COUNTDOWN TO CONVENTION

By Renee DeBell
Convention Manager

While many people find the arrival of fall a bit lackluster after the sparkling Colorado summers, we here at SHAPE Colorado start to get REALLY EXCITED because that means convention is coming! 2016 is no exception to the excitement and the convention & recognition committee is salivating over the great content for this year’s convention. Some highlights include:

- Pre-Convention workshops look fierce and offer a wide range of appeal. This year’s confirmed workshops include Fencing, Challenging Autism with Exercise, Teaching Health in PE, Technology and Dance ABCs.
- Our partners are incredible - look for a competitive demonstration by our partners at Western Dairy, an update on ESSA (and a dedicated session after Fridays lunch) from Amy Dyett with the Colorado Education Initiative and a Thursday night social and exhibitor expo sponsored by SPARK.
- Friday and Saturday sessions are unbelievable!

OLYMPIC-SIZED JOURNEYS

By Elizabeth Sharp
SHAPE Colorado President

I am writing this article as I watch the 400m hurdles event in the Olympics. I am a true Olympic nerd. I wear USA shirts, I schedule my day around the events, I host watch parties, and teach my 18-month old son how to yell at the TV to make them go faster. I truly love the Olympics. I am also a sucker for the background stories. I listen intently to the journeys of these amazing athletes and how they earned their way to Rio despite all of the obstacles.

My favorite story was of South Africa’s Wayde van Niekerk who won the 400m and broke Michael Johnson’s world record. Ans Botha, a 74-year-old great-grandmother, coaches him. She has been coaching since 1968. She still exudes passion for her field: “I still love coaching and I still love my athletes, so I can’t see a reason why I would go and sit down and play with my fingers. That’s not in my nature.” I hope I am as passionate as she is when I am 74.

As the new school year starts, it is important to keep

Continued on page 4

Continued on page 6
Hello and welcome to a new school year that is predicted to be one of positive change and new possibilities.

I would like to start out by thinking former Executive Director, Patricia Morrison for her many years of service to our membership. Her hard work and dedication has established Colorado as one of the top tier States for physical education and health. Pat’s passion and dedication will be missed on the SHAPE Colorado Board. On behalf of our membership and teachers across the state we thank you!

Thank you to everybody that has provided such amazing support and encouragement as I transition from the Colorado Department of Education and begin my new adventure with SHAPE Colorado. Many of you know, change can sometimes be difficult but I’m excited about this new challenge and encouraged that I have the opportunity to continue to provide service and support for health and physical education teachers around the state.

In my short 2 months as executive director for SHAPE Colorado I have been blown away by the talent and skill the SHAPE Colorado board and executive team have. They have been hard at work planning the October convention, represented health and physical education teachers as the state plans for ESSA are developed, provided guidance and leadership at legislative events, and continue to strategically plan for the future of health and physical education in Colorado. As executive director I look forward to providing support for these hard-working volunteers.

I look forward to getting a chance to meet all of you at the upcoming convention in October. As always, please feel free to contact me if you ever need assistance and support.
In the fall of 2015, Woodglen Elementary submitted a grant proposal to SHAPE Colorado to assist in buying equipment for the gym to ensure all students had a piece of equipment that was developmentally appropriate and to enhance programs and units of study that needed certain equipment, such as our Jump Rope for Heart Event in the spring of 2016, team building activities, interdisciplinary math activities and fitness testing.

Our school had limited equipment for jump rope (single ropes or long ropes/Double Dutch) and did not have any equipment for younger students to practice jumping and hopping. We had a limited number of polyspots and the polyspots that we already had, the school had to have letters put on them to assist students with literacy. To have polyspots with numbers would not only increase the number of polyspots we had in the school but with numbers, activities could be designed to incorporate math. From my experience administering fitness testing, push-ups are a hard component to assess. Instead of choosing not to assess or having students perform the push-ups incorrectly, the Push-Up Testers would not only assure that students were performing push-ups correctly but it would be a great way to increase moderate to vigorous physical activity (MVPA) as a student would not need another student to count how many push-ups he or she can perform during the test.

The purpose for having equipment for younger students to practice jumping and hopping is so that younger students will be able to participate in a variety of activities that focus on jumping, hopping and landing (instead of focusing on jump rope skills like older students). The purpose for having a variety of lengths in the segmented jump ropes is to give students options in weight and length to jump rope. In order to accommodate diverse learners and demonstrate best teaching practices, different choices and options need to be made available to students. The purpose for having the 32' segmented jump ropes and the numbered polyspots is to assist with team building activities. It is very important for older students to engage in team building activities.
Welcome back to school! For those of you who work with students with special needs, it is vital that your paraeducators understand the expectations to work in your gym. Dr. Lauren Lieberman has granted permission to share the following with you. I have sent it out to all of my district’s PE teachers and have used these guidelines when training paraeducators. This is a great resource to engage paras with students to optimize learning and participation! Have a great year!

