



Indiana AHPERD Newsletter

Indiana Association for Health, Physical Education, Recreation and Dance Affiliated with American Alliance for HPERD

Enhance

Volume 31, Number 1

Spring Issue

March 2016

**THE INDIANA AHPERD NEWSLETTER IS PUBLISHED TWO TIMES A YEAR:
APRIL-MAY (DEADLINE MARCH 15) AND DECEMBER-JANUARY (DEADLINE NOVEMBER 15) BY THE
INDIANA ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE.
GRAPHIC DESIGN BY SILVER LACE GRAPHICS, LLC., BUENA VISTA, VA.
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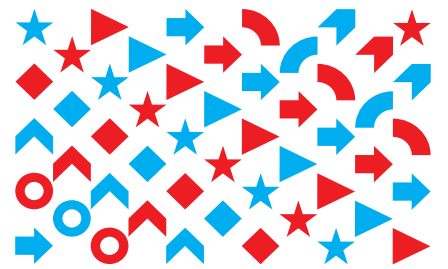
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Let's Move! Active Schools

#ActiveKidsDoBetter

Let's Move! Active Schools is a physical activity and physical education solution to ensure 60 minutes of physical activity is the new norm for schools.

Active Schools help kids reach their greatest potential both in the classroom and life.

Sign up at
letsmoveschools.org

SOCIAL MEDIA HIGHLIGHTS

We've shared some incredible stories, images and videos on social media this year. Some inspiring, others disheartening yet still motivating to help health and physical education champions to keep up the good fight. Perhaps there was a post that simply made you smile and feel good about what you do each and every day. Or maybe we shared a resource that has helped you do your job even better! Take a look at some of our most popular messages based on your engagement.



Connect with SHAPE America on all of our social media platforms

Search SHAPE America and find us on Facebook, Pinterest and Instagram.

And be sure to follow us on Twitter @SHAPE_America

#GetOnExchange



PE + Health is a winning formula for student success. If you agree "Like" + share this #SPEAKOut- Day infographic on Facebook. (shared 883 times) (insert PE + Health infographic)



From smart desks for adults to pedal desks for children, here's what one Virginia school is doing to help students focus on their learning. (shared 576 times) Find the article: "Oakridge Elementary Gets Desks With Pedals to Help Fidgety Kids Learn."



What an inspiring physical education teacher! Don't you just live for these moments? #MondayMotivation (shared 401 times) Find the article: "Mom Captures Gym Teacher Walking Up To Her Disabled Son, Doing Something Incredible"



Retweet if...(insert Great PE = ME! graphic) (retweeted 103 times)



SHAPE America has defined the essential components of PE! Read + share this new guidance doc <http://bit.ly/1GwwQMp> (retweeted 74 times) (insert Essen comp.image)



Join us today in thanking @SenAlexander @PattyMurray for their leadership in Senate bipartisan #ESEA bill that includes PE as core subject! RT (retweeted 56 times)

CONNECT WITH IAHPERD ON SOCIAL MEDIA

HEAD OVER TO **FACEBOOK** AND **"LIKE" IAHPERD**. ON ANY GIVEN DAY, YOU COULD INTERACT WITH LEADING EXPERTS IN THE PROFESSION, INCLUDING AWARD-WINNING K-12 PHYSICAL HEALTH AND DANCE EDUCATION TEACHERS FROM ACROSS THE COUNTRY.

FOLLOW **@NTAAHPERD** AND THE HASHTAG **#SHAPEOFTHENATION ON TWITTER** TO FIND LINKS TO OTHER RELEVANT AND ENGAGING ARTICLES, FREE PHYSICAL ACTIVITY IDEAS FOR THE CLASSROOM AND TO LEARN THE LATEST CHANGES TAKING PLACE IN PHYSICAL EDUCATION AND SCHOOL HEALTH.

IAHPERD IS ALSO ON **PINTEREST** WWW.PINTEREST.COM/IAHPERD/. FOLLOW OUR BOARDS TO DISCOVER DELICIOUS AND HEALTHY RECIPES TO SHARE WITH YOUR SCHOOL COMMUNITY AND YOUR OWN FAMILY, DOWNLOADABLE INFOGRAPHICS TO HELP YOU ADVOCATE FOR QUALITY PHYSICAL AND HEALTH EDUCATION IN YOUR LOCAL SCHOOLS, AND MUCH MORE!!



2016

MARK YOUR CALENDARS



**WINTER PROFESSIONAL CONFERENCE
NOVEMBER 1-3, 2016
WYNDHAM - INDIANAPOLIS WEST**



**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

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.**

*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.

NEW RESEARCH REVEALS PERCEPTIONS ABOUT THE VALUE OF PHYSICAL EDUCATION



New research conducted by myCollegeOptions® and SHAPE America offers unique and valuable insight into the attitudes of students toward physical education (PE). While other studies focus on the views of health organizations, educators and parents, the students also have something to say: they value their physical education curriculum.

Research from this study shows that most high school students currently participating in physical education classes have a positive perception of PE and its impact on their lives in and out of school:

- Overall, nearly eight in 10 students think PE is important to their overall school experience with 33% reporting “very important” and 47% reporting “somewhat important.” 20% percent of students believe PE is not important to their overall school experience.
- Students report that their participation in PE is important to their future health (49%), helps them to relieve stress (45%), helps them to work well with others (36%), makes them feel good (36%), gives them confidence (28%) and helps them to focus (24%).
- More than half of the students report learning how to maintain a physically active lifestyle (56%), how to set fitness goals and maintain fitness levels (54%), and how to play sports (51%); 48% report gaining skill development because of their experiences.

Despite abundant opportunities to engage in physical activity outside of school, a large number of students rely on PE classes as their only opportunity for physical activity during the day, further underscoring the importance of physical education in schools.

- Four in 10 students say they participate in physical activity outside of a physical education class five days in an average week, while 31% report three to four days, 18% report one to two days, and 11% of students report they do not participate in physical activity outside of school in an average week.

According to E. Paul Roetert, SHAPE America’s CEO, “It is critically important that students learn the necessary skills, knowledge and attitudes in physical education class so that they will want to live healthy, physically active lives. These students reaffirm to us what we already know— health and physical education teachers are uniquely positioned to ensure that all kids thrive as healthy and active adults.”

The SHAPE America study, which was self-reported, is one of a series conducted annually by myCollegeOptions in partnership with the nation’s top educational organizations. For more information on the report, visit www.mycollegeoptions.org.

Make a difference in the lives of your students.

Jump Rope For Heart and Hoops For Heart are educational fund-development programs. Each year more than 7 million children participate in a service learning event, engaging teachers, schools and their community in a shared collaboration to improve the health and educational success of students.

