

SHAPE Colorado Journal



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ENGAGING SITTING OUT OPTIONS



By Lynn Burrows
SHAPE Colorado President

The flu has hit our school; kids and staff are experiencing various stages of fever, cough and recovery. In addition, I have a couple students on crutches, what is new, right? When students aren't feeling well, or they are injured, it poses the challenge of how to keep them involved. Planning an alternative task provides reassurance that we care about them, even

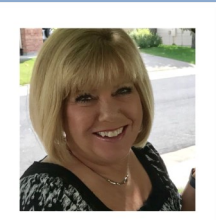
when they are not at their best.

Here are 11 ways we might keep the "sitting out" student involved:

1. [Learn juggling with scarves](#) (could do sitting down). Link is to the National Circus project beginner tutorial videos.
2. Student helps officiate the activity.
3. Student works as videographer and videos one element of movement such as recording students who are demonstrating a great follow through.
4. Student coaches one or two students on a

see [Sitting Out](#) on page 2

CALL FOR SESSION PROPOSALS



By Donna Carey
Convention Manager

Hello SHAPE Colorado Friends, Do you have a passion for what you teach? A burning curiosity to explore something new and share the excitement with your colleagues? Can you inspire a new generation of educators? SHAPE COLORADO wants you to present at 2018 Convention!

Help your colleagues! Make your mark on your field! Be awesome – present at 2018 convention! Click [here](#) to submit your session proposal.

Each year your SHAPE Colorado Board Members strive to bring you relevant, fun and engaging content at the annual convention. At the conclusion of each convention we send out a survey and one of the questions asked is "what would you do to improve the content of convention?" and we are incredibly grateful for the responses we receive. Here's what you asked for in 2017 and we need your help finding

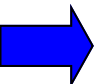
see [Convention Sessions](#) on page 5

Upcoming Dates:

- [SHAPE Colorado Lobby Day– Feb 15](#)
- [Bust Open your PE Program– UNC Greely– Feb 24](#)
- [SHAPE America National Convention \(Nashville\) March 20-24, 2018](#)
- [Session Proposals Due– April 30](#)

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!!



SHAPE COLORADO NEWS

2018 Financial Update

SHAPE Colorado is a non-profit volunteer organization whose primary funding source comes from American Heart Association. Additional funding sources include grants and typically our annual fall convention is a "break even" venture. This year, each SHAPE organization received only 50% of the budgeted amount from American Heart Association, and in response to this revenue cut, we trimmed our budget. On the upside, Past President Shannon Milken brought in some outstanding presenters to our 2017 fall convention and we saw a significant gain in pre-convention and convention proceeds. In

addition, Executive Director Terry Jones recently received \$17,000 in grants for SHAPE Colorado to provide [upcoming professional development opportunities](#) to SHAPE Colorado members. Congratulations Terry and Shannon for finding a way to provide SHAPE Colorado membership awesome products and services when faced with financial challenges.

Board Meetings

All SHAPE Colorado members are invited to attend Board meetings and participate in the process. Meetings can also be watched via livestream [here](#).

SHAPE Colorado Lobby Day!

Please join SHAPE Colorado and advocate for health and physical education. We'd love you to [attend Lobby Day, February 15th](#) at the Colorado State Capitol. Meeting your state legislators in person is an effective way to convey our important message about key issues in health and physical education. Interested in knowing more about what's happening at the Colorado state capitol? [Read SHAPE Colorado lobbyist report here](#).

Continued from [Sitting Out](#) on page 1

specific skill.

5. Student records all the demonstrations of "encouragement." At the end of class, they read through their observations.

6. Set up long rope station, injured students work as a rope turner (could do sitting down).

7. Student interviews classmates on a learning task such as "tell me three of the five components of health-related fitness, or what is your favorite winter physical activity?"

8. Student writes sticky note compliments to classmates, "you are good at passing to everyone, you are nice..."

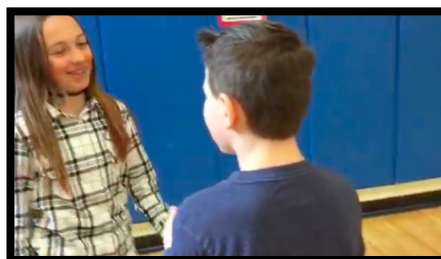
9. Student plays a [fun computer game to learn muscle names](#). (link to Freddy Fit website)


10. Student observes class for who might perform an exemplary skill example, or who is demonstrating

inclusiveness.

