



SHAPE Colorado Journal



March 2017

Volume 42

Number 4

Editor/Publisher: Elizabeth Sharp**Review Board:** Sue Barnd and Missy Parker

Inside this issue:

Highlighted CHAMPION Teacher	2
Executive Director's Corner	3
Differentiation in Teaching	3
Let's Move Pueblo CO	4
50 Million Strong	5
Collaboration is the key	7
Keep on going!	8
Yoga at the Secondary Level	8
Video Award	9
Together we can achieve more	10
Raising Professionals	10
Health Related Fitness Stations	12
Heart Rate Monitors	12
Google Classroom	13
Making BOKS work for you	13
Meeting the Needs of all students	14

#WALKTHEWALK



By **Shannon Miliken**
SHAPE CO President

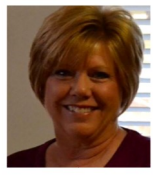
As Physical Education and Health practitioners we encourage our students to engage in physical activity outside of school and we utilize best practices in our teaching to ensure our students are physically literate. SHAPE America's 50 Million Strong campaign

is committing to getting all children to lead healthy and active lives through effective health and Physical Education programs.

We all know that life just happens and between working, volunteering and spending quality time with family and loved ones, sometimes we forget to practice the very things that we stress the importance of to our students; making healthy eating choices, getting 60 minutes of physical activity each day,

see [President](#) on page 6

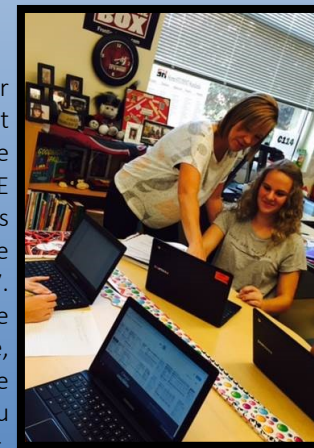
CENTRAL DISTRICT TEACHER OF THE YEAR!



By **Donna Carey**
Recognition Chair

Congratulations to our very own Deanne Romero! Deanne has been selected as the Health Education Teacher for SHAPE America Central District. Central District is made up of Colorado, Wyoming, Kansas, Nebraska, Minnesota, Missouri, North Dakota, South Dakota, and Iowa. She will now move forward to the National level where she will submit her essay, a twenty minute video of her teaching and participate in an online interview. The National Teachers of the Year will be announced at the National SHAPE America Convention in Boston, MA, March 14-18, 2017. We know Deanne will represent us well!

Do you know a teacher or professor that deserves to be recognized by SHAPE Colorado? Nominations are open with a deadline of April 24, 2017. Nominations can be made on our website, shapeco.org, under the Convention tab. If you have any questions, please contact me at dkcarey@aps.k12.co.us.

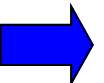


Upcoming Dates:

- [March 14-18 SHAPE America \(Boston\)](#)
- [April 1 SHAPE Colorado Board Meeting](#)
- [April 13 SHAPE Colorado Lobby Day](#)
- [April 15 Journal Deadline](#)
- [April 24 Award Nominations Due](#)

Using the Interactive Journal

The SHAPE CO Journal is formatted to allow you to better interact with the material. Any text in blue is a hyperlink and will lead you to material on another page or will link you to a website. Enjoy interacting!!



HIGHLIGHTED CHAMPION TEACHER

This section is to highlight a “CHAMPION” teacher, who demonstrates the willingness to go above and beyond and fight for what is best for students and help them reach their potential

This edition’s CHAMPION Teacher is Melissa Kooi, a kindergarten teacher from Woodglen Elementary in Thornton, Colorado. Melissa had a custom desk made and was willing to pay for it out of her own pocket, for one of her students named Andrew, who is in a wheelchair due to a muscle disorder called Arthrogryposis.

This is their story:

“When asked why I did what I did to help a student, I was taken a back because I had never thought of the “why” before. I am “just” a classroom teacher who happens to think about her students and their needs 24/7. I have a student named Andrew, who is funny, brilliant, charismatic, optimistic,



and well, “just” incredible to say the least.

Andrew happens to have a severe muscle disorder called Arthrogryposis which causes a lack of muscle development, and contracture in his joints. He sits in his wheelchair for all gross-motor mobility throughout his day. Because Andrew receives several different services while at school, he is constantly on the go. Moving from one room to another, from table to table, and in and out of various wheelchairs. The problem is - - each wheelchair hits each table at a different height and angle. This limits what he is able to do with each service.

When I came across Eden Oaks and their designer woodwares on facebook I saw an opportunity for a potential way to make access to education easier for my student. For this student, small things

become challenges easily and often, so I figured if there was a way to help ease one less hurdle for him, why not reach out and try.

On a wing and a prayer, I called Eden Oaks about getting an estimate of cost for the work of building a custom high/low desk with wheelchair accessibility. I happen to quickly get a call back from the Owner, Freddie Provenzano. I explained the needs of my student and why I wanted to purchase a desk like this for him. Freddie listened attentively and said that a desk like this would run between \$800-\$1,000 for parts alone, plus a 10-12 week completion deadline.

After hearing more about my student, Freddie ended our call with the offer to make this desk pro bono. Additionally, he offered to bump this up to his company’s number one priority and have it to us within two weeks. Upon delivery, Freddie and his team also brought stuffed animals (purchased from St.Jude’s Children’s Research Hospital) for ALL of my Kindergarten class. All of the students were elated!

I, however, continue to view this as a small gesture. Everyone deserves access to education, some just may need assistance

Western Slope Physical Education Institute

Sponsored by the Society of Health and Physical Educators

We invite K-12 educators to join us for 2 days of fun packed ideas to enhance your program and student learning. Leading educators will challenge you to reach new heights of teaching excellence. The 2 day institute lead into a variety of sessions that connect and support the implementation of the Colorado Model Content Standards. Top program presenters lead these interactive sessions, a professional family is created, a terrific time is had by all, and attendees leave inspired and motivated to take their programs to the next level.

June 5-6, 2017

8:30AM—3:30PM

Grand Mesa Middle School

Grand Junction, CO

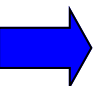
Registration Includes:

- \$20 registration fee
- Lunch is provided by WellTrain.org
- Complete handout packet and supplementary materials
- 16 hours professional development credit offered

with that access more than others, and this was my way of helping to close that gap, and open a door.” -- Melissa Kooi

When I asked Andrew what his favorite part about his desk was, he answered, “that it can go up and down and I can get close to my desk because my chair can go under it”. Andrew’s favorite thing to do at his new desk is to cut paper. Thank you Melissa and Eden Oaks for going above and beyond to help Andrew reach his potential!

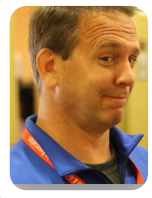
If you would like to highlight a “CHAMPION” teacher, please submit their story through the SHAPE Colorado website.