Teachers receive

- classroom resources
- teaching tools + support
- professional development
- networking opportunities

Students learn

- heart healthy living
- physical activity skill-building
- civic engagement
- teamwork and cooperation

Schools can

- increase access to PE
- earn equipment vouchers
- promote student success and well-being



TO PLAY OR NOT TO PLAY: THE VALUE OF RECESS IN SCHOOLS

Brian Stack and Erica Stack



Parents of today want their children to be the best, the fastest and the smartest. In pursuit of meeting these goals, many schools have added more time for instruction and testing for core content areas. The added time often comes at the expense of recess,

physical education, and many other forms of movement breaks and activities.

As parents of five children under the age of 10, we see the impact of this shift in our own community school each and every day. After spending most of their school day with minimal physical activity, our children get off the afternoon bus and enter our house full of an energy that can barely be contained. It is a struggle to corral them to sit long enough to do their homework before they can engage in any number of extracurricular activities that we have planned for them to release that energy such as sports practice, cub scouts, or just some much-needed play with the neighborhood kids.

Our kids simply don't have the time that they should for physical activity at school. Our oldest son has said that often, he asks to go to the bathroom or sharpen his pencil just to have a chance to move around. Lunch and recess provide his only real outlet on some days for activity, yet the time allotted for these activities is so short.

The experiences our children have faced are not unique to their school. There exists a growing body of research, such as this research brief that was published last month, highlighting the strong correlation between physical activity and academic performance, both in the short term and the long term.

"Almost immediately after engaging in physical activity, children are better able to concentrate on classroom tasks, which can enhance learning. Over time, as children engage in developmentally appropriate physical activity, their improved physical fitness can have additional positive effects on academic performance in mathematics, reading, and writing."

Recently in a MultiBriefs Exclusive, Bob Kowalski explored whether or not schools could keep students focused with reductions to PE and recess. His article highlighted research that supports a strong connection between physical activity and learning and his concern that despite this understanding, many schools are reducing opportunities for students to engage in physical activity.

He writes, "Reductions in recess and cuts in physical education classes have effects that go beyond children's fitness. The lack of physical activity has a bearing on learning ability as well." Kowalski went on to highlight several classroom tools that are being used to provide students the opportunity for movement during classroom instruction.

These tools ranged from instructional strategies that teachers could use to get kids out of their seats to actual devices like stationary

bikes, floor chairs and rubber band attachments for desks that provide students movement opportunity while they are still seated in the classroom.

Still, there is no effective replacement for a good old-fashioned recess. In a recent Mind/Shift article entitled, "More Playtime! How Kids Succeed with Recess Four Times a Day at School," KERA-TV's Christopher Connelly writes about a Fort Worth, Texas, elementary school that recently quadrupled its recess offerings from fifteen minutes to a full hour each day.

The move is part of a schoolwide effort to focus on the growth of character development such as empathy and positive behavior. The model has been studied by Ohio State University pediatrician Bob Murray, who wrote, "If you want a child to be attentive and stay on task, and also if you want them to encode the information you're giving them in their memory, you've got to give them regular breaks." He echoed what Eagle Mountain teachers have already discovered: Kids learn better after a break for physical activity and unstructured play.

For schools, the real question is whether or not they can justify recess as instructional time. It is likely that they can. In New Hampshire, for example, elementary schools may count up to 30 minutes of recess per day as instructional time for pupils in kindergarten through grade 6.

Clark County School District in Nevada mandates at least 30 daily minutes of recess in each of its elementary schools. As this debate continues, many

schools may rethink how they use recess time and begin to recognize how that time can also be used to provide important social-emotional learning for students.

Our children aren't simply small adults, and we should not expect them to act as such. In the workforce, it is mandated that employees get breaks during their day. A child's attention span is far less than that of an adult. We have a national obesity problem with our children, and we also know that they often lag behind other countries in academic achievement.

Doing what we have always done and expecting a different result makes no sense. Something needs to change, and it should start with listening to what the research tells us: Our children need more opportunity for physical activity.

There is no effective replacement for a good old-fashioned recess!



Brian Stack is the principal of Sanborn Regional High School in Kingston, N.H. He is a strong advocate of personalized learning, competency-based grading and assessment, and high school redesign for the 21st century. He has BA and BS degrees from Boston University in mathematics and secondary math education and a M.Ed. degree from the University of Massachusetts Lowell in education administration. Brian has presented his education reform and redesign work in local conferences in New Hampshire and Massachusetts as well as national conferences and think tanks in Chicago, Washington, D.C., San Diego and Portland, Oregon. He lives with his wife and five children on the New Hampshire Seacoast. Follow him on Twitter @bstackbu or visit his blog.

Erica Stack is a specialist in early childhood and special education. She received her BS degree in Psychology from the University of Massachusetts Lowell and her M.Ed. degree in Special Education from Lesley University.

We Jump. We Shoot. We Save!



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.

GIVE UP A SATURDAY FOR JUMP ROPE FOR HEART?

Beth Manning, Tabernacle Elementary, NJ

Our answer to that question is yes. For 25 years, the Tabernacle Elementary School has been holding its Jump Rope For Heart (JRFH) event on a February or March Saturday morning from 9-11 a.m. With all the work involved in the event, we thought that getting help from parent volunteers would be beneficial in many ways. Let me tell you how we organize our event.



GOAL-ORIENTED ACTIVITIES

In January, we start a jump rope unit with grades 1-4. We start with individual jump rope skills and students work toward goals.

- **“Kangaroo Club”**: requires first graders to jump 10 times without a miss, second graders 20 times, and so on. I have a poster for each grade level and they put their name in a square on their grade-level poster if successful.
- We do timed jumps each class meeting, and they can earn a silver star for their name square if they can jump for one minute without a miss, and a gold star for two minutes. If they can do 100 jumps in a row, they get a small heart sticker, and if they can do partner jumping for whatever number their grade level specifies, they get a partner jump sticker. We do this for the months of January and February, with JRFH being our final jump rope activity.
- After the first month of individual and partner jumping we introduce long rope skills, skip sticks and jump sticks. The students don't get bored of jumping during this unit, though it seems like they might. There are always new tricks to learn and goals to achieve.

EVENT PREPARATION

The second week in January I start talking about our upcoming JRFH event and show the promotional video from the American Heart Association. All students take home a collection envelope and a letter from me and the AHA with the specifics about our event and why we do it. The following class meeting I show them the video from last year's event so those who are unfamiliar with it can see that it is low pressure, lots of noise and lots of fun. I hand out 400 envelopes, and usually have 150 students participate by jumping and fundraising. If students cannot attend but want to fundraise, I allow them to do that.

I encourage the students to do online fundraising and our numbers have increased each year. In my letter, I tell the parents that our students will jump in “teams” of six and that each “team”

needs a team leader to sit with them and help turn ropes. That is one place where parents get involved and love being a part of a fitness activity. I keep track of parent volunteers and their phone number by the returned permission slips. Students can make up their own team, and I help those who do not have a team to find an appropriate group to join. I send home letters to the team leaders thanking them for volunteering and list the students in their group. I ask them to arrive 10 minutes ahead of time, and to

make sure all group members get picked up or have a ride home at the end of the event.