11. Student chooses between list of bonus questions to ask classmates "What is something great catchers concentrate on as they are receiving the ball? Name three benefits of exercise. Name three ways your body responds to moderate to vigorous physical activity."

Giving my students alternative activities reassures to them they are important and keeps them involved in the learning process. Even though they are not physically involved in class, they continue as significant contributing members.





SHAPE Colorado Awards

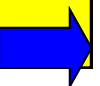
- Teacher of the Year
- Administrator of the Year
- Young Professional Award
- Pathfinder Award
- Joy of Effort Award
- Research Award
- Distinguished Service
- And many more...

Looking for Excellent Teachers

SHAPE Colorado
wants to honor
excellent people in
our field.

Nominate someone
you know today!

All information
can be found [here](#)



2018 CENTRAL DISTRICT CONVENTION: SIOUX FALLS, SOUTH DAKOTA



By Emily Graves
President-Elect

In the heart of Sioux Falls, South Dakota is a magical land. Land with promise for the future and a physical educator's dream. There lies a large building standing in the shape of a pentagon with 9 college size courts. In the center of it is a 1950's themed arena, complete with three dark wood basketball courts and stadium seating. And looking up hangs a scoreboard with an analog timer. This facility is called the Sanford Pentagon. Across the street is a building with 62,000 square foot AstroTurf field, a strength training gym, physical therapists, nutritionists, and a state of the art science institute. It was at this location that the 2018 SHAPE America Central District convention was held.

Due to the great facilities and their incredible staff, this convention left many attendees

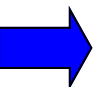
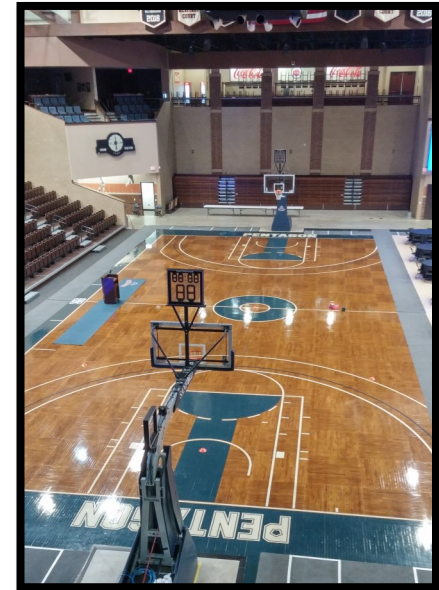


leaving with inspiration. Through three days of Physical Education and Health professional development, attendees were able to experience technology integration, skill development techniques, and explore new curriculums through the FIT program by Sanford. If the sessions didn't impress you then the people did. Teachers were able to converse about their strengths and their weakness and inspire each other with ideas of success. One teacher organized a student led physical activity club with the

mission to get kids moving. The students created opportunities for their fellow classmates to be physically active through fun runs, after school walking clubs, and students created their

own brain breaks to share with their teachers. Another presenter introduced how to use Plickers in the classroom for instant feedback and quick evaluations. While another created multiple games to be played in the gym that represented the winter Olympics.

This was my first experience with a Central District Convention and I must say that it did not disappoint. We were given tours of the facilities, free merchandise, alternative curriculums to the well-known and met many genuinely great people, not just educators. I spent most of my time listening and watching. Without saying a word, I saw and learned more than I thought I could. There were so many innovative ideas, ones that I have already implemented into my classes. My students and I will benefit from the resources presented at this convention.



YOUR CAREER: SIX ESSENTIAL STEPS TO SUCCESS



By **Dennis M. Docheff**
*University of Central
Missouri*

Many professionals (or future professionals) are poised to make major strides in their careers. Yet, many

wonder, “How can I plan for success?” This article provides six ideas to develop a plan that leads to success. Even if readers address only one of the following suggestions, it could lead to a more fulfilling teaching experience.

1. Commit to lifelong learning

Physical education teachers are experts on fitness and wellness. Although others may think they know a lot about those topics, the physical education teacher is the “resident expert”. If professionals feel a shortcoming in an area related to fitness and wellness, then they need to do some work to enhance their level of expertise.

