH/HFH program and the funds TAHPERD receives as part of our partnership with AHA and SHAPE America. Since all fiduciary responsibilities of an association lie with the Board of Directors, I spend considerable time educating the board each time we meet on identifying our association income streams and what our expenses are.
- **Communication with our members.** Our primary method of communication with our members is an electronic newsletter. It is quick, efficient, and requires no funding. We deliver about one or two e-newsletters per week during the school year. A single newsletter may have four-six items of information with a link to more information. This allows a member to quickly glance through the enews to determine any areas of interest.
- **Perks for members completing a JRFH/ HFH event.** Members who complete an event are eligible to receive complimentary membership, grants, professional development credits, workshops and invitations to special networking events.
- **Communication with AHA.** There are small things but something I can personally do to make the AHA staff feel like we are a true partner. Through communication each side of the partnership comes to understand the expectations and pressures the other experiences and how we can help each other be more successful.

The JRFH/HFH program is an extremely important tool for educating students about heart health and philanthropic activities. Students can feel good about making themselves healthier and helping others. American Heart can continue to provide funding for heart research, and SHAPE America and the state associations can build a healthier financial base to promote the HPERD profession.

Last fall, to celebrate the 35th anniversary of Jump Rope For Heart, SHAPE America challenged the state associations to recruit 35 new schools. Participating states were entered into a drawing to receive a professional development package. SHAPE America is proud to announce that TAHPERD has been selected as SHAPE America's Jump Rope For Heart State Recruitment Challenge Winner.

Jump and Hoops for Heart: Get Your Ducks in a Row!

It's a "quacktastic" year for Jump Rope and Hoops for Heart events! Not only are we celebrating the 35th anniversary of Jump Rope for Heart, but students are lining up to fight heart disease and stroke and instantly receiving their \$5 thank you gift!

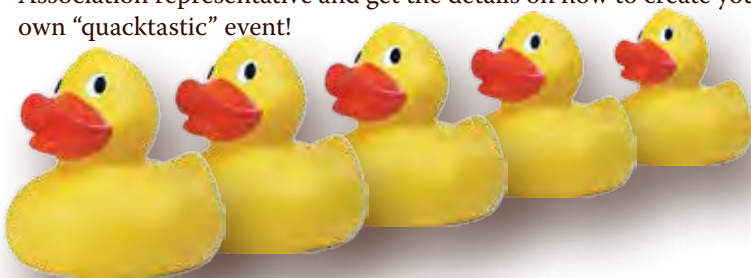
This year, the American Heart Association has introduced six collectible ducks as part of the student thank-you gift structure. Three of these duckies will be sent in your pre-event kit: Quacky, Ninja and Mr. Cool. When students turn in their duck coupons, you'll be able to reward them instantly! The additional three collectible ducks are sent after your event along with the other thank you gifts. Many of our fall events are reporting increases in life-saving dollars raised, earning additional U.S. Games gift certificates, and engaging more students than ever in the mission of the American Heart Association.

Volunteers are coming up with clever ideas to make sure they have their ducks in a row so they don't miss out on additional U.S. Games. Check out some of these great ways to make your schools event "quacktastic"!

- Set up your duck pond (poster included in your volunteer guide) in a place where kids and staff can see their names added each day, like the cafeteria or the school's main bus entrance.

- Work with your school's technology teacher to use the online fundraising lesson plan to get students registered online and start earning their ducks!
- Use your duck-shaped stickers to promote participation by setting a student fundraising goal. When a student reaches that goal, they get their name on a duck sticker and they get to put their personalized duck in the "pond"
- Start your own "quacker tracker" to recognize students raising dollars online. Nationally, students who use the AHA's online fundraising site raise an average of \$96!
- Set a school goal and when your school hits that number, let your top earners "duck" tape a staff volunteer to a wall!

Don't duck out on what could be your school's best year ever! Be sure to schedule time to meet with your American Heart Association representative and get the details on how to create your own "quacktastic" event!



SHAPE America continues to offer professional development and training to keep you knowledgeable and up to date on all of the current trends in the field of health and physical education!

We offer education and training — delivered in a variety of formats to meet your travel and budget needs — to help you continue to develop your skill set in topics such as:

- Student assessment
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- Health-related fitness education
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- Standards & compliance
- Regulations
- And more!



Visit www.shapeamerica.org/profdev
or email education@shapeamerica.org
for more information



Enhancing the JRFH/HFH Model

The Joint Projects Committee (JPC) is the national steering committee for Jump Rope For Heart and Hoops For Heart. The group is composed of 10 volunteers appointed by AAHPERD and the American Heart Association, and one staff member from each organization. The group is dedicated to furthering the growth of the programs and partnership.

This year the JPC will be working on subcommittees for the following projects:



Jump Rope for Heart event at the Intermediate Center in Mount Horeb Area School District. PE teachers: Kent Arneson and Jack Prehn.

Education Kit and Resource Guides

This group will work with AAHPERD to update the annual education kit and resource guide for elementary and middle schools. In the 2014-2015 guides, Jump Rope For Heart and Hoops For Heart would like added curriculum with experiential learning, updated AAHPERD National Physical Education Standards, cross-curricular activities, and information about incorporating the Common Core.