Counting the checks and cash is a great job to assign to parent volunteers. I sit parents at the registration tables in the hallway in front of the gym, and divide them into teams of four and I have a filled-out collection report for those teams. The students arrive and wait in lines at the registration tables, hand in their collection envelope, and get a name tag I have made. I make name tags for all the parent and teacher volunteers also. In the gym, we have made a grid with floor tape; this year it was 28 squares and each team has a square to sit/jump in. At 9 a.m., we welcome everyone and do the “Cotton Eye Joe” as a warm-up. For the next two hours, volunteers are counting the donations while our students are taking turns jumping rope, so there is always one person for each team jumping for two hours. Time goes so quickly for all involved, kids always ask to stay longer!

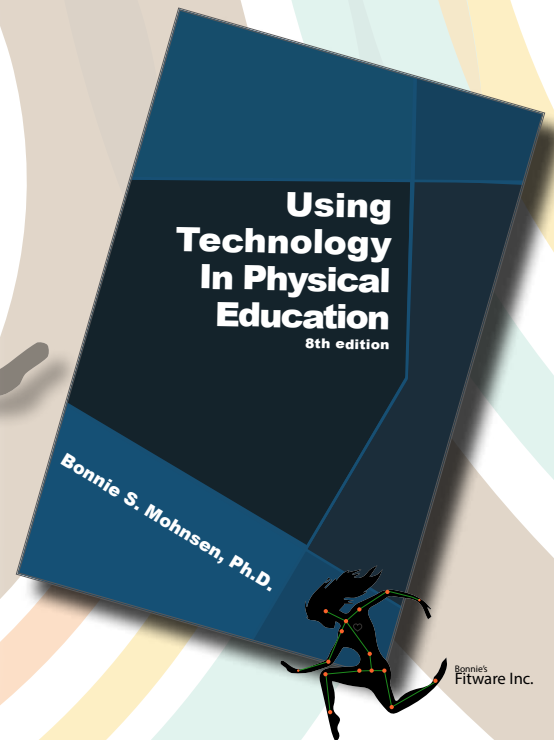
Our PTA hands out water bottles and fresh popcorn as the students leave the school. Our team takes down event posters we put up, pull up tape from the gym floor, pack my car with the collection envelopes, and I take the cash to the bank. When the prizes arrive, I ask a local grocery store to donate plastic grocery bags to help distribute the prizes. I type out a short message for the jumpers and their families thanking them for participating, and telling them the final amount raised. I thank the grocery store for the plastic bags too. Using a parent volunteer and my other PE staff, we fill each bag for each jumper with the prizes they earned, and staple their collection envelope to the outside. I have large bags or boxes for each teacher in the school and put the prize bags in the appropriate teacher's bag/box. When all the prizes have been divided, I take the boxes/bags to the classrooms at the end of the day and the teachers hand them out to their students. That way, all the prizes are going home the same day. It pretty much runs itself after 25 years, and it is enjoyed by everyone. I don't mind volunteering for several hours on a cold Saturday morning. I hope my students look back at their JRFH experience and feel good about themselves.

USING TECHNOLOGY IN PHYSICAL EDUCATION

Marie Crosby mcrosby@pesoftware.com

This easy-to-understand guide and reference book *Using Technology in Physical Education* provides complete information on how to use current technology to improve the quality of physical education classes. Designed specifically for teachers to make their teaching easier and more effective in the classroom, the book explains in simplified terms, and with the use of illustrations, how to evaluate and select from the many technological innovations on the market, and how to set up and use the equipment.

It offers suggestions to teachers about how they can increase student participation by making their classes more fun, and how they can minimize the amount of time spent on tedious administrative work and maximize the time for quality instruction. The different types of technology covered include: fitness testing equipment, videocassettes and laser disc players, camcorders, computers and computer peripherals, telecommunications hardware and software, computer-assisted instructional software, and multimedia systems.



CHANGING THE FACE OF FITNESS ASSESSMENT TO SUPPORT PHYSICAL EDUCATORS



As we embark on a new year, it's a perfect time to reflect on the progress that we've made to improve the health and wellbeing of our nation's youth. Just four short years ago, several partners, including SHAPE America; the President's Council

on Fitness, Sports & Nutrition; Cooper Institute; National Foundation on Fitness, Sports and Nutrition; and Centers for Disease Control and Prevention, came together with one goal in mind: developing one national fitness assessment program. That goal was achieved in September 2012 with the launch of the Presidential Youth Fitness Program. The landmark collaboration that made it happen has changed the face of fitness assessment by improving access to resources and tools for physical educators.

In 2016, the Presidential Youth Fitness Program is excited to offer new tools, including a revamped pyfp.org website and new training opportunities to make implementation in schools easier.



Given the great opportunities ahead, 2016 will be an exciting year for the Presidential Youth Fitness Program. Not only will there be more tools and resources available, it is also the 60th Anniversary of the President's Council on Fitness, Sports & Nutrition. While we reflect on the past and how far we've come, we are energized by the possibilities our future holds and our collective work to empower students to be fit for life!

DANCE LESSONS TEACH MORE THAN FANCY FOOTWORK

By Christine Huard | 12:44 P.M. JAN. 27, 2016 | UPDATED, 1:42 P.M. | JAN. 28, 2016
christine.huard@sduniontribune.com

IMPERIAL BEACH — The children gathering on the playground at Imperial Beach Charter School are ready to rumba.

To get their bodies in tune for more sophisticated moves, the fifth-graders on the blacktop flap their arms, shake their tail feathers and spin each other around a circle painted on the asphalt to an oom-pah-pah beat.

It's not the stylized steps and elegant flourishes of the tango they'll practice later under the watchful guidance of teacher Erica Montoya, but the Chicken Dance gets everyone in the mood for fun.

For more than 700 children in the South Bay Union School District, the ballroom dance lessons they take during recess are teaching them much more than fancy footwork. They're learning self-confidence, etiquette, poise and how to communicate without speaking.

"One of the goals of 'Let's Dance Kids!' is to not only teach dance, but all the social skills that go with it," said program director Katy Roberson.

So while students learn to cha cha and merengue together, they are also learning how to build and improve their relationships with each other — regardless of ability.

With the help of older *"buddies,"* children in special education are

dancing, too. Several of the fifth-grade students dancing this day run to take the hands of some children with special needs and bring them into the circle.

Exploring space and body movement through the easy choreography of the Chicken Dance or Hokey Pokey gives those with physical or emotional disabilities an opportunity to build hand-eye coordination, stretch muscles, learn directionality and interact with their peers.