EXECUTIVE DIRECTOR'S CORNER

Over the past 7 months I have been asked many times "Terry, how do you like working with SHAPE Colorado?" I am always proud to say, "I love it". What's better than being able to share the amazing work of our SHAPE Colorado board and membership. I am truly honored to have the ability to represent SHAPE Colorado across the state with a variety of partners that share our passion! Here is what SHAPE Colorado has been doing for you during the 2016/2017 school year.

- Provided scholarships to attend professional development as part of the [SHAPE Colorado 5280 Grant](#).
- Supported schools purchase of equipment as part of the 5280 grant.
- Developed the State Physical Education Report to



By **Terry Jones**

SHAPE Colorado Executive Director

advocate and educate legislators and school leadership about high quality physical education in conjunction with the [PE for All Coalition](#).

- Participated in the Colorado Professional Development Alliance to develop a statewide system of providing professional development for school.
- In collaboration with [Wellness Training Specialists](#) provided over 25 professional development opportunities for over 500 educators throughout the state.
- Supported Adams 12 school district teachers and students by speaking at their graduation requirement meeting in opposition to cutting the graduation requirements for physical education.
- SHAPE Colorado is collaborating with statewide partners on the [ESSA revision](#) to ensure the voice of physical education and health education are represented.



By **Elizabeth Miner**

Physical Education Teacher Green Gables/Red Rocks Elementary, 2014 Colorado Teacher of the Year

show respect to the student in how they learn and how they show understanding. Students see a connection between what they are learning and how it will impact them in the future. Differentiation is crucial to getting content into kids through a variety of strategies and a variety of products.

Differentiation in the gym may look different than in the classroom. When teaching skills, a teacher may want to use multiple forms of equipment. For example, when teaching striking a ball at the elementary level one may have different size rackets varying in face size and weight and different size and weight balls. Students can all start with the same equipment but as the lesson progresses give students the opportunity to change their equipment based on their ability. This helps students be successful and creates self-awareness on one's ability increasing

teacher differentiates their teaching practices, it

see [Differentiation](#) on page 6

WANTED

Association seeks dynamic session presenters for 2017 SHAPE Colorado Convention at the Hotel Elegante in Colorado Springs October 19-21, 2017.

Desired qualifications include:

Passion for the subject

Body rocking movement

Brain stimulating topic

Exciting new trends in physical education, health and dance

Sessions specifically requested by our members include;

rock climbing, grading & assessments, health, archery, dance, grant writing, adaptive PE, and games

*** No Experience Necessary and Team Presentations Are Encouraged***

Submit your proposal [here](#)

LET'S MOVE PUEBLO CO



By **Renae Diggs**
Student, CSU-Pueblo

Let's Move! is a yearly event held at Colorado State

University-Pueblo in which college students invite students in grades kindergarten through 8th grade to come participate in physical activity for a couple of hours on a Saturday morning. The mission of Let's Move! Is to engage kids in healthy and active lifestyles. Let's Move! is a free event for the Pueblo community and each participant is provided with a free t-shirt. This event is planned and run completely by a management class at the college where they go out into the community to invite vendors and find donors to make the event possible. This event takes place in CSU-Pueblo's Massari arena and student recreation center. Some of

the activities that are provided for the kids include: tennis, volleyball, rock climbing, karate, yoga, parachute, field hockey, and a bounce house to name a few.



Let's Move! partners with programs throughout Pueblo including the young marines, CSU-Pueblo outdoor pursuits, and local dance studios to provide the kids with demonstrations and activities.

This event brings in roughly 500 Pueblo kids and parents. Each kid has multiple opportunities to obtain various medals throughout the day for their participation. The kids are also encouraged to participate in and try every activity by filling out their "passport". They complete their passport by getting a sticker from every station they visit. Their passports are then collected when they are completed and put in a drawing to win various prizes. In years past some of the prizes have included an iPad, scooters with helmets, bicycles with helmets, large stuffed animals, and donations from local restaurants in the Pueblo community. This event is being held on April 8th 2017 from 9:00 am to 12:00 pm on the CSU-Pueblo campus. If you would like more information, to attend, or volunteer feel free to contact Renae Diggs at re.diggs@pack.csupueblo.edu



ACCELERATE YOUR COACHING CAREER



SPORTS COACHING MASTER OF ARTS

This online master's was developed in response to the growing demand for high expertise in the field of coaching. Advance your career interests and become a world-class coach who develops high performing athletes and teams.

- Coursework offered online
- Starts every Fall
- One of very few online graduate coaching degrees in the country
- Can be completed in 18 months

EXTENDED.UNCO.EDU/SPORTSCOACHING



UNC

Extended Campus

LOOKING AT 50 MILLION STRONG THROUGH THE NATIONAL STANDARDS



By Lynn Burrows
President-Elect, SHAPE Colorado

The 50 Million Strong philosophy, as stated on the SHAPE America website, is: "SHAPE America wants to ensure that by the time today's preschoolers graduate from high school in 2029, all of America's students are benefiting from the skills, knowledge and confidence to enjoy healthy, meaningful physical activity."

I like that our national organization has set a long-term goal that benefits all of America's youth and requires commitment from all Health and Physical Educators across our nation. We live in exciting times where we have the opportunity to make an impact on future generations. Count me in, SHAPE America: I want to do my part toward 50 million strong.

Having decided to join the 50 Million Strong Team, my goal is to send off my 5th grade students each year with the skills, knowledge and confidence they will need to continue the path toward physical literacy throughout middle and high school, ultimately realizing the opportunity to lead an active and healthy lifestyle. Being a linear thinker, I first broke down what exactly my students will need when they leave 5th grade. In 2029, I would like to look back and know I was an engaged team member and got my part right.

When I examine the SHAPE America statement, "... benefiting from the skills, knowledge and confidence to enjoy healthy, meaningful physical activity." I determined the first acquisition my students will need is "the skills." The specific skills my stu-

dents will need are listed in the National Physical Education Standards.

Standard 1. *The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.*

Sometimes when I look at the standards they seem so vast and broad, I'm not sure where to begin. Digging deeper I look at the Grade Level Outcomes. The Grade Level Outcomes break bigger concepts down into smaller teachable skills and concepts. For example, in kindergarten, my students need to execute a single jump in a self-turned rope. When in first grade, the same students need to master consecutive jumps forward or backward in a self-turned rope. Each Grade Level Outcome builds on the previous year, spiraling in difficulty and complexity. When my students master the Grade Level Outcomes in 5th grade, they will have a comprehensive movement foundation and be well on their way toward having the skills necessary to lead healthy and active lifestyles. To assure my students are mastering each of the Grade Level Outcomes my lessons must be well planned with specific learning targets that will lead students toward the next level of achievement.

The next part of SHAPE America's statement states: "...students will have the knowledge to enjoy healthy and meaningful physical activity."

The specific knowledge my students will need to master can be found in the National Physical Education Standards.