**Paraeducator Responsibilities**

The following is a sample job description for an adapted physical education paraeducator.

**General Job Description:** Work with students who require more individualized attention during the physical education lesson.

**Specific Job Description:** The following are specific duties to be carried out by the paraeducator:

1. Establish a positive and supportive relationship with the physical education teacher through regular meetings and communication.
2. Work with individuals or groups of students under the direct supervision of the physical education teacher.
3. Assist with activities of the daily lesson by demonstrating or having another student correctly demonstrate the skill or activity under instruction; closely supervising students in teacher-planned activities, including physically standing an arm’s-reach away as needed; helping students stay on task for activities taught by the physical education teacher through motivation, assistance, and the like; using appropriate activity modifications of equipment, rules, and so on, as approved by the physical education teacher; allowing students to perform skills and activities as independently as possible; and facilitating positive, age-appropriate interaction between the students and their peers.
4. Implement approved behavior management program for students in the gymnasium consistent with the plan used in the classroom.
5. Assess students’ skill and activity performances as requested by the physical education teacher.
6. Record progress of students under the direction of the physical education teacher.
7. Prepare and obtain instructional materials (e.g., equipment, written instructions) as needed for the lesson’s activities in consultation with the physical education teacher.
8. Accompany students during any community experiences.
9. Assist students with toileting, dressing, and other self-care activities when needed.
10. Uphold confidentiality guidelines pertaining to students, parents, and physical education activities. All parent communication must come from the certified physical education teacher.
11. Perform other duties as assigned by the physical education teacher.

From *Paraeducators in Physical Education*, by Lauren Lieberman, Editor, and AAPAR, 2007, Champaign, IL: Human Kinetics.

What inspires your journey? Is it Zumba, using technology in the gym, geocaching, parkour, yoga? Guess what – you can find all of these sessions and SO MANY MORE during convention. A draft schedule of sessions will be posted on the website soon and the final agenda will be available before convention.

Please join us in Colorado Springs for the 2016 SHAPE Colorado annual convention at the **Hotel Elegante**. Thursday October 20 is pre-convention workshop, Friday October 21 and Saturday October 22 is convention. If you plan to spend the night in Colorado Springs at the Hotel Elegante please remember to book your room using the SHAPE Colorado conference name to receive the incredible group rate ($89!) by September 26, 2016. Links for convention registration and overnight accommodations can be found on our website. Don’t miss this incredible opportunity!
Teaching Nature through Outdoor Physical Education K-16

By Christine Rochester
University Physical Education Professor

We need nature! An enormous amount of reports indicate that just as little of five minutes of being outdoors in a natural setting is beneficial to our health. We in physical education add exercise to being outdoors and the health benefits are phenomenal. In schools, typically, physical educators take students out of doors more than any other subject teacher does. What a fabulous opportunity we have to educate youth about nature and to take advantage of the health benefits of being in nature. This article explains why nature education in elementary, secondary and higher education is essential to health and fitness and how to get started.

Why We Need to Be Outdoor Educators

Physical movement is the basic language of childhood development and children learn about their world by exploring their surroundings physically. When we place children in desks for hours each day, we, in effect, unplug children from this vernacular and obstruct their natural development. Using the outdoor environment as a educational location stimulates the learning senses and facilitates divers learning opportunities (Beard & Wilson, 2002). Physical education teachers in particular have a large capacity to spend time outdoors with youth on a regular basis and forge learning in the cognitive, emotional, and spiritual domains. Still, the traditional physical education curriculum does not include in depth nature and life science education. When we bring students outdoors their curiosity is naturally brought to life. Insects, birds, mammals and a wide variety of flora often can be encountered during regular physical education classes taught outdoors. These teachable moments can become fabulous educational opportunities for students to learn about their environment and develop authentic interpersonal skills necessary for their future.

Children forced to play indoors are more likely to be sedentary and develop mental disorders. Studies done at the Active Living Research Institute indicate that the best predictor for an active preschooler is time spent out of doors (Sallis, Frank, Saelens, &Kraft, 2004; Sallis, Owen, Fisher, 2008). By being disconnected from nature we lose our senses. Too often schools block out the sights, noises and smells of the world and children become disconnected from their natural environment. Therefore, in order for youth to experience the richness of life has to offer natural experiences are necessary (Louv, 2008). Fortunately, the positive effects of nature on one’s physical and psychological health are ancient secrets that modern day educators are starting to take advantage of by designing school landscapes that have natural habitats and gardens (Monke, 2007). Furthermore, physicians are now prescribing physical activity in nature in parks as medicine for stress, anxiety and depression (Miller 2009; Louv, 2012).