Montoya, the fifth-grade teacher, said there are payoffs for her students when she can link the beats and sequences of a dance move to a math lesson. She said the kids are doing well in the classroom.

"They are more cohesive as a group. It's building camaraderie between the kids," she said.

"Let's Dance Kids!" got its start 10 years ago. It's a nonprofit organization run by Roberson, a former Imperial Beach Charter School teacher, and funded by donations. About two dozen teachers, retired teachers, an administrator and board member Melanie Ellsworth train once a week with a professional dance coach, then take what they've learned back to school.

Any student who wants to participate can. Ballroom dancing is offered as a PE option. Those who show a talent for dance are invited to be in a show group and

receive more instruction for free. The highlight of the school year is a student showcase held in the spring.

Nathan Crosby, 10, returned to the program this year after discovering last year how much he liked dancing.

"It makes me feel motivated and happy," he said. *"It's really fun for me."*

Ten-year-old Azalea Heyden likes the exercise she gets, as well as how well all the students get along with each other.

"We're not mean to each other when we're dancing," she said. *"We're all cool and nice together."*

For Bradford Dickson, 10, who plays cello, the movement and timing of dance appeals to him.

"I don't know why, but it makes me focus better," he said. *"And I have fun doing it."*

Photos provided by *The San Diego Union-Tribune*



Fifth-graders practice their steps Friday at Imperial Beach Charter School as part of "Let's Dance Kids!" program.
— MISAEAL VIRGEN

Photos provided by *The San Diego Union-Tribune*



Fifth-grade teacher Erica Montoya teaches Azalea Heyden, 10, a few dance moves during a ballroom dance class as part of a Physical Education option at Imperial Beach Charter School. Teachers in the "Let's Dance Kids" program train once a week with a professional dancer, then take what they've learned back to their schools.
— MISAEAL VIRGEN

Photos provided by *The San Diego Union-Tribune*



Nathan Crosby, 10, and Camila Diaz, 11, learn ballroom dance in the "Let's Dance Kids" program.
— MISAEAL VIRGEN

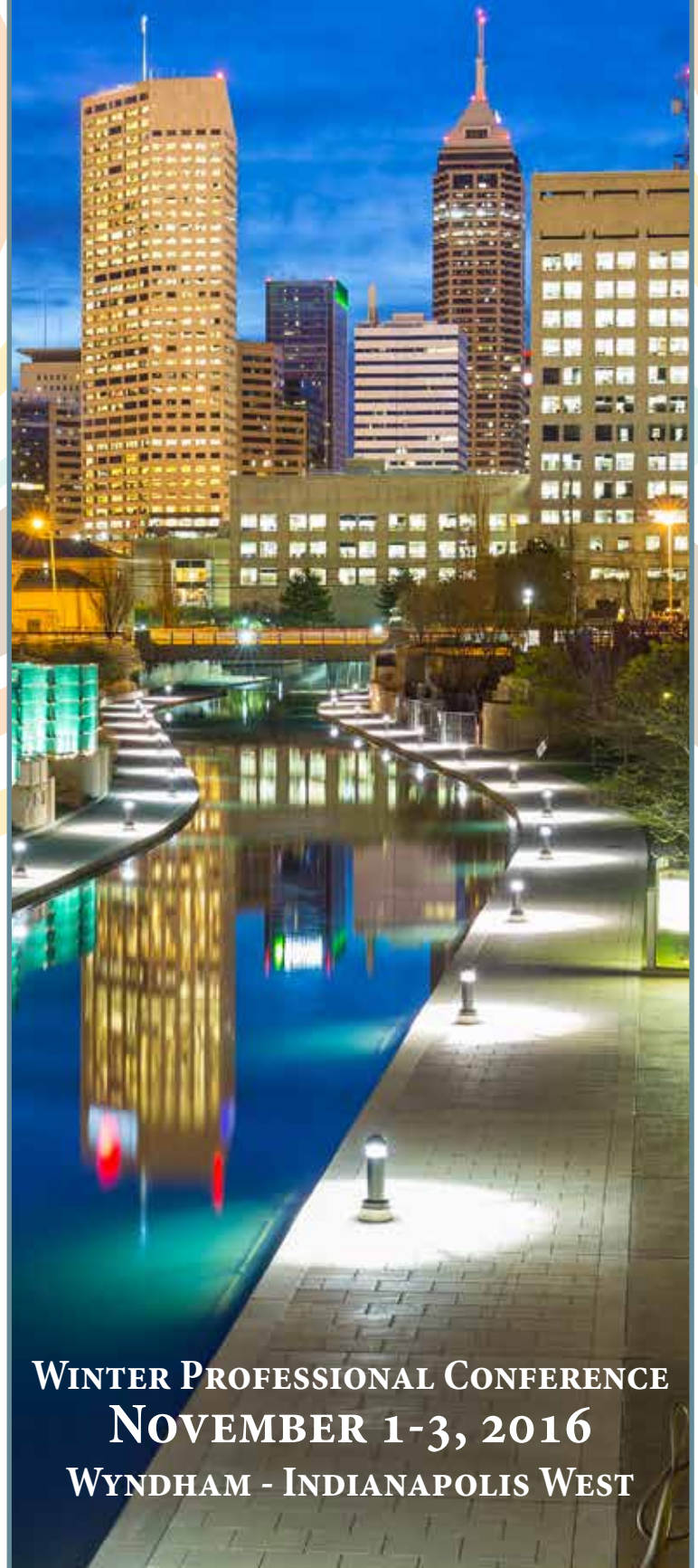
Photos provided by *The San Diego Union-Tribune*



Fifth-graders Louis Tirado, 10, and Cassidy McManus, 10, pair up during a ballroom dance class as part of a Physical Education option at Imperial Beach Charter School. Students in the "Let's Dance Kids" program take part in an annual show case at the end of the school year.
— MISAEAL VIRGEN

2016

MARK YOUR CALENDARS



WINTER PROFESSIONAL CONFERENCE
NOVEMBER 1-3, 2016
WYNDHAM - INDIANAPOLIS WEST



McCormick's Creek



2016
Winter Leadership



IN
AHEAD

A View of Your Leadership



February 26-27, 2016





ership

LOUISIANA

Board Meeting

Leadership at Work



LIEBERMAN'S CAMP ABILITIES HELPING CHANGE ATTITUDES

Physical educators face many challenges in today's school settings. One of the most significant, which relates directly to their teaching effectiveness, is the increase in the number of students with disabilities who are being included in general physical education. Sadly, not all teachers have the knowledge or experience necessary to make appropriate adaptations for children with disabilities, and find it difficult to meet the learning and physical needs of all students.