While building expertise, consider becoming a novice at something. I once had a respected professor who talked about taking violin lessons. Why take violin lessons? This amazing professional wanted to remember what it was like to be a novice, to feel anxious about a skill, to feel frustrated trying to learn something new. This was a revelation—most readers of this are accomplished skill performers, but many of their students struggle with what they teach. We need to know how

our students feel when learning something new!

2. Find a mentor

One way to be successful is to find someone to guide us along the way. Mentors provide young professionals with a path that leads to success. Mentors do not tell someone what to do; they lead others in deciding what to do. Mentors do not solve all problems but assist mentees in looking at possible solutions. Mentors must be honest with mentees, correcting them when needed. This is a two-way relationship.

A common error of some mentees is to try to become their mentor. It is important for all of us to be ourselves. Utilize the guidance and counseling from mentors to become our own best professional. Find a respected professional that is willing to hold you accountable, be honest with you, and then step aside to let you grow.

3. Read and Write

Organizational membership often includes the delivery of a journal, yet many of those journals go unread. We do not have to read journals cover to cover, but we should scan the table of contents. Is there a title that piques your

interest? Is there an article that addresses a weakness in your teaching? If so, read that article...twice!

There are also many excellent books that can help professionals develop their careers or their personal lives. Readers are encouraged to highlight the parts that seem important; then, when the REAL IMPORTANT information comes up, make a note in the back of the book for later reference. [Many books have a few blank pages in the back; this is where the reader can make notes.]

Once professionals gain some experience, they are encouraged to create articles for publication. It is a great growth experience to complete the process of publication. If you feel intimidated or afraid to write, work collaboratively. Many journals offer assistance if they like your idea for an article. Check out the “guidelines for authors” in any journal, like *JOPERD* or *Strategies*.

SHAPE America members are encouraged to check out the Exchange. This is a daily opportunity to view questions and responses of professionals helping each other.

4. Serve

Professional service is critical for people to reach their maximum impact. Volunteer to serve

on a committee in your state, district, or at the national level. Once a person serves on a committee, another request soon comes along—say “YES”. Make it known that you want to serve—people will seek you out. Just say “YES”. In addition to serving a professional association, find other avenues for service—your community, your church, a local school, etc.

Service takes time and effort! Here is the carrot—when a person volunteers to serve, the rewards are usually greater than the time and effort expended in service.

5. Network

One practice that enhances success is to network with other professionals. When attending a conference, introduce yourself to the session presenters. Show an interest in their work. Follow-up with a thankful e-mail. In the e-mail include a question that may elicit a response. Once that happens, keep the discussion moving. In addition, talk to other teachers, board members, committee chairs, etc. Make a point to know people of influence. Let them know of your interests.

Be an involved professional—go to conferences, workshops, and social events. When you read a strong article, contact the author and tell him or her how you appreciate their work. If you are a member of SHAPE America, get on the Exchange (mentioned previously). Submit a question for discussion on the Exchange



NATIONAL PE AND SCHOOL SPORT INSTITUTE 2018



By Murray Wallace

Physical Education Teacher, St. Vrain Valley School District

Professional Development – NATIONAL PE AND SCHOOL SPORT INSTITUTE 2018

If you happen to be on the east coast or anywhere near North Carolina in late July, you should think about checking out the National Physical Education and School Sport Institute July 23-25th at UNC Asheville, Asheville, North Carolina. <http://nationalpe.com/>

This is a great opportunity to meet educators from around the country and the world while interacting with some great advocates and professionals. Each day kicks off and wraps up with a keynote speaker. Check the schedule and lineup on the website.

Why go? Variety! The first year I was enticed by the keynote speakers. The lineup included Jarrod Robinson, Nathan Horne, Andy Vasily, Joey Feith and Ashley Casey. These “big hitters of the online world were followed in subsequent years by the likes of the Physedagogy team, Jim De Line and Jo Bailey. (If you don’t know these folks, look them up!)

All the sessions are meaningful and challenge participants to think beyond the idea of simply another current activity. Last year there was a pre-conference day on the Sunday, run by US Games and OPEN Phys Ed team. There are social events on Sunday at the Crowne Plaza Resort, Monday at the Highland Brewery and Tuesday night again at the Crowne Plaza Resort. The Crowne Plaza is a great place to stay and you will always run into other institute attendees, but there are also less expensive options and an overflow hotel in downtown Asheville. The institute site is only ever a short 5-10-minute drive away.