Meanwhile, the advertising industry has done such a great job at teaching our students brand recognition and team recognition and sadly nature has not had huge dollars to educate students to recognized plants and animals within ones neighborhood. Youth can name sports teams across the country and from where they live yet have no idea of the name of the tree in their yard, if they are fortunate enough to have a tree. Physical education needs to be a place that where we teach children how to stay healthy for a lifetime and not just a place to become a sports fan. Including nature education within the health and physical education curriculum is essential.

Sports vs. Outdoor Education

The number of youth involved in organized sports has increased dramatically in the past few decades and so has childhood obesity. Organized community sports seem to be where youth spend most of their outdoor time. As soon as the game is over it is back into the SUV where some kids turn on the DVD player or other electronic devices. Organized sports can be important for developing skill and character in youth providing more opportunity for youth to participate in physical activity outside, but may not be the best way to spend our community resources being only 5% of youth play sports as a lifetime activity.

Organized sports don't work for all youth for many reasons. Trained coaches and physical educators are not often involved in youth sports (Eitzen & Sage, 2009), and many youth sports programs are run by volunteers or low paid community members. The result of untrained or uncertified leadership in organized youth sport is likely to result in several things that may detract from youth fitness. First, the highly competitive nature of professional sport is often times carried over into youth sports. Skilled youth tend to dominant games while youth that need to develop skill often get less or no playing time. In practice, there may be limited equipment

Continued on page 6
the potential of every child in mind. We learn so much in the journey. We push kids to do their best. We challenge others to make movement an important part of their day. We test students to show their growth and encourage them to set higher goals. As we prepare to take them on a great journey this year, please remember to teach them to love the journey. Love the hard work. Love reaching your goals and setting new ones. Love giving it all in everything we do. Teach kids to love the journey as we encourage them towards their potential.

"Journey Towards Potential" will be the theme of the 2016 SHAPE Colorado Convention. I am excited about some of the incredible speakers and sessions that are planned. You will “feel” a little Olympic theme as we meet in Colorado Springs, home of the Olympic Training Center. On Thursday night, there will be a special VIP tour lead by an Olympic athlete. There will also be fencing, field hockey, yoga, parkour, rugby, and weight training sessions. You will also see a plethora of sessions on elementary activities, technology, and a great health education track.

Join us at convention and let it renew your passion for Physical Education. Who knows, maybe it will spur you on to stay in the field for over 5 decades as well! See you in Colorado Springs! and long periods of waiting instead of long periods of physical exertion and skill development. Second, youth and their parents may be led to believe that practices and games are when we do physical activity. Physical activity is no longer part of a regular daily life routine in many families, it is something that must be organized from time to time and offered seasonally. It must also be something that you are good at and that you can beat others in. If youth aren’t in the elite physically skilled group they tend to believe sports (which may be equated with fitness activity in general) is not for them. In addition, kids have issues about making mistakes, in front of their peers, which can happen at key moments in development when games are set up to be like professional sports. Our larger public schools provide opportunities for only the elite athletes to make the team starting in 6th or 7th grade or earlier. Many of thousands of students are cut from rosters at a young age and poor body images can be a result if no other options for regular movement participation exist. Team sports are also costly. Most recreation departments, associations and school districts require a fee to participate. This is necessary to pay for umpires, referees, maintenance of facilities, utilities, rental fees, uniforms, and director fees. Families that are struggling financial are discouraged to or cannot afford to pay these fees. Often times, grants and other funding opportunities are not available to a large percentage of youth. Team sports can offer the awesome opportunity for leadership development. When classes are set up well, the teachers encourages the highly skilled athletes to work with others to help them improve their skill and, group dynamics are naturally fostered. Yet, physical education was originally designed to aid in the overall health of youth. In addition, a worldwide curriculum reform movement based on research shows the need for more endurance activities that can easily and inexpensively be participated in (Lynch, 2014; Kilborn, Lorusso, & Francis 2015). Taking a walk, bike ride or jog in the neighborhood and viewing trees and birds is free and readily available to most students. Statements on behalf of the American Heart Association (AHA) Behavior Change Committee of the Council on Epidemiology and Prevention, Council on Lifestyle and Cardio-metabolic Health, Council for High Blood Pressure Research, and Council on Cardiovascular and Stroke Nursing recommend daily physical education for all students yet schools struggle to provide resources to support the development of healthy behaviors to counteract

Continued on page 11
Let's Move Active Schools

Be a Champion.
Lead a movement for 60 minutes of physical activity a day for your students.