Standard 2. *The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.*

Standard 3. *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*

To break down these standards, I again look to the specific Grade Level Outcomes where the scaffolded content sequentially spirals in complexity and depth. My kindergarteners that are just learning to jump once in a self-turned rope, must also understand that "when they move fast their hearts beat faster and they breathe faster." When those same students are in 5th grade, they will be "differentiating between skill related fitness and health related fitness." 5th graders will be leaving elementary school with a knowledge foundation, which will lead them to take ownership of their own health and wellbeing. To be certain my students are leaving elementary school with the necessary knowledge, I will need to weave these concepts and understandings into each lesson. This will take discipline on my account as the teacher to be sure students are challenged and supported physically and cognitively. I must not only sequence my lessons so they lead to skill mastery but content mastery as well.

Next, SHAPE America states; "...students will have the confidence to enjoy healthy and meaningful physical activity." To gain understanding of how to build confidence within my students I'm going to again start with the National Physical Education Standards.

Standard 4. *The physically literate individual exhibits responsible personal and social behavior that respects self and others.*

After closely examining the Grade Level Outcomes under Standard 4, I found I could intertwine these building blocks into my lessons. My students will first increase their confidence by demonstrating movement competency and depth of knowledge in the cognitive concepts. However, planning to increase my students' confidence will take an even greater commitment than just planning purposeful sequential lessons. I must also consider the environment.

see Standards on page 11

continued from [President page 1](#)

drinking enough water, getting enough sleep, etc.

This year, with using best practices in my classroom, my “best practice” in my personal life is to #walkthewalk; My personal goal is to make sure that practices and habits that I stress to my students are how I live my life as well. The first #walkthewalk challenge that I’ve done this year is with my husband and my mother-in-law. We signed up to do [Run the Year 2017](#); a program where individuals track walking, running, hiking or elliptical miles to try to get 2017 miles in the entire year. Everyone on your team can contribute to the final total. Here is what I’ve noticed so far; on my days off, instead of sleeping in, I find myself at the gym on the treadmill trying to get my daily 2 miles in. My husband takes the extra time to spend with our dogs and take them for walks instead of going into work early. My mother-in-law, even though retired and travels on vacations finds the time to get her miles in every day. Now, not only am I practicing healthy habits but two other people, who I care deeply about are making healthy choices as well.

As we are coming to a long but final stretch of the school year, summer break is on the very far horizon and our plates are getting full with Jump Rope for Heart/ Hoops for Heart events, field days, teacher effectiveness evaluations, final exams and graduation, I encourage you to think of a challenge for yourself that enables you to be your best healthy self! Think about how choices and decisions you make not only set an example for others but how it can impact others to do the same. How are you going to #walkthewalk?

ADVANCE YOUR CAREER IN PHYSICAL EDUCATION



Physical Education and Physical Activity Leadership Master of Arts in Teaching

This program will prepare you to thrive as a leader of physical activity, fitness and health promotion. You will also gain advanced knowledge and practices in physical education.

- This MAT can be completed in 21 months (5 terms)
- Fall and Spring semesters are completely online
- Summer courses involve a two week experience on our Greeley, Colorado campus

UNCACTIVESCHOOLS.COM



UNC

Extended Campus

[continued from Differentiation on page 3](#)

independence. When teaching fitness give students the correct form of an exercise and teach modifications based on one's ability. For example, push-ups; teach the correct form and give students modifications like push-ups on the knees or doing a push-up lowering body to the ground rest on ground for two seconds and then raise one's body back into push-up position. Differentiation helps students work on the exercises at the level they need creating a successful positive learning environment. When a student becomes stronger they can change their form based on their ability. What I have noticed is I spend more time working with students in smaller groups because students are more engaged in the activities because they have the resources that work specifically for them. The same goes for assessments, some students may do better with a verbal answer verses a written answer. Some students may not be able to describe using words but can show you physically the answer. Allowing students to show their understanding in different ways helps a teacher assess students more effectively. After giving a written assessment I may approach a student if I noticed they were not able to give the information needed to show understanding and see if they are able to verbally tell me or physically show me. This give me time as a teacher to work with a student's individually which helps create positive caring relationships. The assessment is given to find out what a student has learned and used as a resource on what I need to do next as an educator. If the data is taken in only in one format, then one may being doing a disservice to the students and yourself because the data may not be accurate.

Classrooms are increasing in cultural, and individual diversity and teachers need to continue to educate themselves on the different strategies to effectively teach all students. Expecting students to fit into the curriculum is an unreasonable expectation. The curriculum needs to be created based on the needs of the student. Teachers are expected to give each student the opportunity to be successful, by differentiation this is possible.

Marzano, (2010). *On the Excellence of Teaching*. Bloomington, IN: Solution Tree Press

COLLABORATION IS THE KEY TO STUDENT SUCCESS AND ACHIEVEMENT



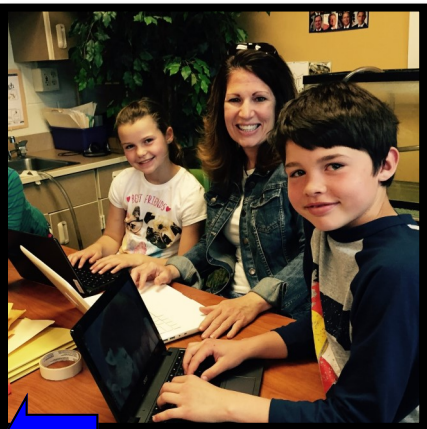
By **Cynthia Rimmer and Lynn Burrows**
Elementary Physical Education Teacher

Last fall, when my colleague and I were reviewing our scope and sequence, we commiserated together over the pressure to meet all of the grade level expectations in one short school year. This shared frustration led us to question the practices we had followed for years and to look for a different way to facilitate students' ability to demonstrate their mastery of the standards.

Was there a way to combine efforts to support one another? Would the students be invested in a combined fourth grade/physical education project? Would the final product be worth the time and effort invested?

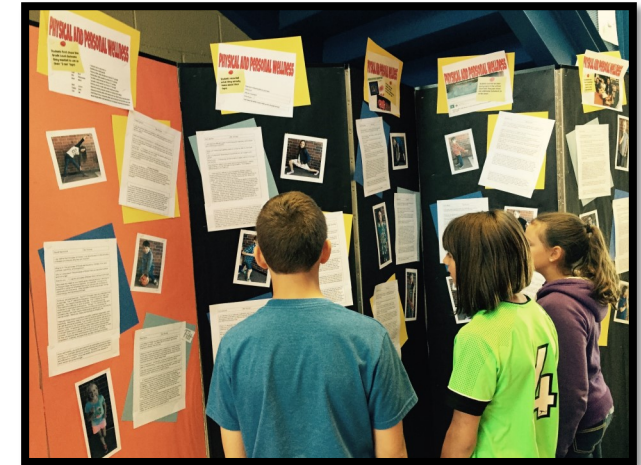
We discovered the answer to all of these questions was, Yes! And, out of this discussion began one of the most meaningful projects either of us had completed.

In both the fourth grade English Language Arts class, and the Physical Education class, students had learned many skills and extensive content knowledge, but didn't have an opportunity to apply their learning in an authentic, meaningful way. Our project set out to remedy that situation.