It is possible to fly into Asheville, a small local airport, or it may be easier, and cheaper, to fly to Charlotte and rent a car for the approximately 2-hour journey. Asheville itself is a cool little city of around 90,000, in the Blue Ridge Mountains. It never really feels like a city and has a very Boulder vibe to it. There are plenty of things to do and see in the area, with great outdoor activities and many bars and eateries to relax and wind down in afterwards.

This is a great professional development opportunity for anyone who happens to be on the East coast in July, or for anyone who feels they might like to experience meeting and learning with educator’s from around the world and country. Other

Colorado attendees in past years have included Terry Jones, Jo Dixon, Nick Spencer, Joe Bishop, Mike Smith, Lynn Burrows, Jennifer Smith, Missy Parker (former SHAPE CO President), and new

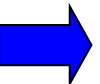
UNC doctoral student Collin Brooks. Feel free to contact me or maybe one of them for more information or check out <http://nationalpe.com/>

Continued from [Convention Sessions](#) on page 1

presenters for the following:

- Activity-based adapted session
- More sessions available on technology, classroom management, activities that address large class sizes and small gym spaces
- Extra-curricular physical activity and sport programming
- Assessment and grading practices
- Hands on ideas about how to deal with the common everyday problems in the classroom
- Game based activities that you can do with common equipment that most people have
- First year teachers making the transition
- More Health topics
- New game ideas
- Local grant ideas
- Off-Site Rock Climbing Demonstrations/Class
- Omnikin
- LitPE.MathPE
- Fitnessgram/Activitygram
- NFL Play 60
- Health Curriculum in the PE setting
- Juggling
- Jump Rope Advanced Skills
- CATCH Curriculum
- Golf in PE
- Bowling in PE
- Integration of students with special needs in PE
- More presentations from Teachers of the Year
- Mindfulness
- The science behind the why, how does exercise and physical activity impact our students. What’s new in training techniques? Sports specific coaching seminars.
- Dance Sessions
- Incorporating Technology
- Fitness centered activities
- Nutrition in Elementary Schools
- Innovative games
- Implementing pedometers or other step trackers in elementary.

[Submit your proposal here](#)



JOIN SHAPE AMERICA IN MUSIC CITY!

RESTON, VA, December 19, 2017 — Attention health and physical educators! Get ready for a professional development experience that will empower you to transform your classroom and your school into extraordinary student learning experiences. **Save up to \$75 by registering for the 133rd Annual SHAPE America National Convention & Expo before February 16.** The Society of Health and Physical Educators' national convention is held in partnership with SHAPE America Southern District and Tennessee AHPERD.

SHAPE America has planned for health and physical educators inspiring speakers, focused programming and networking events in one of the country's favorite cities – Nashville. You will find 300 + sessions for health and physical educators focused on standards-based curriculum, effective instructional practices, evidence-based assessment and more.

The week's activities kick off Tuesday, March 20, when you are invited to bring your assessment challenges to the workshop, "Practical Assessment of National Standards and Grade-Level Outcomes with PE Metrics." Based on the all-new edition of this popular SHAPE America resource, the workshop will provide you with suggestions on appropriate assignments and the skills to develop sample assessments for tracking student progress. That afternoon another new SHAPE America publication called *Lesson Planning for Skills-Based Health Education in the Secondary Classroom* will be featured in a four-hour workshop.

At Wednesday's opening General Session with internationally known educator Stephen Ritz, Stephen will share how we can transform schools with collaboration, coalition and get-to-yes solutions. On Thursday Olympic Gold Medalist Benita Fitzgerald Mosley who is now the CEO of the Laureus Sport for Good Foundation USA, will illustrate how sport can be used as a tool for social change. 50 Million Strong by 2029 is the theme of Friday's General Session which will dive into advocacy, health practices and effective teacher instruction– tools to put all children on the path to health and physical literacy through effective health and physical education programs. Popular health educator Deborah Tackmann will talk about the new risks facing today's youth and offer solutions for creating effective school health and wellness programs.

Also joining us will be the legendary Dr. Kenneth Cooper. "I'm pleased to be this year's keynote speaker for the Research Quarterly Exercise Science lecture," said Dr. Kenneth Cooper, the "Father of Aerobics" and author of the pivotal book *Aerobics*. "I applaud what our physical educators are doing every day, and sharing the 50th anniversary of *Aerobics* with those who are directly on the front lines of shaping the health of our next generation is an honor."