Sign up at
letsmoveschools.org
Creating a Community in the Classroom through Relationships

By Elizabeth Miner
Physical Education Teacher

Taking time to build relationships between the teacher/student and teacher/parent (guardian) is integral to the success of a student's educational journey. Student motivation and positive behavior increases when a student sees their relationship with teachers and peers to be affirmative and supportive (Jones & Jones, 2007). First impressions are important; teachers need to take into consideration on how they are going to start meaningful relationships with their students and the families of their pupils. A simple greeting at the door or an introduction phone call or letter home, individual conversations with a student and parents to get to know them, creating routine and expectations, showing active listening skills, and communication are some strategies to help start those relationships. Once the relationships are in place then, the teacher needs to continue working and reflecting on the relationship to ensure the learning environment is conducive to the student’s needs. When creating a community of learning, there are three types of relationships that are essential to success. Teacher/student relationships form on the first day of class when a student enters the learning environment. The initial interaction with someone can help the creation of a meaningful relationship. The teacher is not just working with a student but with their family. Teacher/parent relationships are integral to the success of a student. Guardians can give us information about their child that will help us better understand each child’s individual needs and individual behavior (Cavner, 2010). Parents understand and know their children the best and can be a valuable resource for the teacher. Peer to peer relationships is imperative to the culture created in the classroom. When students treat each other with respect, interact in a positive manner students feel safe and confident in their learning community. All three types of relationships impact how successful a student is going to be within the learning environment. Taking time from the beginning to build these relationships help create a positive student response to school and improved academic achievement.

Continued on page 14

A New Year

By John Miller
Physical Education Teacher

Starting a new school year is an exciting time. Students are returning ready to learn and be active as you prepare yourself to teach and inspire. A new school year can bring about challenges and opportunities. This is the time you prepare yourself for a new group of active learners and it is also a chance for you to reflect on your teaching and look forward to the future. Making new goals is an important aspect of effective teachers. If you have just started teaching or are a veteran in the field, setting goals can help you achieve your best. In my first year of teaching, I tended to be more focused on learning the rules and intricacies of the job than trying to refine my teaching. After finding your groove in your school, you can work to make a difference. This year make a goal to try something new, rethink the way you teach or learn to play a new sport. Think about where you want to be in a year and in 5 years.

An effective goal is measurable and includes a time frame. Some tips to make your goal successful include: Writing it down, sharing your goal with close friends as well as sharing progress towards your goal. These steps increase your chances of success by 33% according to a recent study at Dominican University (Matthews, 2013). What changes do you want to make? What do you want to accomplish? What do you want your students to accomplish? Remember to work on your goals and strive to have your best school year!

Regional Conference

Passionate & Purposeful Teaching: The Ticket to Empowering Students

By Andy Browning
Colorado Mesa University Student

Continued on page 14
INTRODUCTION

Today’s physical education professionals have a lot on their plate. Common challenges facing physical educators include reduced physical education requirements and class-time, standards based reform efforts, student assessment, large class sizes, insufficient equipment and lack of student motivation. Considering today’s obesity epidemic and the increasingly sedentary behaviors of children and adolescents, the responsibility of teachers to help youth practice living an active lifestyle carries even more weight. As we continually strive to increase effectiveness in content knowledge, teaching practices and program design, do we also strive to improve our own physical fitness levels? How much validity does the saying “practice what you preach” carry for physical educators? Does being a healthy and active role model validate us as professionals?

WHAT

What defines a quality physical education teacher who has evolved through the decades? Clearly, health related fitness is an important part of our profession as numerous organizations, including the CDC, ACSM, AHA and NIH, published official statements that identify the importance of physical activity on overall health and well being. In years past, many higher education institutions required physical education majors to complete and pass fitness tests as a part of the degree requirement, while some did not. As an example, the University of Northern Colorado required majors to complete a triathlon in order to graduate.

Fitness testing has been a difficult and controversial area for our profession. There are conflicting opinions across the profession regarding the correlation between the fitness levels of physical educators and the quality of the teacher. If physical education teachers are not able to meet specific standards of physical excellence, are they not “of good quality”? Once again, an old argument has re-surfaced to emphasize the importance of being a physically fit physical education teacher and practicing what we preach.

In 2008, the national accreditation pendulum swung to require fitness testing of physical education majors. Any college or university seeking national accreditation is now required to conduct fitness testing with all physical education teaching majors. The national accrediting body is the Council for the Accreditation of Educator Preparation (CAEP), formerly National Council for Accreditation of Teacher Education, NCATE. Within CAEP, content standard specifics are established through a specialized professional association (SPA) which, for physical education, is through the National Association of Sport and Physical Education (NASPE).

WHY

Is it important for physical education professionals to be role models? Does being a quality physical education professional include being physically fit and meeting the Surgeon General’s basic recommendations for physical activity? NASPE, in a position statement on physical
Continued on page 17
What Exactly is Physical Literacy?

By Lynn Burrows

SHAPE America states: "The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity."