Lauren Lieberman, a SHAPE America member since 1988 who currently serves as a distinguished service professor of adapted physical education (APE) at The College at Brockport, NY, recognized this challenge years ago, and created a summer sports camp specially designed to train future teachers to include students with visual impairments (VI) in physical education and sport programs. Camp Abilities just celebrated its 20th anniversary and has made a difference in the lives of thousands of teachers and students.

We interviewed Lieberman for Momentum and asked her what made her start Camp Abilities. "In the past, teachers received little to no training in how to teach children with visual impairments, and the biggest challenges teachers face today

are the lack of training and the fear of the unknown," she said. "I wanted my preservice students to know what to do when teaching children with visual impairments. Although many resources exist to help teachers — such as the book by Lieberman, Ponchilla & Ponchilla (2013) — you can't learn how to teach these kids from a book; you must experience it."

Lieberman went on to explain that until 1985, most children with VI attended special schools for the blind. Today, 93% of these students attend their local schools, which has created a new need in the training of future teachers. Many studies in the field have acknowledged the lack of training as the main obstacle for teachers to include children with disabilities and identified a need to educate the faculty who teach Introduction to APE courses in higher education. Camp Abilities aims to close that gap by providing counselor training to future teachers, as well as materials, adaptations and the opportunity to interact with the kids. The benefits are twofold: 1) The teachers gain experience and confidence in working with children with VI, and 2) the students develop and improve their skills and learn that, with a few simple adaptations, they are able to participate in sports and activities with their peers (watch

this segment of Real Sports on HBO about how students are benefiting from what they learn in Camp Abilities: <https://www.youtube.com/watch?v=Xnbdp35NvEo>).

One example of the impact the camp has had on its participants is the story Lieberman shared about Martha Reuther: "She was a swimmer, and had been on her ninth-grade swim team but had never heard about the Paralympics. When she attended camp, she was timed while swimming and the instructors discovered that her time would place her in eighth place in the world! After camp, she went on her junior swim tour, continued her training, and is now on the Paralympic swim team going to the Olympics in Rio de Janeiro."

Lieberman added that several of the camp counselors have gone on to get jobs working with students with VI — some of them even landed their job because they had been a part of Camp Abilities. "Since the camp also develops leadership skills, several of them have even won awards for their leadership or have won the Teacher of the Year award."

Despite the many success stories that Lieberman is witness to each year, she recognizes that schools still face serious obstacles when it comes to APE: "The main challenge is attitudes...

teachers and administrators are scared, and many schools don't have proper equipment."

How can physical educators address these challenges? "School districts have 'quota funds' that allow them to order a certain amount of free special equipment for teaching children with visual impairments — for example, those 3D models of molecules used for a chemistry class. The teacher of the visually impaired (TVI) or orientation and mobility instructor at each school district is responsible for ordering the equipment from the American Printing House for the Blind (www.aph.org/pe/products/), which is government funded and is in charge of creating curricula and products that help kids with impairments learn better," Lieberman explained. "The problem is that many PE and APE teachers don't know they can get free equipment for their classes, and that many TVIs don't believe PE is as important as other subjects, so they won't take the initiative to order PE equipment. Teachers must make a case for PE... get on the TVI's radar and work with them; after all, they want what is best for the child." (For sample forms that can be filled out with/for the TVI, refer to the van Munster, Weaver, Lieberman, & Arndt [2015] resource.)

Lieberman is excited to be preparing for another

successful year of camps and is determined to do her part in ensuring that all children, including those with VI, have the same opportunities to learn. "You can't change the child," she said. "What you can change is the environment and the way you teach activities (rules, speed, equipment). As physical educators, we are responsible for teaching children with disabilities the same things we teach all children. There should not be a special curriculum, but rather adaptations to use in the existing curriculum so all children can do everything their peers are doing and are not excluded."

For more information on Camp Abilities, you may contact Lieberman (llieberm@brockport.edu).



IMAGES PROVIDED BY SHAPE AMERICA

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- Schedlin, H., & Lieberman, L. (2011). *Sports for everyone: A handbook for starting sports camps for children with visual impairments*. Watertown, MA: Perkins School for the Blind.
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A close-up portrait of Dr. Jeffrey S. Vessely, an older man with short, light-colored hair, wearing glasses and a red polo shirt. He has a slight smile and a mustache. The background is blurred, showing what appears to be an outdoor setting with structural elements.

Dr. Jeffrey S. Vessely

Memoriam 1946-2016

It is with profound sadness that IAHPERD shares the news that Dr. Jeffery S. Vessely passed away on Monday, February 1, 2016. Dr. Vessely retired in September 2010 after a 36-year career with Indiana University-Purdue University Indianapolis' School of Physical Education and Tourism Management. He was diagnosed with pancreatic cancer in the spring of 2015.

Dr. Vessely was an educator, leader, coach, devoted husband and father, mentor, and a friend to everyone he met throughout his life. Kathy Bayless, Assistant Dean for Campus Recreational Sports at Indiana University, remembers Jeff as a *"model of integrity,*

professionalism, selflessness, principles, compassion, conviction, and was unwavering in his commitment to the development of others."

Dr. Vessely served in the US Navy before attending The Normal College at IUPUI in 1969. He earned both his bachelor's and master's degrees at IUPUI thus beginning a long relationship with the university. Along the way, Dr. Vessely pursued his Doctorate of Education in Higher Education Administration and Biomechanics from Indiana University. Not only was Dr. V, as he was affectionately known by his students, serving as a physical education faculty member, he also served as Student Ombudsman,

Director of Sports Information, Director of Sports Services, Dean of Students, President of the Faculty Senate, and Chair of the Department of Physical Education.

Dr. Vessely was recognized and honored for his service to IUPUI, when he was inducted into the IUPUI Athletics Hall of Fame in 1998. He was also an active member of the National Intramural Recreational Sports Association, which bestowed upon him their Honor Award.

During his career, Jeff was named, Outstanding Alumnus by Indiana University's School of HPER and Department of Recreational Sports. He was also an active member of Shape

America and IAHPERD. Dr. Vessely also served as National Executive Secretary of the Phi Epsilon Kappa Fraternity from 1984 until his passing. Jeff was vested in the advancement of his career but he also believed in his community where he is a past President of the Kiwanis Club of Northwest Indianapolis, served on the boards of neighborhood centers and was an active member of his church.

Dr. Vessely is survived by his wife Susan, and children: Leslie (Mark) Krefta, Sara, and Thomas (Tasha), 8 grandchildren and 1 great-grandchild. His daughter, Tracey, preceded him in death.

Dr. Vessely's Mass of

Christian Burial was held on Saturday, Feb. 6 at St. Mary's Catholic Church, Indianapolis. The family has requested that donations be made to the IUPUI School of Physical Education Jeff and Susan Vessely Scholarship.

"model of integrity, professionalism, selflessness, principles, compassion, conviction, and was unwavering in his commitment to the development of others."