In the Physical Education classroom students were concluding a unit on the Colorado Physical Education Standard: Physical and Personal Wellness. To begin our culminating project the students began by [choosing a topic of study](#) generated from the fourth grade level expectations. As a pre-assessment, students noted what they already knew about their topic of study. They were then directed to a series of [teacher generated instructional slideshows](#) giving them access to informational resources on each of the topics. Students commonly reported that the slideshows "were so fun to watch, I watched them all even though I didn't need to!"

In the fourth grade classroom students worked on their English Language Arts skills. As they read and took notes on the presentations from physical education class, their curiosities were sparked and they eagerly searched for more information. The students were actively constructing meaning from the informational text they encountered. After compiling their research, the students set out to create a presentation that would effectively share their information with other students at school, as well as their parents and various community members. Knowing their work would be viewed by their peers and respected adults, fourth graders strived to use the appropriate words and phrases to convey their intended meaning. They also worked hard to ensure their final product had correct conventions, vocabulary, and grammar. The students persevered in their goals, not because we pushed them along, but because they themselves were motivated to create a report that they were proud to share. The students asked for constructive feedback and took ownership of their learning. Students were working hard to create meaning, not because we told them to, but because they had the motivation and an authentic reason for wanting to understand what they were



reading. They were reading, they were comprehending, they were writing, they were learning; it was a beautiful thing!

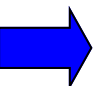
The evening, which we titled, A Celebration of Learning, had finally arrived and the students were ready to share their projects. Every student was able to speak as an expert, effectively communicating while reporting on their topic. The success they experienced on the performance-based project continued to be felt throughout the remainder of the year as they eagerly tackled new academic challenges.

Looking back, we took a risk and tried something different. It could have been a flop, but it wasn't. Through collaboration our students were not only able to meet standards, but achieve at higher levels. What began as an experiment, turned into a meaningful learning experience for both the students and the educators.

Sample Final Projects

[Sample student 1](#)

[Sample student 2](#)



KEEP ON GOING!



By Thoob Xiong
MSU-Denver Student

Hello to all current, past and future Physical Education teachers of Colorado! As of now we are in the first week of February. Weeks have gone by so fast since the start of the new term and getting back into our routine that allows us to be awesome to our students/professors is just starting to click. To those that are having a bit of trouble re-igniting your awesome engine, I have a couple "words" for you to read.

Motivation – You are or will be the example that students follow and carry on in the school. Every school and teacher I talk to I hear that the students always have the most fun in P.E. class. Students look forward to P.E. and that's all because of the hard work and attitude you bring to your gym. You motivate them to be better and to do better in school, the bonds you create with your students will be remembered throughout a lifetime. The awesomeness you bring to your gym isn't without its rough days, but you wouldn't be standing where you are right now if that could turn you over! For the hard work and dedication you put in, I congratulate you and I cannot wait to see what the future holds for P.E.

Role Model – As a specialist teacher in school, I really have to give it up to everyone who's in the field and making a difference. The cool thing about being a P.E. teacher is that the whole school will interact with you in one way or another, and getting to know all the students in the building is without a doubt COOL. "With great power comes great responsibility" and with our great power of being able to create a bond with every single student in the school, our responsibility is to be a great role model to them. They will pick up small subtle things we do every day and learn what it means to be a great "whole" student from us. The actions we do as P.E. teachers will help shape a better world for tomorrow by us being the role models they deserve.

Not to undermine other teachers and the content area they're great at, but let's face it we are the life of the school! The attitude and energy we bring everyday will prove that!

"Everyone has inside them a piece of good news. The good news is you don't know how great you can be! How much you can love! What you can accomplish! And what your potential is."

– Anne Frank

YOGA AT THE SECONDARY LEVEL



By Kyra Ruscio
Head of Physical Education and Health, Denver Academy

"Are you a certified yoga teacher?" Some of my high school students ask upon signing up for my class. "No," I respond, "But I think you will still enjoy my class." It is my belief that physical education teachers are highly qualified to teach yoga classes because of their education and training. The general philosophy of a PE teacher places value on movement that is safe, productive, and promotes change. With a little repetition and research about the yoga practice, a teacher who believes in the power of movement for wellness might find yoga to be their favorite new subject, even without a yoga-specific certification.

Knowing that high school students often come to school tired, hungry, and without adequate sleep,

I believe that yoga is one of the best ways to kick start their day. I start the class with a verbal check-in with each and every student, inquiring about their current emotional

and physical state. This gives me an idea of what sort of energy the class will carry and can help guide our practice. We always begin with low impact, full body stretching, no matter the day. For each day of the week, I have a different plan. The students are familiar with this agenda and know what to expect.

Mondays, we spend a little more time with stretching due to stiffness from the weekend. We focus on arms, legs and neck movements for flexibility and strength. I also like to have the students set and intention for the week. Tuesdays, we focus on core strength and power yoga. We do standing poses and cross-lateral balancing moves, always followed by an extended corpse pose to conclude. Wednesdays, I try to arrange for a guest yoga teacher if possible, or we do a yoga video. I like this day because I get to do the yoga with the students, assessing their effort and form from the back of the room. The students also like having a different instructor each week. Thursdays is our fitness day. I set up mats for stations, one for each student. They consist of yoga poses, Pilates movements, weights, fit balls, Bosu balls,



see [Yoga](#) on page 11

50 MILLION STRONG SCHOOL PROMOTIONAL VIDEO AWARD



By **Lynn Burrows**
President-Elect, SHAPE Colorado

Calling all Colorado Physical Education and Health teachers! Put together a short promotional video highlighting student engagement in your innovative standard based program, and you will have the chance to **win \$1000 equipment voucher from Sportime!** Show us how you are helping America move toward the goal of 50 Million Strong by 2029. SHAPE Colorado wants to recognize outstanding teachers and promote quality physical education programs. 50 Million Strong Colorado Contest is open to all SHAPE Colorado members.

This is a great opportunity for you and your students to promote your program to your staff, administration, school board and community. This contest is a great way to build excitement around your PE/Health program and offers an easy opportunity to involve different stakeholders from your school and community.

Video Criteria

Highlights Physical Education and/or Health Program

Length between 1-3 minutes

Submission by April 24th, 2017

After submission of your videos, SHAPE Colorado awards committee will determine the three top submissions. May 1st the fun competition begins! Students, parents, staff, community, and any of your supporters will vote for your video online for a period of one week from May 1st through May 7th. **People may vote as many times as they would like!** The winning school will be awarded a **\$1000 equipment voucher from Sportime!**

Take this opportunity to get involved and promote your programs. If you're not a member, become one, and create your video today.

Follow these simple steps

Collect video of the great things you're already doing, remember to highlight how your program engages students and promotes a healthy and active lifestyle.