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Physical and Health Education Canada defines physical literacy as: Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

Wikipedia defines physical literacy as: Physical literacy is a fundamental and valuable human capability that can be described as a disposition acquired by human individuals encompassing the motivation, confidence, physical competence, knowledge and understanding that establishes purposeful physical pursuits as an integral part of their lifestyle. The fundamental and significant aspects of physical literacy are:
- everyone can be physically literate as it is appropriate to each individual’s endowment
- Physically literate individuals consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement.
- They are able to demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of health-related physical activities.
- These skills enable individuals to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment.

SHAPE Colorado September 2016 Volume 42, No. 1, Page 11

Continued on page 17

Continued from Outdoor PE on page 6

cardiovascular disease (Spring, Ockene, Gidding, Moazzafarian, Moore, Rosal, & Lloyd-Jones, 2013).

Including health education for a lifetime has always been a part of schooling. In 1918, when secondary schooling was mandated in the United States the seven cardinal principles directed education design and curriculum. The seven principles are as follows: 1) Health, 2) Command Of Fundamental Processes, 3) Worthy Home Membership 4) Vocation, 5) Civic Education, 6) Worthy Use Of Leisure and 7) Ethical Character (Raubinger, Rowe, Piper & West, 1969). Today many schools are being forced to narrowly focus on the second cardinal principle Command of Fundamental Processes. Problems in teacher education programs, The No Child Left Behind Movement, and the Teacher Incentive Fund that are linked to extreme emphasis on standardized testing has left little room for schools to include the other six principles. The cardinal principles and the AHA guidelines are addressed in outdoor education and recreational activities. Families enjoy hiking, camping, biking and boating. Yet many are left behind and do not have the knowledge, skills and experience to participate in these activities safely because they are not formerly taught in schools. Nature education in a physical activity setting fits. Ideally, each school would have a systematic curriculum for teaching youth to identify and appreciate the natural world. It’s also essential that youth learn the seven Leave No Trace (LNT) principles when visiting nature areas. The principles are:

The Seven Leave No Trace Principles
1. Plan Ahead and Prepare
2. Travel and Camp on Durable Surfaces
3. Dispose of Waste Properly
4. Leave What You Find
5. Minimize Campfire Impacts
6. Respect Wildlife
7. Be Considerate of Other Visitors

Unfortunately, teachers often have no training on taking students outdoors and some feel they cannot manage their class if their students are not in their seats. Sitting in a seat is not the ideal way to learn about nature. Experiential education and hands on learning about nature tends to be most effective.

Where and How to Start

First, we must be passionate about the outdoor strategies and advocate for environmental resources. Small district grants are oftentimes available to teachers enthusiastic about writing up a project proposal and good administrators will work hard to promote, provide and/or help seek support for a faculty members work and ideas. School administration can usually find dollars in their budget to at least cover food expenses for an end of the year weekend camping trip for a select group of students who have earned the experience. Most state parks and
Welcome back to another school year! At the end of every summer I begin planning and getting ready for the new school year. One of the hands down favorite units that my students love every year is jump rope for heart. Not only do they enjoy learning new skills on how to jump rope, but also discovering how their heart works as well as how their charitable contributions make a difference in others’ lives.

To make things new and exciting for the kids, I try to come up with new games and incentives to get them involved in the program. There are so many different incentives to get them involved in the jump rope for heart program. Each year I try to come up with new games and incentives to get them involved in the program. There are so many different incentives to get them involved in the program.

Whether you have been doing jump rope for heart for years or are looking to get started for the first time this website has everything you need to have a successful jump rope for heart program. Each year I also look forward to finding new resources on the Jump Rope for Heart website www.Heart.org/jump.

As the saying goes, failing to plan means to fail. Get an early start on your planning this year for jump rope for heart and check out these great resources to help you along the way.

- Learn how JRFH and HFH align with the National Standards for Physical Education.
- Read Q&A with a school superintendent on gaining top-level support.
- Download a fact sheet to learn more about the program benefits.
- Register your school to participate in Jump Rope and Hoops For Heart.
- Download activities and event tips from The Pulse newsletter.
- Check out SHAPE America resources like Teacher’s Toolbox, Activity Share, and Activity Calendar.
- Share success stories and best practices with event coordinators around the country on The Exchange.
- Find JRFH and HFH specific resources from the American Heart Association.
- Create a healthy home through AHA’s healthy habits and Life’s Simple 7.

There were 395 students at Woodglen Elementary in the 2015-2016 school year and the equipment purchased impacted all of them. All students used the numbered polyspots in interdisciplinary math activities that were grade appropriate for all students. 3rd, 4th, and 5th grade students used the number polyspots specifically in a team building activity. The 6’ segmented jump ropes impacted 3rd-5th grade students as he or she had his or her fitness data collected and recorded throughout the year.