A close-up portrait of Megan Hubbard, a young woman with long, light brown hair, smiling warmly at the camera. She is wearing a light-colored top. The background is a soft, out-of-focus grey.

Megan Hubbard

2016 Ruth Abernathy Presidential Scholarship Recipient

The Society for Health and Physical Educators (formally the American Alliance for Health, Physical Education, Recreation and Dance) selected Megan Hubbard, a senior double major in Health and Physical Education Teaching from Purdue University, to receive the Ruth Abernathy Presidential Scholarship and Major of the Year. The honor is bestowed upon the nation's top undergraduate students preparing for a career in physical education, physical activity, dance, school health and sport. Hubbard is one of three students in the nation to receive this award.

Hubbard became a finalist in the running for the Presidential Scholarship by attending several Midwest Leadership Institutes as well as attending her Indiana (IAHPERD) state conference for three years and attending National Student

Leadership in St. Louis in 2014. She has been President of Purdue University's Health and Kinesiology Undergraduate Majors Club and has held an officers position for all three years.

The New Palatine, Illinois (Chicago) native actively serves on the Council for Future professionals for IAHPERD and Midwest District, and represented Indiana at the 2014 Student Leadership Conference. She has also been published in the Shape publication Momentum as well as in JOPERD. Megan takes advantage of every opportunity to learn and many opportunities to get involved while earning a 3.99 grade point average. She also took advantage of Midwest Leadership opportunities and was certified as a Physical Activity Leader in 2014. In addition to Megan's success in the classroom, she has

volunteered her summers in Bolivia as a tutor and physical activity leader in a village school.

Megan takes pride in her many accomplishments and is a leader in Purdue's Health and Kinesiology Undergraduate Majors Club. She has served her club as President, Vice President and Social Chair. She initiated a service learning outreach project for a local hospital children's unit by proposing the club members make blankets for families in the children's ward. This has been very successful and a project that continues to impact our students and the children. Megan also was instrumental in organizing a 5K event that hosted over 200 runners and in turn provided support for our local Pete's Pals program. This is a program that provides physical activity for children with disabilities to participate in

physical activity through a gym and swim program.

According to Carole DeHaven, Purdue University lecturer in Health and Kinesiology, "Megan is a breath of fresh air-always willing to assist others and lead our majors. Her actions speak highly of her commitment to her profession. Megan has been involved for the four years of her collegiate experience and is always one student that everyone can count on. She is committed to becoming a quality teacher and leader and I am sure she will have great impact on her students."

Dr. Bonnie Blankenship, Purdue University Professor in Health and Kinesiology says, "Ms. Hubbard is a hard-working, diligent, conscientious, and pleasant young person who has a great future ahead of her as a physical and health educator. I could see many

years from now an article in JOPERD, written in the same spirit as (an article written) about Dr. Abernathy, memorializing Ms. Hubbard's many contributions to our profession!"

"I've had opportunities to teach students in local schools every year since my freshman year at Purdue," Hubbard said. "Each year I've become more dedicated to and confident with my role as a teacher and my ability to educate and inspire kids to be physically active. I'm incredibly humbled to win the award. It's an exciting accolade to be recognized by our professional organization and I look forward to my future."

LAKE STATION TEACHER HONORED

Marlene Zloza - provided October 28, 2015

FOR COMMITMENT TO HEART DISEASE

LAKE STATION | At a recent Lake Station School Board meeting, a plaque was presented to teacher Kelly Schmelzer by Sunni Rossi Stetler, regional vice president of youth marketing for the American Heart Association.

Schmelzer, an elementary physical education teacher, was recognized for her continuing efforts to raise awareness of cardiovascular disease with her students. In 1992, Schmelzer received the Time, Feeling and Focus award for being the only coordinator to host a Jump Rope for Heart event at four different schools for 10 consecutive years — Alexander Hamilton, Bailly, Carl Polk and Central elementary schools raised \$32,925.

Since then, Lake Station schools have added another \$65,953 for a total to date of \$98,873. According to the AHA, this represents 1,978 lives saved since 1982.



Kelly Schmelzer, right, an elementary physical education teacher for the Lake Station School Corp., explains her commitment to the annual Jump Rope for Heart fundraiser at a Lake Station School Board meeting. The event benefits American Heart Association efforts to reduce disability and death from cardiovascular disease and stroke. Sunni Rossi Stetler, left, AHA regional vice president for youth marketing, honored Schmelzer at the meeting.



**American
Heart
Association®**

2 WAYS TO GET YOUR SCHOOL MORE ACTIVE TODAY

It is an exciting time to be part of Let's Move! Active Schools! We recently announced two new opportunities to help you create an Active School environment:

DISCOUNTS

Discounts will make it easier for schools to purchase physical education/physical activity equipment, program materials, training, and professional memberships. Industry leaders — Adventure to Fitness, Focused Fitness, GenMove USA, GoNoodle, Gopher Sport, SHAPE America, SPARK & Sportime, and S&S Worldwide — will offer Let's Move! Active Schools-enrolled schools exclusive discounts off products and services that will help get students moving for at least 60 minutes a day. Eligible schools will be able to take full advantage of these discounts year-round by visiting their dashboard.

Ready to save on your next purchase?

1. Visit www.letsmoveschools.org to either “Sign Up” or “Log In. Make sure to select the Team Member role if you are a school staff member.
2. Once logged in, click on the “Evaluate” tab to complete your school’s short assessment.
3. Voila! You will unlock access to the “Discounts and Special Offers” section on your Let's Move! Active Schools dashboard.

PROGRESS INCENTIVES

Let's Move! Active Schools also wants to encourage you to make progress during the year. And, what better way to do that than with incentives! Generously provided by Adventure to Fitness, Focused Fitness, GenMove USA, Gopher Sport, SHAPE America, and S&S Worldwide, progress incentives will be awarded on a quarterly basis to those schools that move the needle on their Let's Move! Active Schools action plan.

Want to be rewarded for your progress this winter?

1. After fully implementing a Let's Move! Active Schools standard at your school, update your action plan by marking the item “Complete.”
2. Your school will be entered to win physical education/physical activity equipment, program materials, training and registration for professional development events.
3. Recipients will be randomly selected and notified in the month following the end of each quarter. The next progress incentive period closes on February 29.



If you have any questions or need assistance, please contact the Let's Move! Active Schools Customer Support Center at 1-855-972-0876 or email help@letsmoveschools.org.

CDC IDENTIFIES TOPICS FOR SEX EDUCATION IN SCHOOLS; FEW SCHOOLS TEACH ALL

Article written by Nicole Gorman, Education World Contributor

The Centers for Disease Control has identified 16 topics it says should be taught in U.S. sex education classes, but so far only half of U.S. schools and a fifth of U.S. middle schools are already doing so. The CDC recommends that students begin receiving sex education in 7th grade, but the starting grade level as well as the subject matter varies in schools across the country.