Grants and Awards

Each year AAHPERD and the American Heart Association administer two programs to recognize outstanding leaders participating in the Jump Rope For Heart and Hoops For Heart programs. Members of the JPC are included in the selection committees that choose among the finalists. The JPC is also asked to provide input on new programs offering professional development and other incentives to event coordinators.

Emerging Best Practices

This group will identify best practices and emerging trends around the country for conducting Jump Rope For Heart and Hoops For Heart events. Using their expertise and outreach to AAHPERD State JRFH Coordinators and AHA Youth Market Directors, this subcommittee will review topics including (but not limited to): team-based event coordination, innovative fundraising strategies, marketing and promotion, etc.

**We Jump.
We Shoot.
We Save!**



American
Heart
Association®



Hoops For Heart is a national event created by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance. Students have fun playing basketball while becoming empowered to improve their health and help other kids with heart-health issues.

Hoops For Heart helps students:

- Learn the value of community service and contribute to their community's welfare
- Develop heart-healthy habits while being physically active
- Learn basketball skills they can use for the rest of their lives
- Earn gift certificates for free school P.E. equipment from U.S. Games

Your efforts to educate your students and raise funds for research and outreach are vital to improving kids' lives.

**Call 1-800-AHA-USA1 or
visit heart.org/hoops
to get your school involved.**



AAHPERD is a proud program partner of Hoops For Heart.

One Size Fits All: Non-traditional Event Ideas

*By Brenda Sharp, National Joint Projects Committee Member and
Kansas JRFH & HFH State Coordinator*

Have you ever bought a baseball cap labeled “One Size Fits All?” Often that statement doesn’t prove true. But, the phrase One Size Fits All is a perfect fit for Jump Rope For Heart and Hoops For Heart. Both service-learning projects are available as turn-key packages, but can also be augmented with activities or modified for your school’s physical education and physical activity program.

Many coordinators utilize the traditional format, and others develop their own non-traditional, creative approach. By adding simple, unique twists, non-traditional events provide greater opportunities for participation while keeping the primary focus on physical activity and community service.

To find the perfect “fit” for your school, your creative latitude is limited only by your imagination. For example, coordinators can incorporate a “Hat Day” or “Jeans Week” to encourage student and staff participation. Staff and students donate funds to the program to be eligible to wear jeans/hats to school. Another way to earn funds towards your program is to charge admission to an annual student vs. staff Hoops For Heart championship game. Other nontraditional approaches could include raffling donated items, selling American Heart Association T-shirts, hosting a Parents’ Day Out, and school-wide dances. When it comes to creativity, the sky is the limit.

Some school districts bring in high school students to help run Jump Rope For Heart activity stations. This can become a service-learning event for the older students, extend the memory of Jump Rope For Heart into high school, and raise additional revenue if high schoolers participate in fundraising efforts.

Promoting the service-learning aspect of JRFH and HFH leads to school communities forgoing the traditional Thank You gifts, or encouraging students to donate their Thank You gifts to less fortunate families. Schools can work with local agencies — like children’s hospitals — to receive these gifts. Some schools donate their U.S. Games certificates to schools in need, such as those devastated by natural disasters.

Based on the established JRFH and HFH framework, one size does fit all. However, the modifications you make will customize the event to fit your community. Please share the enhancements you incorporate into your school’s event with the National Joint Projects Committee, so we can share them with others by emailing jointprojects@aahperd.org or post a note on the JRFH/HFH Facebook page with tag #onesize.

State Conference
Mark Your Calendar Now
Nov. 4-6, 2015



American
Heart
Association®



Jump Rope For Heart is a national event created by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance. Students have fun jumping rope while becoming empowered to improve their health and help other kids with heart-health issues.

Jump Rope For Heart helps students:

- Learn the value of community service and contribute to their community’s welfare
- Develop heart-healthy habits while being physically active
- Learn jump rope skills they can use for the rest of their lives
- Earn gift certificates for free school P.E. equipment from U.S. Games

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**Call 1-800-AHA-USA1 or
visit heart.org/jump to
get your school involved.**