Photograph: Courtesy Colorado AHA

Thank you, SHAPE Colorado to giving back to your members through the 5280 Grant, as it impacted close to 400 students in Colorado by providing them optimal practice time, options to choose how he or she would be successful in skill development activities and opportunities for students to interact with others and practice social and emotional behaviors with others around them.
national parks offer entrance fee waivers for educational groups and there may be other community resources available to help meet your equipment needs. There are local foundations, Kiwanis and Rotary clubs, and other donors that can find a way to help sustain projects that already exist. In this regard, video documentaries of the activities can be a critical resource to help expose this work and eventually garner additional support. A little creativity and asking for support can go a long way in creating experiences that children will not soon forget.

No matter what the activity or project, it is important to create a tenor of welcome and group inclusion right from the beginning. Creating an environment where participants feel psychologically safe allows learners to engage to the fullest, take risks and push their boundaries without any fear of ridicule, rejection, or failure. Being in the outdoors is typically a new learning environment and taking some time to get to know the group members goes a long way in developing the experiential learning model. After the initial focus of group dynamics, a sequence of challenging activities that increases social risk first and then physical risk second is typically a successful lesson building strategy. The lesson plan and sequenced activities need to be thoroughly planned for safety and reflective of the learners involved. Furthermore, adjustments to the sequence and/or changes to the difficulty of the activities need constant attention by the facilitator in order to maintain a safe and productive learning environment.

Most schools have some natural areas to work with! Working with the school community to provide access to and grow natural areas on the school grounds is essential to the health of our youth. A few ways you can start or build on your current nature education in PE are to look at the lessons you already teach and modify them to include nature. Find out the name or the trees and plants on your campus and share that with your students. Arrange field trips to your favorite natural areas and include classroom teachers in thematic education. Well organized logistics can improve a lesson, while inadequately planned logistics can impair learning. It’s amazing to observe how students engage in the learning process when provided opportunities in natural settings. Add the seven LNT principles to the curriculum and have discussions with students about how they apply these principles outside of PE.

One simple way to add nature is to modify freeze tag game so that to get unfrozen the tagged person must answer a question about nature correctly. Have questions made up and have students help you ask frozen students the nature questions. You can even give a nature lesson and have students make up their own questions. Ways to include connections to our environment are limitless in health and physical education. Be creative and tap into the wonderful World Wide Web for tips. One of the authors’ favorite sites for nature activities is Joseph Cornell’s sharingnature.com. Also consider adding a biking unit by asking parents and community members to donate working bikes to your school.

In Teacher Education Programs, pre service physical educators are being prepared to teach nature education in secondary methods and courses like Outdoor Fitness. Within these courses future K-12 educators are learning how to connect to nature themselves and are getting opportunities to engage their students in civic education. Physical education teacher education programs are bringing pre service teachers to K-12 schools and teaching camping, biking, hiking and nature games. Changing education can seem like turning the titanic (Ratvitch, 2016) yet our individual efforts have tremendous effects on our students.

We know that mental and physical health are likely to be important traits that employers will want in future employees. Outdoor education has been shown to encourage both physical and mental health. Children that play in the out of doors learn healthy ways to use their leisure time. If we hope to improve the quality of life for our children, we need a larger vision. We tinker around with curriculum, instruction and policy, but none of this will seal the bond between future generations and nature until we dedicate a significant amount of time to education in the outdoors. People are more likely to preserve and protect environments for which they have gained appreciation. Exposure to the outdoors and teaching nature awareness through physical educational programs is one way children learn to appreciate the natural world and begin to form ideas that may lead to a desire to preserve nature and our health at the same time.

Beard, C., & Wilson, J.P. (2002). The power of experiential...
In classrooms, methods implemented to establish relationships with students are getting to know the student individually, maintaining high positive to negative feedback and communicating high expectations to all pupils. Getting to know students on a personal level is important because it builds trusting, caring relationships. When students are in classes, they want someone to know their needs, knowing a student individually allows the teacher to understand those needs. The teacher creates a community where all have an investment in the student’s success. The individual relationship aids in producing a positive school environment, thereby decreasing unproductive student behavior (Jones & Jones, 2007). Maintaining a high positive to negative feedback in the classroom is integral to success because the student feels respected. “Children are sensitive to praise and criticism given by adults (Jones & Jones, 2007 p.92).” The words we choose can make a student’s day or ruin a student’s day. Students will make mistakes but not judging them for those errors and allowing the student to start over helps the student to teacher relationship stay healthy. Communicating high expectations to all students is essential to the success of all pupils because everyone understands that they are all capable of learning complex, challenging, and critical thinking skills. Teachers high prospects of student performance is an important element associated with student achievement (Jones & Jones, 2007). The high expectation put in place allows the student to understand their support in place. Teachers need to realize that holding high expectations for all students does not mean we treat students identical, but we inform them they are capable of learning at the same level as everyone else using different learning strategies and resources. Following these methods helps model relationship expectations for peer to peer relationships in the classroom. How a teacher interacts with their students directly impact how students will interact with each other, helping create that safe learning environment. The modeled behavior in the classroom can also contribute to forming a trusting relationship with parents.