Title your video: **SHAPE Colorado 50 Million Strong "Your School Name"**

Publish your video on YouTube (please be sure you

have permission to publish pictured students)

[Fill out the attached form by May](#) [50 Million Strong Video Submission](#)

Check out our top three finalist from 2016

http://youtu.be/iajY8_hTXqg

<https://youtu.be/iFtmraFs3zU>

<https://youtu.be/IYTYVyUZcpg>

[Learn more about National Physical Education and Sport Week May 1-7 2017](#)

[Learn more about SHAPE America's 50 Million Strong by 2029](#)

FUEL UP TO Play60

Fuel Up to Play 60 Needs You!

Fuel Up to Play 60, the in-school nutrition and physical activity program from National Dairy Council, local Dairy Councils and National Football League, in collaboration with the United States Department of Agriculture (USDA), is helping to make wellness part of the game plan.

Sign up to be a Program Advisor! Program Advisors are the coaches of their in-school team. They engage and empower students to implement **Fuel Up to Play 60**, plus they're eligible for funding, rewards and recognition opportunities.

WesternDairyAssociation.org

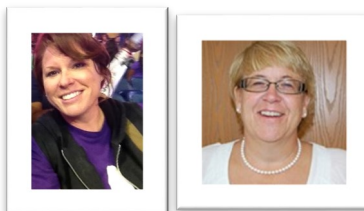
Join and sign up as a Program Advisor today, at **FuelUpToPlay60.com**

WDA WESTERN DAIRY ASSOCIATION
Dairy farmers nourishing people and planet with world-class care.

Play60
THE NFL MOVEMENT FOR AN ACTIVE GENERATION

©2014 National Dairy Council. Fuel Up is a service mark of the National Dairy Council.

TOGETHER WE CAN ACHIEVE MORE



By **Jesse Weber and Pam Rogers**

Denver Public Schools Arts & PE Department

Denver Public Schools (DPS) Arts and Physical Education Department is making incredible strides towards ensuring that all students receive quality Physical Education programming. Through the creation of the DPS PE 2020 Initial Plan, vision and next steps have been developed to sustain improvements through district central support and building level implementations. We continue to focus on sound instructional resources such as the ECE-12th Learning Trajectory, district created Student Learning Objectives, Performance Based Tasks, and Units of Study. These resources are accessible to all Physical Education teachers and are foundational to our PE cohort work and professional development. With our newly created DPS

Physical Education Best Practices Guide, physical educators, administrators and community members can evaluate their current programming and set vision and goals for the future.

PS has been fortunate to work alongside the PE for ALL Colorado coalition. Through this partnership, we've been able to create two task forces that allow us to brainstorm and problem solve issues and next steps. These task forces are comprised of PE for ALL committee members and DPS central support staff. Our thought-partners on the Data Task Force are assisting us in analyzing data and how to share information with the community.

Recently, our Physical Education Instructional Curriculum Specialist, Jesse Weber, presented findings about the

current physical education information to the DPS Board of Education. An example of these findings includes; data that shows how students in schools with the highest ELA populations, receive less minutes of Physical Education than students in other schools. We are carrying this information into our work with the PE Pilot Task Force. This task force is focusing on a 10 school pilot program that takes a more critical look at quality instruction and support. Phase I schools include: Bruce Randolph (6th-12th), McGlone Elem, Slavens K-8, Respect Academy (HS), Bradley Elem. Phase II schools are now being approached and confirmed. With support from building administration, these schools are setting short and long term goals that support quality Physical Education. Schools also receive dedicated instructional support and professional development, as well as a variety

see [DPS](#) on page 16

RAISING PROFESSIONALS



By **Elizabeth Sharp**

Assistant Professor,
Colorado Mesa University

Preparing Physical Education Teacher Candidates is a rewarding and challenging job. I love meeting students as freshman, who "just want to coach" or think Physical Education is facilitating tournaments; and then watching them grow into seniors who care about giving successful movement experiences to every child. Over their four years of the program, it is my responsibility to teach them content, skills, teaching behaviors, lesson planning, etc. and

give them opportunities to apply that information in real settings with real kids. I have Methods courses that emphasize each of these areas. I do this all while following the [SHAPE America National Standards for Initial Physical Education Teachers](#). One of the standards that does not fit as neatly into our Methods courses is standard six, Professional Responsibility.

Standard 6. Professional Responsibility: Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices, seek opportunities for continued professional development and demonstrate knowledge of promotional and/or advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

I have tried to be creative in teaching this standard to my students. I regularly take students to SHAPE



Colorado conventions and SHAPE America conventions so that they can see the importance of professional development and network with teachers. I have given assignments where they need to read recent journals (such as JOPERD and Strategies) and present on the information in hopes that they see where to get new ideas. I have also implemented a Professional Development Portfolio that requires students to document volunteer hours, time in schools, and advocacy events throughout their four

see [Professionals](#) on page 15

continued from [Standards](#) on page 5

The social emotional environment of the gym must be a safe climate where students feel supported, challenged and respected in their endeavors.

Now to examine the last part of our goal; "...to enjoy healthy and meaningful physical activity." I can cultivate knowledge and appreciation through the Grade Level Outcomes within Standard 5.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

To help my students master these understandings requires me to go beyond the borders of my gym walls. I must help my students find enjoyable physical activity opportunities outside of physical education, activities they may perhaps pursue into adulthood. I will be assisting my students to find accessible physical activity choices before and after school, providing physical education equipment for students to check out and take home, empowering student voice through our Student Wellness Team, partnering with our administration on physical activity initiatives like Purposeful Movement in the Hallways, hosting family health nights and providing continual support to our school community on the use of brain breaks.

Teaching a standard based physical education program, providing a safe environment where students can develop skills, knowledge and a love for being active is the winning game plan for 50 Million Strong. It isn't very often we get the chance to positively change the future trajectory for 50 million children, however; collectively we have that very opportunity before us.

SHAPE America, COUNT ME IN!

continued from [Yoga](#) on page 8

suspension trainers, or whatever else I have on hand. I show the students how to use each station after we stretch and we rotate through them one minute at a time. They leave sweaty, tired, and energized for the day! Last, on Fridays, their hard work pays off. After stretching, I give them the entire class to relax in corpse pose or meditation pose. I sometimes play a guided meditation for them or sometimes just calm music. I ask them to focus on their breathing and relax all of their muscles. They absolutely love this day, as many of them say it is the only time they are "unplugged."

Yoga class is an excellent way for a student to get a PE credit, especially if they are the type of kid who does not love the traditional team sports environment. I always show the students how to make the poses more challenging if they wish to and how to modify the pose if it is too difficult. Needless to say, yoga works for *any* level of fitness.

Surely, the yoga teacher certification could provide a wealth of knowledge and more tools for the typical PE teacher, however, I truly believe that it is not a necessary first step to begin teaching the class to high school students. Having a calm presence and believing in what the practice does for the students is the best way to start.

ACCEPT THE CHALLENGE!



100 MILE CLUB®
SINCE 1993

✓ Free ✓ Simple ✓ Fun

Free program registration

Simple and nationally award-winning

Fun way to get your kids healthy and active

WIN A
\$50
GIFTCARD

AT THIS CONFERENCE

JOIN US TODAY!