California set a precedent in October last year when it declared it would be mandating that every public school teach sex education to students in grades 7-12. Although 90 percent of the state's schools were already offering some kind of sex education, because it was not regulated, schools were able to pick and choose what was taught.

Many taught abstinence-only subject matter, which critics argued did not properly educate students about sexual health. Much of the new California sex education curriculum will be adhering to the CDC's new guidelines. The law became effective Jan. 1, 2016, but many states and districts are still holding their own battles to get rid of abstinence-only sex education and move on to more comprehensive subject matter.

In Omaha, for example, the school board is having a difficult time deciding on new standards for a sex ed. program in dire need of an update.

In Nebraska, sex ed. is left up to the individual school districts to decide what to offer by way of subject matter and whether to even offer it at all. And even though no sex ed. classes will be mandatory in Omaha public schools, board members and the community are still at odds when it comes to deciding on a curriculum, said *ABC News*.

In Omaha this month, *"board members sat in stoic silence, activists from both sides vented their feelings during three hours of public comment — reflecting divisions that have bedeviled school boards nationwide, as well as state legislatures and even Congress," ABC News* said.

The topics the CDC recommends are as follows:

1. Benefits of being sexually abstinent.
2. How to access valid and reliable health information, products and services related to HIV, other sexually transmitted diseases, and pregnancy.
3. Influences of family, peers, media, technology and other factors on sexual risk behavior.
4. Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy.
5. Goal-setting and decision-making skills related to eliminating or reducing risks.
6. Influencing and supporting others to avoid or reduce sexual risk behaviors.
7. Importance of using condoms consistently and correctly.
8. Importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy.
9. How to create and sustain healthy and respectful relationships.
10. Importance of limiting the number of sexual partners.
11. Preventive care that is necessary to maintain reproductive and sexual health.
12. How HIV and other STDs are transmitted.
13. Health consequences of HIV, other STDs, and pregnancy.
14. Effectiveness of condoms.
15. How to obtain condoms.
16. How to correctly use a condom.



EVERY STUDENT SUCCEEDS ACT: GAME-CHANGER FOR HEALTH AND PHYSICAL EDUCATION

In December, SHAPE America celebrated a huge legislative milestone when Congress passed the reauthorization of the Elementary and Secondary Education Act, the **Every Student Succeeds Act (ESSA)**.

President Obama signed this bipartisan legislation into law on December 10. The act replaces No Child Left Behind as the federal education legislation that funds and provides the framework for elementary and secondary education in the United States.

School health and physical education have been included in ESSA and, as a result, states and school districts will have access to significant funding for health education and physical education programs.

This is a victory for SHAPE America, the profession, and most importantly for the 50 million schoolage children across the country.

Thank you to all of the SHAPE America members who have attended SPEAK Out! Day and contacted their members of Congress over the past seven years to ensure that the ESSA included school health and physical education in a way that places these subjects as a critical part of students' school day.

When No Child Left Behind was passed in 2001, one of the unintended consequences of the bill was widespread cuts to funding for school health and physical education programs across the country. Now, there is the opportunity for increased funding for your programs with the passage of ESSA.

ESSA Resources

Check out SHAPE America's website for more information and key resources on ESSA!
www.shapeamerica.org/essa

- Every Student Succeeds Act 101 podcast
- What's Next with ESSA? Exchange blog post
- Getting Started with ESSA on-demand webinar
- Getting Started with ESSA: A Guide for Health and Physical Educators e-guide

ESSA Quick Facts

Here's what you need to know about ESSA and how it affects school health and physical education:

- School health and physical education are identified as part of a student's "**well-rounded**" education. Other subjects noted in the definition of well-rounded education include science, art, civics, history and geography, among others.
- The term "**well-rounded education**" replaces the term "**core subjects**" used in previous authorizations of the Elementary and Secondary Education Act.
- Subjects included in a well-rounded education are allowed the use of funds by states and school districts for Title I (*low-income schools*) and Title II (*professional development for teachers and principals*).
- School health, physical education and physical activity programs will have access to significant funding under Title IV of ESSA. Block grants will be distributed to states under the Safe and Healthy Students program.
- Funding previously allocated to school districts through the Carol M. White Physical
- **Education Program (PEP)** from the U.S. Department of Education will no longer exist. The funding available in the block grants through Title IV will replace the PEP grant funding.
- School districts will be able to access funding from Title I, Title II and Title IV through their state department of education. The process for accessing these funds is still being developed by Congress and the U.S. Department of Education.
- SHAPE America will be in communication with Congressional leaders and the U.S. Department of Education as they put in place the regulations and process for implementation of the funding for ESSA. This process will take place over the next six months to a year.

IT'S NOT ABOUT MANDATES, IT'S ABOUT SAVING MORE LIVES!

Article and Imagery provided by SHAPE America

Every hour in the United States approximately 38 people will have a cardiac arrest event outside of the hospital. Nine out of 10 people will not survive. However, if lifesaving CPR is performed, a victim's chance of surviving can double, or even triple.



In 2010, the American Heart Association (AHA) set an aggressive goal: to reduce deaths due to cardiovascular diseases and stroke by 20 percent and to improve the overall health of all Americans by 20 percent by year 2020. Increasing the number of people in communities who have “hands-only” CPR skills is a key part of the strategy to reach this goal. CPR saves lives. CPR is one of the most important skills a person can have, as it often means the difference between life and death for a cardiac arrest victim. Cardiac arrest can happen to anyone regardless of age and gender. Current science indicates that “hands-only” CPR is the best practice for widespread CPR training for the general public. For that reason, the AHA developed an innovative tool, CPR Anytime Family and Friends, to train the general public. Following the success of CPR Anytime, AHA, in collaboration with key stakeholders, created the CPR in Schools kit. Together, these tools offer a blended approach to drastically increase the number of people who have CPR skills, thereby improving the chain of survival.

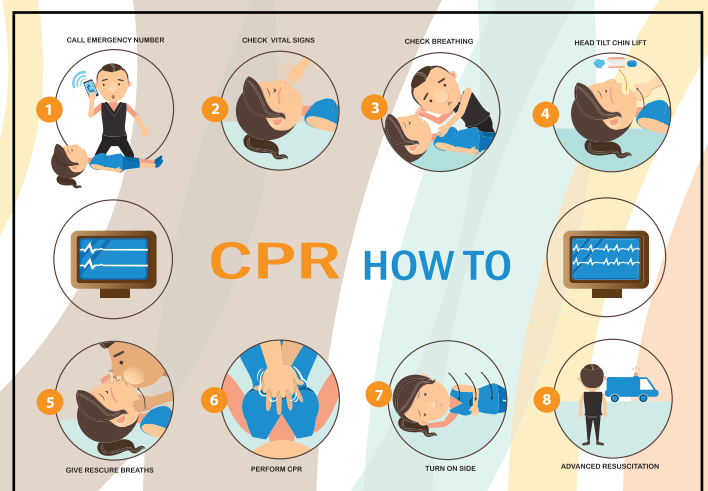
Because approximately 88% of cardiac arrests occur at home, the AHA has embarked on a mission to train the next generation of lifesavers that will drastically increase the number of households that will have at least one person trained in hands-only CPR. The AHA is lobbying to have CPR training as a graduation requirement in every state. So far, 27 states have passed this legislation. Regardless of mandates, a team has been assembled within the AHA called the CPR in Schools managers. Their role is to support any school district,

public or private, under mandate or not, in their CPR efforts. They personally offer support for the CPR in Schools training program wherever it is purchased or placed due to grants or business sponsorships.