Methods implemented in and out of the classroom to build relationships with student’s families are; validating the parent’s role, being positive and using open communication. A parent wants to know their child is successful, and most of the credit come from how the parent is doing raising their child. Parents are the primary resource for our students; they know their students better than anyone else. A family is a powerful tool, using everyone to ensure the success of our students shows all invested that their beliefs and traditions are valued. When talking to parents ensuring one uses open communication is essential to making parents feel comfortable. Using active listening skills like eye contact, facing the speaker, relaxed body language and paraphrasing what the parent says helps both parties understand, and the discussion is validated. We can eliminate barriers and gain valuable information about a child and the motivation needed to make a child succeed by talking with parents (Jones & Jones, 2007). Finally, being positive shows that a teacher cares and invests in a child’s educational journey. Being positive shows respect for the person and when one feels appreciation, they tend to work toward expectations. Every parent wants to know their child is wanted, loved and liked (Jones & Jones, 2007). Building a community of respect for both the students and parents is essential to academic growth and success.

Building trusting, caring relationships with students and parents helps create community cohesiveness. Everyone is working toward the same goal, a student’s success in school which will help them be successful as adults. What the teacher does trickle down to how a student may act or how a parent may react. Continuing to build these relationships can help a student in the future, they learn the essential skills to building healthy relationships and learn how to problem solve using appropriate strategies. The primary role of a teacher is to teach academics, but successful teachers interact with students in ways that support encouraging, active learning environments (Jones & Jones, 2007). In the end, people are more willing to work together when we establish healthy relationships.

References


activity and fitness for physical activity professionals states, “Participating in regular physical activity at a level of sufficient to promote health-related physical fitness is an important behavior for professionals in all fields of physical activity at all levels, including coaches, K-12 teachers, physical educators and kinesiology faculty members at higher education institutions, and fitness professionals” (NASPE, 2010, p.1).

We are all teaching the importance of physical activity and physical fitness, but are we really practicing what we preach? In an article by Heidorn he states, “We review the FITT model, emphasize target heart rate, teach interval training, assess students using the FITNESSGRAM™ and preach 20-30 minutes of MVPA three to five days each week. However, I perceive that many physical education teachers and coaches are not interested in pursuing their own fitness development, or they are not willing to put forth the effort needed to meet the national recommendations for developing one’s physical fitness” (2013 p. 6).

Can we be appropriate role models if we fail to follow the guidelines for basic physical activity and physical fitness? Heidorn emphasizes the importance of the physical education role model when he states, “When we as physical activity professionals teach students how to develop a physically active and physically fit lifestyle (and often push them in that direction) but do not pursue a similar lifestyle ourselves, we are modeling poor practice in the fitness domain” (2013 p. 6). It is important to be a positive role model for our students in physical education. One way to be a positive role model is to be physically active and physically fit. Our students need to see that we believe in what we are teaching and we continue to practice these behaviors throughout our entire lives.

The next step is to expose and prepare future physical education professionals in the mindset and realization that their physical fitness levels impact their future students. Their behaviors need to reflect a physically active and physically fit lifestyle. One way MSU Denver has chosen to prepare future physical education professionals in the correct mindset is to fitness test annually. The goal of the fitness testing is to create the mindset of fitness growth and maintenance throughout one’s life. Kamla, Snyder, Tanner, and Wash (2012) found that Physical Education Majors passed in the healthy fitness zone in the mile run and demonstrated significant difference from non-physical education majors. However, there was not a significant difference between Physical Education majors and non-physical education majors for push-ups, curl-ups or sit and reach. Our future physical education professionals should be walking the walk and practicing what they will soon preach by being exemplary role models for all individuals involved in physical education. We need to enhance the mindset now while students are in college so that it becomes the expectation and the new norm for physical education teachers.

**HOW**

Physical Education faculty at MSU Denver have developed a system for meeting NASPE Standard 2.2 and creating a physical fit culture among the physical education students. All K-12 Physical Education teaching majors and post-baccalaureate licensure students must complete and pass a battery of health-related fitness tests that assess the individual’s ability to achieve and maintain a health-enhancing level of fitness. A fitness test date is announced via the department website, in classes and posted two months prior to the actual fitness test. Students are informed of the testing requirements along with being encouraged to train, and prepare for the test.

The health-related physical fitness testing includes the following components:
1. Aerobic fitness is assessed through the Cooper 12-minute run.
2. Muscular strength and endurance is assessed using the Fitnessgram pushup test and curl-up test.
3. Flexibility is assessed using the Fitnessgram back-saver sit-and-reach.
4. Body Mass Index (BMI) is calculated from a person’s weight and height.