LET'S COMBAT CHILDHOOD
INACTIVITY AND OBESITY...
TOGETHER.

Register with the 100 Mile Club and be entered to win a \$50 gift card. Booth or online registration accepted. Be sure to mark "100 Mile Club Conference".

Register online at <http://bit.do/100mc>
Winner need not be present

'ACTIVE'ate your school today at



100MILECLUB.COM



HEALTH-RELATED FITNESS COMPONENTS STATIONS



By Debbie Luithly
*Physical Education
Teacher, Coyote Ridge
and Carrie Martin
Elementary Schools*

I want to share a great station lesson with you that gets students involved with health-related fitness components. I use this with my 2nd through 5th graders.

Purpose: Fitness activities while reinforcing the Health Related components

Setup: Place 6 stations around the gym with signs and dice that color coordinates with the component. My station signs are listed below.

Red=cardiovascular endurance: (1) Jumping rope (2) Jogging (3) Sprinting (4) Ladders (5) Step ups (6) Choice of activity
Blue = muscular endurance: (1) Plank (2) Sit ups (3) Wall sit (4) Burpees (5) Leg raises (6) Choice of activity

Yellow = Muscular strength: (1) Pushups (2) Jumping Jacks (3) Squats (4) Lunges (5) Resistance bands (6) Choice of activity
Green = Flexibility: (1) Hamstrings (2) Quadriceps (3) Gastrocnemius (4) Gluteus Maximus (5) Deltoids (6) Choice of activity

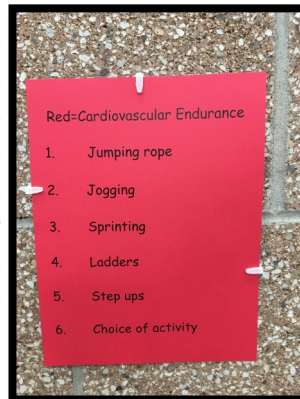
Orange = Body Composition: (1) Hopscotch (2) Skipping (3) Galloping (4) Side sliding (5) Grapevine (6)

Choice of activity

Purple = Student choice (station sign has all the other signs listed)

How to Play: Class is divided into 6 groups. Each group will start one of the stations. A group member rolls the dice and all the members of the group do the activity for the period of time. We start at 30 seconds and work up to 2 minutes over the course of the year. Towards the end of the year, we may go through each station twice. Students rotate clockwise after the time is up and roll the dice to see what the next activity is at the next station. Students leave the dice at the station. If you have smaller class sizes than I do, you could go with 5 stations.

Another great Health Related Fitness components game, I have used to assess whether the students know the components is a tag game that I got from of [Lynn Burrows' LovePE website](#). The students use cut up pool noodles that are different colors. I use the same colors as the activity above. Here is a [link](#) if you are interested in the game.



HEART RATE MONITORS: WHY THEY WORK



By Kyra Ruscio
Head of Physical Education and Health, Denver Academy

Two years ago, we began to implement the use of heart rate monitors in our physical education classes. We had heard the latest research about the results of the monitors and their profound effect upon student motivation during PE. I decided that I would purchase a set of the monitors and get these kids hooked up! I did a little research about which style of monitor to purchase and spent a good portion of our budget on the straps, monitors, cases, and the technology necessary to support and license the monitors. There were more steps involved to get these tiny computers up and running, therefore, I also set up a webinar training for my employees to learn all of the details. Note, there is a learning curve!

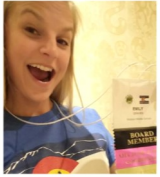
We decided to try the monitors with the oldest students, high school weights and fitness classes, and work our way down once we became familiar. Our class sizes are small, fourteen or fewer, so it was fairly quick to teach the students how to put the monitors on and locate their heart rate number on our screen. Once they understood what the monitor was measuring, some of the students became

obsessed. They would jog in place or perform jumping jacks just to watch their number go higher on the screen. As teachers, this new level of motivation was fascinating! Even in between fitness activities, or during breaks, several kids opted to keep moving just to keep their numbers high.

The other fantastic result was the data that we found we were collecting for the traditionally less athletic students. It was more difficult for the fit students to maintain a high heart rate, most likely because of a low resting heart rate. Students that were less familiar with exercise saw that their heart rate numbers hit the target mark in a matter of minutes, or even seconds, when they began strenuous movement. Probably, for the first time in a PE class, they were feeling empowered. The monitor programs have different settings where students can earn medals or points for having the longest amount of time in a target heart rate zone. We found that the students who were earning recognition each day in class were not always our typical athletic students. This came as a surprise and a natural benefit for our students.

Another major perk of using the monitors was having the ability to assess students and send data home to parents. At the beginning of the quarter, we set up the students and parents with a password and

EXPLORING GOOGLE CLASSROOM



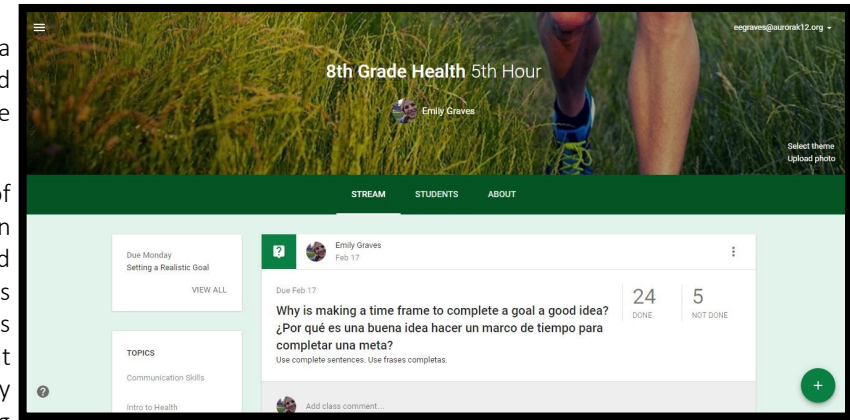
By Emily Graves

*Physical Education and Health Teacher,
Columbia Middle School*

Using technology in the classroom can be scary to some and I don't blame you, I was afraid too! I was asked to teach an 8th grade health class and although I taught a health class before this was an entirely different community. This time, it was a whole new group of kids and a different required curriculum. I was running into trouble with having my students turn in work. No matter how much I harped on them, some students just didn't do it. This was when I decided to turn to technology.

I was able to get my hands on a classroom set of chromebooks and began my adventure with google classroom.

Although I grew up in an era of technology, we never used it in class. Phones were always to be put away and all assignments were pencil and paper. Stacks of copies of assignments were what I was used to, so naturally that's the way I thought teaching in a classroom would be like. Many other teachers in my school were using google classroom already, which made my job somewhat easier when I decided to make the switch. My students already knew how to use the program and were more familiar with it than I was. After asking a teacher in my building to get me set up, the change was refreshing, relaxing, and easier.