*It Takes
Heart
to be a Hero*

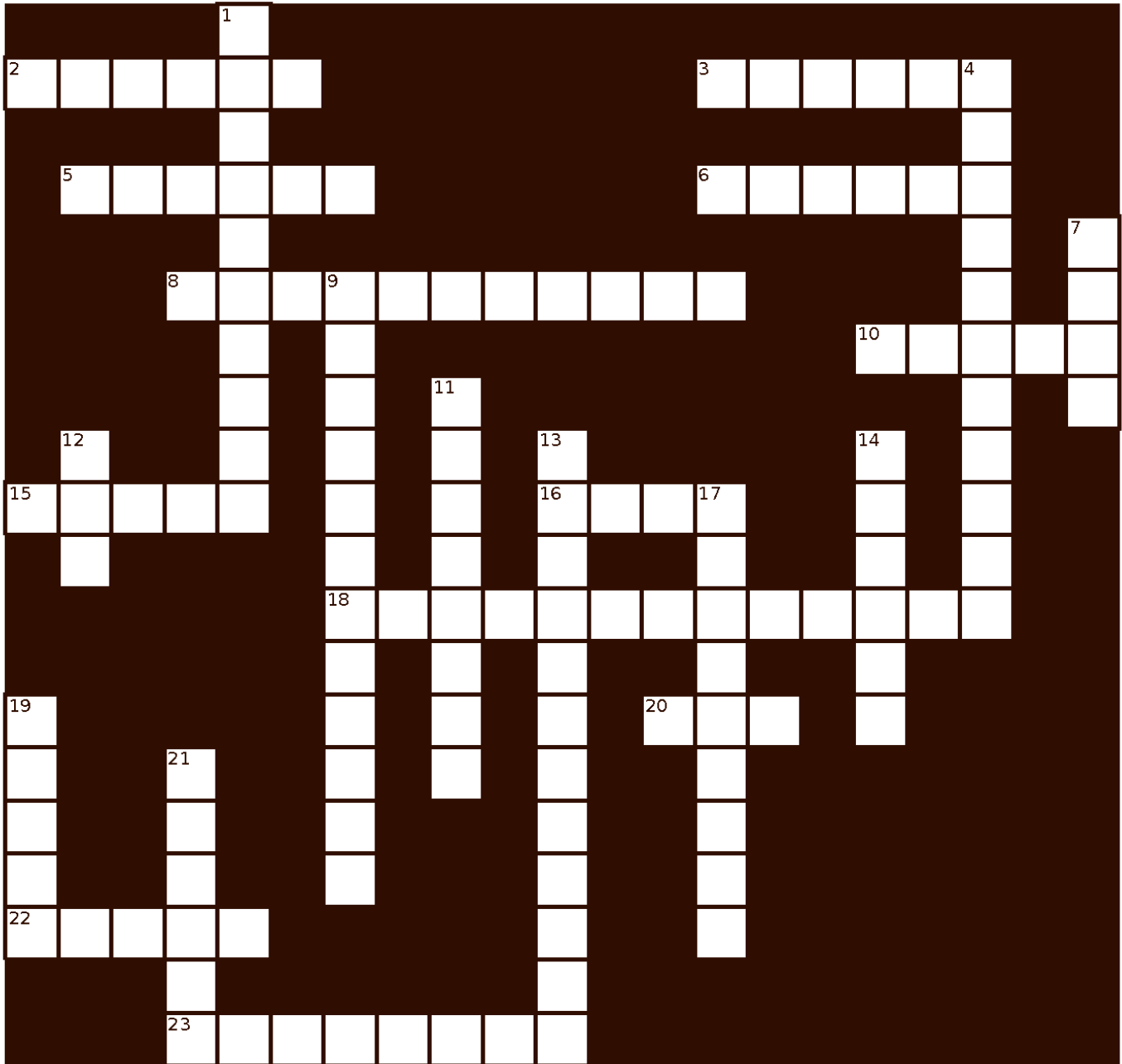


American Alliance for
Health, Physical Education,
Recreation and Dance

AAHPERD is a proud program partner of Jump Rope For Heart.

How Your Heart Works Crossword

Puzzle submitted by Shannon Maly, Marshall, WI



Across

- 2 Blood Helps deliver _____ to all body's cells.
- 3 Blood relies on _____ inside the heart to open and close.
- 5 A thick wall of muscle. It's job to separate the left side and the right side.
- 6 Your Heart is really a _____.
- 8 The movement of blood through the heart and around the body is _____.
- 10 The heart sends _____ around the body.
- 15 The left side of the heart receives blood from the _____.
- 16 Your Heart is located on the _____ side of the body.
- 18 When a person exhales he/she is breathing out _____.
- 20 The first sound your doctor hears when the mitral and tricuspid valves closes.
- 22 The amount of minutes you should be physically active per day.
- 23 The heart is made up of four different blood-filled areas called _____.

Down

- 1 The two chambers at the bottom of the heart are called _____.
- 4 Doctor uses this to listen to your heart.
- 7 The right side of the heart receives blood from the _____.
- 9 Each beat of your heart is caused by a _____ of your heart.
- 11 Blood vessels that carry blood away from the heart
- 12 The sound that happens when the aortic and pulmonary valves close.
- 13 Blood moves through many tubes called _____.
- 14 The two chambers at the top of heart are called _____.
- 17 This valve lets blood flow from the atria to the ventricles.
- 19 Blood Vessels that carry blood to the heart
- 21 This valve helps control the flow as the blood leaves the heart.

Check your answers with the Answer Key on page 15.

Fund Your Project



APPLY FOR AN IAHPERD GRANT

Contact: Carole DeHaven
 Purdue University
 800 West Stadium Ave.
 West Lafayette, IN 47906
 cdehaven@purdue.edu



Conference Information at
www.inahperd.org



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How Your Heart Works Crossword Answer Key