The adult fitness tests provide a method for students to assess their level of aerobic fitness, muscular strength, muscular endurance, flexibility, and body mass index. The results provide a measure from which the student can track their progress. **Continued on page 16**
throughout their time in the K-12 program. Students must meet the minimum standards in four of the five tests annually. The standards and protocol for each fitness component is through FITNESSGRAM™ and The Cooper Institute.

Teacher candidates who do not initially meet the minimum standards are required to meet with their academic advisor and jointly set up a workout/remediation plan. Deficient students have one year to improve their performance. If the student does not meet the standard the following year they receive a “red flag” for professional disposition, which in combination of other professional disposition concerns could stop them from student teaching and/or continuing in the program.

RESULTS

The following are the results of the MSU Denver Physical Education majors or post-baccalaureate licensure students since 2011 when fitness testing began. Target level indicates the students meet or exceed the healthy fitness zone defined by the test standards. Although MSU Denver has been nationally accredited since 2010 we continue to seek ways to better emphasize the importance of modeling a healthy lifestyle to our students.

### Total Undergraduate Fitness Test Results

<table>
<thead>
<tr>
<th>Total of All Fitness Tests (2.2)</th>
<th>Target</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>69%</td>
<td>31%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>89.2%</td>
<td>10.8%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>84%</td>
<td>16%</td>
</tr>
</tbody>
</table>

### Total Post- Baccalaureate Fitness Testing Results

<table>
<thead>
<tr>
<th>Total of All Fitness Tests</th>
<th>Target</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>83.5%</td>
<td>16.5%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>83.3%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>95%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Final Thoughts

Do you satisfy today’s definition of a quality physical educator? Are you including the basic principles of movement that are recommended by the Center for Disease Control to maintain health? “One-hundred and fifty minutes of moderate-intensity aerobic activity every week and muscle strengthening activities on two or more days per week that work all major muscle groups” is the CDC recommendation (2008). You certainly don’t have to be a triathlon participant but you must consider if you practice what you preach and the impact your modeling has on students. As leaders, let’s uphold the vision of SHAPE America: “Healthy People – Physically Educated and Physically Active!” (2014). Making a positive impact on students and the nation’s obesity crisis must begin with us!

References


American Heart Association. (2014, May 16). *American Heart Association Recommendations for Physical Activity in Adults.* Retrieved from [http://www.heart.org/HEARTORG/GettingHealthy/PhysicalActivity/FitnessBasics/American-Heart-Association-Recommendations-for-Physical-Activity-in-Adults_UCM_307976_Article.jsp](http://www.heart.org/HEARTORG/GettingHealthy/PhysicalActivity/FitnessBasics/American-Heart-Association-Recommendations-for-Physical-Activity-in-Adults_UCM_307976_Article.jsp)


everyone’s physical literacy journey is unique

physical literacy is relevant and valuable at all stages and ages of life the concept embraces much more than physical competence at the heart of the concept is the motivation and commitment to be active the disposition is evidenced by a love of being active, born out of the pleasure and satisfaction individuals experience in participation a physically literate individual values and takes responsibility for maintaining purposeful physical pursuits throughout the life course. charting of progress of an individual’s personal journey must be judged against previous achievements and not against any form of national benchmarks

My personal favorite quote is from Wikipedia "the disposition is evidenced by a love of being active, born out of the pleasure and satisfaction individuals experience in participation."


We as educators in Colorado must continue to provide equitable curriculum to those students with disabilities, focusing on developing healthy lifestyles for students with disabilities as we would for non-disabled students. As Colorado General Physical Educators and Adapted Physical Educators, we must provide curriculum and working toward the state physical education standards, to provide appropriate accommodations, modifications, and adaptations so that the students with disabilities can access the general physical education curriculum. Try to keep a few things in mind when working with students with disabilities: Be Creative, Ask them what they would like to do, and focus on the student’s ability not their disability! HAVE A GREAT YEAR!
Submission Guidelines

Would you like to submit an article, lesson plan or story to the next issue of the SHAPE CO Newsletter? The submission deadline for the next issue will be November 15th.

The SHAPE CO Newsletter will be published four times per year. We would like to invite and encourage all of our members to submit contributions for other professionals to view. Articles may be research based (please use proper citations), be program success stories, or be lesson plans that you would like to share with your colleagues. Action pictures or diagrams that go along with your article are always appreciated. All articles will be reviewed by a panel of editors. Authors should indicate in their cover letter if they want the manuscript refereed (blind review) rather than editor-reviewed.

Average word count for an article is between 300-400 words, not to exceed 1000 words. If you have a longer article it may be divided up in parts between issues. Submit a head shot with your submissions with correct spelling of your name so that we can recognize you for your contribution. Please submit online at http://www.shapeco.org/journal-archives.html

Email any questions to Aaron Ford at shapecolorado.news@gmail.com