Google Classroom has many functions to it that are helpful for teachers. You can keep your gradebook on it, you can link articles or videos to your postings, and it tells you what students have finished their work or haven't. Google Classroom also gives you the option to link the parent's emails to it so that families can communicate with not only you but also check out their students' progress. My [see Google Classroom on page 15](#)

MAKING BOKS WORK FOR YOU



By Shawna Romero

*Denver Area Coordinator,
BOKS*

BOKS (Build Our Kids' Success) started as a before school physical activity program designed for elementary school children to get them moving in the morning so as to have a more productive school day. The inspiration for BOKS came from the book "Spark: The Revolutionary New Science of Exercise and the Brain" by Harvard Medical School professor Dr. John Ratey. In this book, Dr. Ratey essentially notes that exercise is like medicine for the brain. Given that children are sitting for 6-8 hours during school, starting the day with a program like BOKS gives kids a body and brain boost that will prepare them for a day of learning. To help with this endeavor, BOKS has created FREE curriculum materials and tools to leverage volunteers, whether they be parents, teachers or community members. The

free curriculum which began as a 12-week functional movement curriculum has expanded to include early childhood and middle school. The BOKS program is not a replacement for physical education, but is designed to increase children's physical activity with a focus on having fun through non-competitive play.

Since its inception in 2009, BOKS has seen tremendous growth and there are over 2,200 enrolled schools across the U.S., Canada and Japan. Colorado has embraced BOKS with 185 enrolled schools. The success of BOKS is often due to finding a passionate individual to run the program. Sara Skinner is one of those individuals making a difference in the lives of children in Frisco, CO.

Sara Skinner has a full-time position with the Town of Frisco

as the Recreation Coordinator. She learned about BOKS through a mutual friend who lives in Boston, MA and has children who participate in a BOKS program. As Sara did her own research, she loved that BOKS was a curriculum-based program focused on getting kids moving! "We were also very interested in the research supporting improvements in grades with the correlation of exercise. BOKS was easy, and had great benefits—why wouldn't we want to bring this program to our community."

Sara piloted BOKS at Frisco Elementary School in the Fall of 2016 as part of the offerings from the Town of Frisco's Youth Programming. "BOKS made starting a new program so easy! As someone who works for a municipal recreation department, I've been through the processes of starting new programs from finding the need for the program, promoting, implementing and evaluating. This was incredibly easy with the format, and it was nice to show up with a plan already laid out for us. From parents, I've heard so many thanks for offering something like this for their

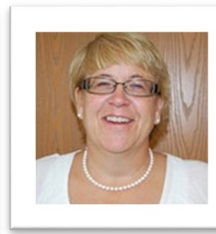
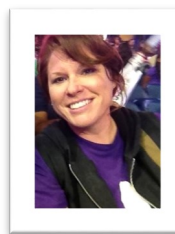
[see BOKS on page 15](#)

MEETING THE NEEDS OF ALL STUDENTS IN PHYSICAL

In Denver Public Schools (DPS) our physical education teachers serve over 9,000 students with disabilities. Physical Educators teaching general education classes sometimes struggle to support students given the magnitude of certain physical and mental disabilities while being able to attend to the needs of the whole class. Also, those schools that do have a separate specialized program need guidance on how to accommodate students

with varying disabilities at the same time.

DPS has several high-schools that have specific Adapted Physical Education classes. East High School Physical Educator Meghan Schieferecke has an Adapted Physical Education class that is unique in nature. These classes have a mentorship component added where upper-class Physical Education students enroll in the course and partner with an adapted physical education student. The impact



By **Jesse Weber and Pam Rogers**

Denver Public Schools Arts & PE Department

that mentors and mentees have on each other is nothing short of amazing! A student mentor stated, "The opportunity to make a positive change in their lives is something I would not give up for anything in the world." The mentees described to



me that their mentor is their "best buddy" and Ms. Schieferecke has mentioned that her students with disabilities have "increased self-esteem and have learned to become advocates for themselves in and outside of the Physical

Education class".

Through grant funding from the Colorado Health Foundation, DPS has hired an Adapted PE (APE) specialist to support physical educators on how to better serve students with disabilities in their classes. APE Specialist will assist teachers in using Adapted Physical Education instructional techniques and modified equipment to improve physical fitness, gross motor skills and perceptual motor skills that prepare all

students for success in college, career, and life.



\$7,000 for Colorado K-8 schools

Fall Challenge Oct 1-31 2016

Spring Challenge April 15-May 15 2017

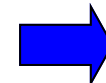



BE ACTIVE! WIN PRIZES!

Join the **Fire Up Your Feet Activity Challenge**

fireupyourfeet.org



years with me. And I have helped my students write advocacy letters and participate in events to practice advocating for Physical Education.

However, strategies that I have used in the past do not fully teach professionalism to this generation. I find myself talking more about what constitutes appropriate clothing in school settings than I have ever discussed before. I have conversations with students about why plagiarizing a paper does not exhibit “professional ethics”. I struggle to motivate students to attend professional development events if there is no credit associated with participating. This next generation of teachers views professionalism very differently than the last few generations. They are passionate about Physical Education, but they show it in different ways.

One student never came to a PE club meetings. When I asked the reason, he told me that he tutors underprivileged students on the nights we hold meetings. When one student showed up to teach in

workout clothes, I asked why. She explained that she was planning to be on the floor with the kids as she taught her lesson on levels. I once tried to convince another student to attend a convention with the club to network and learn new ideas. He then showed me his network of teachers on Twitter that he regularly communicates with and gets ideas from.

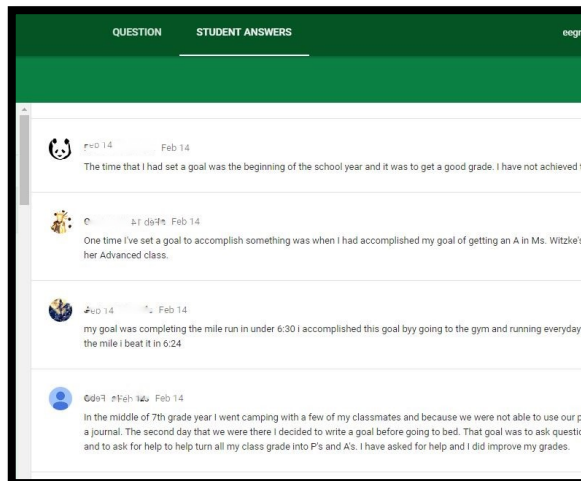
I find my students challenging my “old” ways of thinking of what professionalism is. At the same time, I challenge them to think like a professional, not as a college student (which is hard for Sophomores and Juniors to grasp). It is this constant back and forth that has helped me grow as a teacher and as a Professional. I have found that as I teach my teacher candidates about what professionalism looks like, they also teach me. It is while addressing this crucial Standard Six, that I really get to know my students and learn what motivates them. And hopefully when their final grade is recorded on their transcript and their student teaching hours are complete, they will be viewed as a professionals within the great field of Physical Education.

continued from [Google Classroom](#) on page 13

students found it beneficial to them because they could access their incomplete work from home and their phones. I found it beneficial because students stayed on task more often than not which made my class more manageable. And I finally didn’t have to worry if they had something to write with. My turn in rate went up by 63% from the previous semester.