The CPR in Schools training kit empowers students to learn the core skills of CPR in under 30 minutes, and it teaches AED skills and choking relief. The easy-to-use kit is designed specifically for the needs of school educators. It's portable, allowing for convenient movement from classroom to classroom and easy storage. It's also reusable. The program was developed by the AHA and incorporates the very latest science. The CPR in Schools training kits include a carry-all bag with 10 manikins, 10 DVDs, a lesson plan, a facilitator guide, pre- and post-tests, a facilitator training record and an online webinar. Each kit can train 10-20 students at one time and has a useful life of up to three years. The training DVD allows anyone to facilitate a training, regardless of their own CPR training, which also helps to meet state mandates easier and more economically. The watch-while-practice method has been researched and proven to be an effective approach for teaching and retaining CPR skills.

We hope your students will never have to do CPR, but we know they all can easily learn the life-saving skills and make the difference!

To learn more about the CPR in Schools training program, how to share a heart hero save story, or even find the tools to create a cardiac emergency response plan for your school visit www.heart.org/cprinschools. Questions: 1-866-935-5484 or cprinschools@heart.org



CPR in Schools Training Kit™

Teach students lifesaving CPR skills by using this all-in-one kit



In School



Facilitated Group

Train the next generation of lifesavers

The CPR in Schools Training Kit empowers students to learn the core skills of CPR in under 30 minutes, and it teaches AED skills and choking relief. The easy-to-use kit is designed specifically for the needs of school educators. It's portable, allowing for convenient movement from classroom to classroom and easy storage. It's also reusable. The CPR in Schools Training Kit was developed by the American Heart Association and incorporates the very latest science.

CPR in Schools Training Kit includes

- 10 Mini Anne® Plus inflatable manikins
- 10 kneel mats with carry bags
- 10 practice-while-watching training DVDs
- Hand pump for manikin inflation
- 2 mesh collection and storage bags
- Classroom carry bag
- 50 replacement airways
- 50 manikin wipes
- 10 replacement face masks
- Facilitator Guide

The kit contains everything needed to facilitate a CPR in Schools training class for 10 students at once. And the process can be easily repeated to train an entire class, a grade or even an entire school. One kit can train hundreds of students!

How it works

Any educator or student can facilitate the 30-minute session as students practice on a Mini Anne Plus manikin while watching and learning CPR skills on the DVD. This method is a research-proven way for students to learn and retain the lifesaving skills of CPR. Students can learn Hands-Only™ CPR or CPR with breaths. Students can take home a manikin and DVD from the kit to train family and friends too.

When lives are at stake, don't settle for less. Insist on quality training from the leader in Emergency Cardiovascular Care: the American Heart Association.



Order today!

Course materials

- CPR in Schools Training Kit, light skin (90-1088)
ISBN: 978-1-61669-347-3
- CPR in Schools Training Kit, brown skin (90-1089)
ISBN: 978-1-61669-348-0

www.heart.org/cprinschools

(866) 935-5484

GOOD SPORTS EQUIPMENT GRANTS IMPACT TWO MILLION+ KIDS



Good Sports is a national nonprofit that gives all kids the lifelong benefits of sport and physical activity by providing athletic equipment, apparel and footwear to those most in need. As participation fees for youth athletic programs continue to rise and physical education budgets are cut, more and more children are unable to play due to the financial strain the fees and necessary equipment place on their schools and families.

Good Sports addresses these barriers to participation by providing the tools these children need to play, regardless of economic standing. Since 2003, Good Sports has provided over \$15 million in equipment to support more than two million children nationally.

In order to be considered for a Good Sports grant, schools and organizations must meet four main criteria:

1. They directly serve children between the ages of three and 18 years old
2. They serve youth in an economically disadvantaged area
3. They are located in the United States
4. They operate an organized sport, recreational activity or physical activity/physical education program that offers a consistent and structured opportunity for play to large groups of children

Interested schools and organizations can visit www.goodsports.org and submit the online application, which is then reviewed by a member of the Good Sports team who will determine if Good Sports is in a position to help. When applying, it is recommended that detailed answers are provided on how the school or organization serves disadvantaged youth, and why there is a need for a donation. Applications are accepted on a rolling basis throughout the year, and applicants can typically anticipate a response within 10-14 business days. Applicants enrolled in Let's Move! Active Schools, while not guaranteed, do receive additional consideration for approval when the application is evaluated.

Throughout the year, Good Sports receives donations of equipment, apparel, and footwear from a variety of leading sports equipment manufacturers and distributors, including, but not limited to: baseball bats, basketballs, footballs, soccer balls, fitness equipment and apparel ranging from baseball pants to cheerleading warm-up suits. Approved schools and organizations will receive access to an online catalog, where they have the ability to view current inventory and submit requests as needed. Schools and organizations have access to the catalog for a two-year period, and can submit up to six (6) equipment requests in that time. This process focuses on enhancing the im-

port of a donation to each recipient — allowing them to submit requests at their convenience, and working directly with Good Sports to ensure their needs are met.

Good Sports teamed up with Let's Move! Active Schools in February 2015 to support Active School environments where students are moving for at least 60 minutes each day. By giving additional consideration to schools enrolled in Let's Move! Active Schools, Good Sports is able to ensure it is helping schools that are committed to expanding physical education and physical activity opportunities for students.





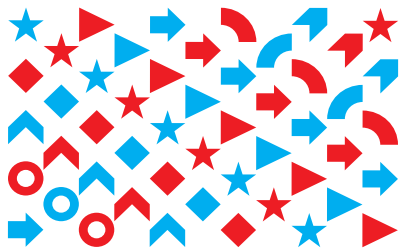
SHAPE America continues to offer professional development and training to keep you knowledgeable and up to date on all of the current trends in the field of health and physical education!

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
- Instructional strategies
- Health-related fitness education
- Adapted physical education
- Standards & compliance
- Regulations
- And more!

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



Let's Move! Active Schools

Active kids do better.

Active Schools help kids reach their greatest potential.

Sign up at letsmoveschools.org