I created multiple classrooms so I can keep not only my Health class on my roster, but also my Physical Education classes. In P.E., we use it for students to write their fitness goals, advertise community physical activity opportunities, and show videos of what we are doing in class. Then, when someone is absent, they can go into their google classroom and see what they missed or just watch themselves and reflect on their skill or behavior.

available. It has improved my management, students turn more work in, and the stress is more positive. There are so many benefits to using google classroom, so swallow that lump in your throat and explore google classroom a little bit!



I recommended that you incorporate google classroom into your curriculum if you have technology

continued from [BOKS](#) on page 13

kids before school. One parent even said, “Lexi jumps out of bed in the morning when she hears that it is a BOKS day!”

Due to the positive response, Sara started a new session of BOKS in January. When asked about the kids’ reaction to participating in BOKS, Sara stated that “the kids are usually really excited to play with us, and don’t even consider it exercise. They forget that the movement is healthy for them, and come in requesting some of their favorite games.”

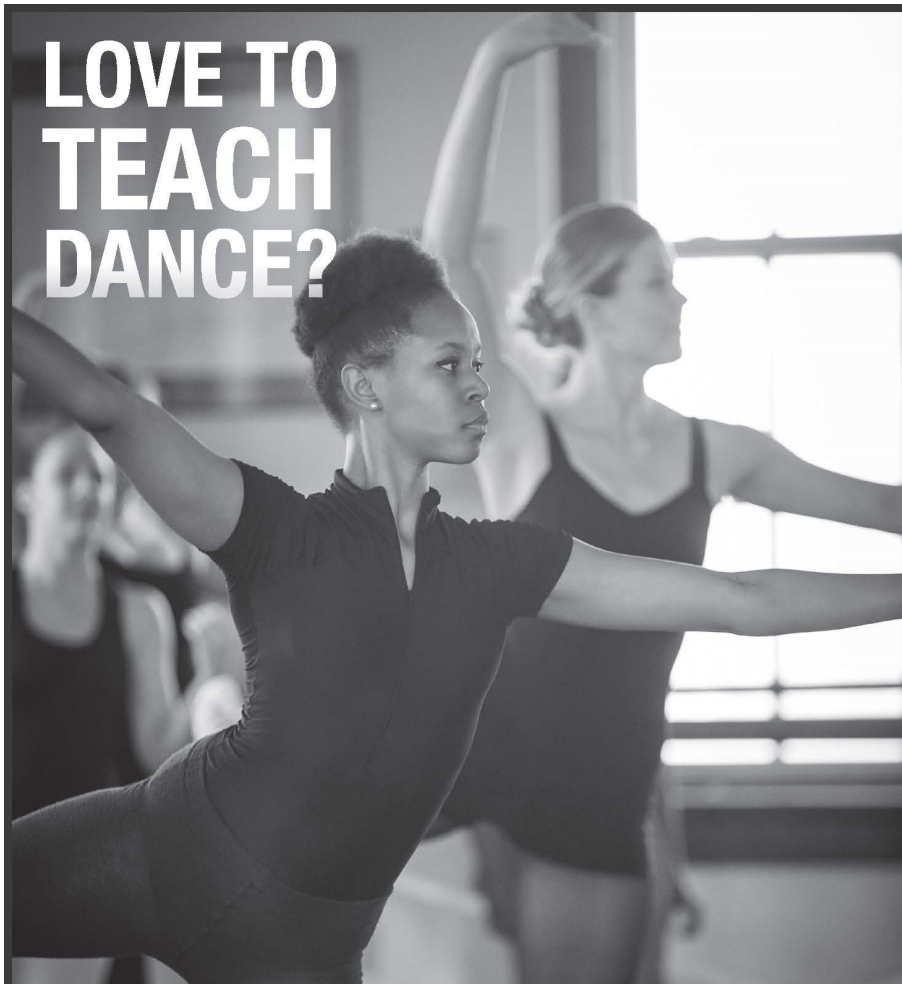
Knowing how important the role of trainer is, Sara offers this advice to new trainers running BOKS: “My tips would include keeping BOKS fun! I always have fun music playlists to play during our activities. Music also helps me to keep the kids interested and on-task. I had a very small program, so I did have to tweak the curriculum from time to time to apply the activities to my students. The best thing I can share is that if you’re having fun and playing along with the kids, they are much more likely to stay engaged.”

As this country continues to struggle with a physical inactivity epidemic, programs like BOKS and trainers like Sara Skinner will help us reverse this epidemic. We need a fitness revolution! Kathleen Tullie, Executive Director of BOKS is excited about our presence in over 2,000 schools, but knows that there are more schools that need programs like BOKS. “All we need is to empower more passionate [people] to become fitness champions who want to make a difference.”

If you are one of those passionate individuals, as the Colorado BOKS Area Coordinator, I really look forward to working with you. Please reach out to me at any time: Shawn.romero@bokskids.org or 303-720-8089.

We encourage you to visit www.bokskids.org to learn more.

LOVE TO TEACH DANCE?



DANCE EDUCATION MASTER OF ARTS

Blend your teaching talent and your passion for dance into the Dance Education Master's Degree. In this program, you will be able to build on your teaching strategies, develop theoretical knowledge as it relates to teaching and learning, and develop your dance/movement skills.

Change your career, change your salary, change your life.

EXTENDED.UNCO.EDU/DanceEd



UNC

Extended Campus

continued from [DPS](#) on page 10

of resources such as classroom set of Polar A360s, Ipad, Apple TV, Human Kinetics digital library, adapted PE equipment, and FitnessGram access.

Jesse and I are honored and challenged to be a part of this work. We believe that quality Physical Education is an integral foundation for students to achieve lifelong health, wellness, and academic success!

If you're interested in joining us for our 15th annual PE and Dance Summer Institute at Metropolitan State University, June 12-14, please check out the link, we would love to have you. Here's our link: <https://sites.google.com/a/dpsk12.net/dps-pe-summer-institute/home>

continued from [HR Monitors](#) on page 12

user name for the monitor program. They were able to log in whenever they wanted to check on their son or daughter's activity level for that day. At the end of the quarter, there was a comprehensive overview of the student's total activity data, which we could include in a report card comment.

We found that using the monitors with the younger classes took some time to put on, taking away from movement time. Focusing on the secondary classes seems to be the best fit. Now that many students have Fit Bits, the monitors may not seem as exciting or motivational. As most things go in teaching, it's all about how the monitors are introduced and utilized as a classroom tool, which creates the buy in. For us, it's been a success reaping natural benefits.

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 April 15

The SHAPE CO Newsletter will be published five 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.

Guidelines and information can be found at: <http://www.shapeco.org/journal.html>

Email any questions to Elizabeth Sharp at esharp@coloradomesa.edu