From the latest in ESSA funding to trends in instruction, fitness and technology as well as our popular Opening Celebration at the Famous Saloon and the Hall of Fame Banquet, you will find plenty of opportunities to network with teachers and researchers from around the country. As always, a must-see at the convention will be the exhibit



hall featuring hundreds of the latest educational products and services.

This largest gathering of health and physical educators only happens once a year. So get ready to:

- Become a more effective health/physical educator and learn from experts in the profession
 - Grow your network and build new relationships
 - Celebrate award-winning peers from around the country
 - Discover valuable new programs, products and services for your HPE program
 - Learn to be a stronger advocate for HPE in your school, community and state
- Earn SHAPE America Contact Hours through hands-on workshops and sessions

Get inspired and rejuvenated by a professional development experience that will help you prepare all children to *live their best life*.



MAXIMIZING YOUR PHYSICAL EDUCATION TEACHING MINUTES



By **Penny Kroening**
*2016 National Elementary Physical
 Teacher of the Year*

During this past year I had the honor of being asked to present at the Denver Summer Academy and a pre conference session at the fall SHAPE CO Conference. At each occasion the room was filled with passionate teachers who were engaged and welcomed a message of maximizing our physical education minutes. The presentation allowed us to look at key ideas. Each idea meshed with and lead to the next idea or level. We looked at instant activities that lead to your lessons objectives, personalized learning that capture students interest, and finding ways to weave movement into your student's classroom. At the pre-conference In Colorado Springs, we had very engaging discussions regarding student learning and scaffolded our collective ideas regarding personalized learning. These were very meaningful discussions; each attendee was able to find innovative ideas to take away and incorporate in their own setting. Let's take a quick look back through some of the key ideas to help you in your thoughts of maximizing your teaching minutes.

INSTANT ACTIVITIES:

Grab your students' attention at the door by using high activity, purposeful instant activities. Use instant activities that use dance, review skill/concepts, or are simple fun to engage your student's mind and body at the doorway of your classroom. Be intentional with your limited time with your students. Choose instant activities that fit with your lesson focus for the day. The latest and greatest

instant activity from Twitter is not the way to choose. When you find a great idea on twitter, put it into folder that best suits that idea. Be INTENTIONAL with your instant activity!

Instant activities can help you to teach simple ideas that relate directly to your lesson. Think about the SHAPE America outcomes regarding invading or defending space, being open, pathways, levels, speed, throwing to a partner while they are moving, watching for an open throwing lane, simple cardio vascular engagement, the list goes on. Have fun, but choose an instant activity that matches your lesson, use a pop of fun to intro your lesson. So many of us glean new ideas for instant activities from the latest video that is zipping through Twitter. Rather, take the latest and greatest activity idea and put it into a folder for the unit it best suits. Build your instant activity library with fun, exciting, engaging activities that "fit" with your lessons objectives.

Instant activities can also be used to double down on helping with some academic CORE work. We took a simple game of noodle tag, cut the noodles into fourths, then cut the fourths into hot dog buns. Use the hot dog bun noodle taggers as a vessel to work on those concepts you can help reinforce. During our time together, we used Onamonapias, word alliteration and callisthenic type warm up skills all together in a fun exciting tag game. During the groupthink out loud time we brainstormed a variety of ways we could use the hot dog noodles and put in math or even health concepts. Remember we are looking to maximize our minutes with our students, combining movement and content is a win win!

Instant activity can include a fast hitting technique called **As Many Rounds as Possible** or simply AMRAMP. During an AMRAMP a person or group strives to do as many sets of a several-exercise circuit as they can within a specific time. In essence, you are training to do more work in a set amount of time. It is a way to motivate people to work

without a specific numerical target. An AMRAMP can be as straightforward or silly as you would like to make it. Be creative. Or maybe you want to go crazy with a Krossfit group exercise sheet. Create a workout sheet with around eight different exercises on it and large numbers. Like try 100 burpees, 100 pushups, 200 sit ups... Groups are free to decide how they will "together" complete the Krossfit. Groups quickly negotiate how to best divide and conquer the work.

Let's not forget dance. Dance is easily the best instant activity. Try to teach dances that do not involve you counting out the steps. Look for music or dances where the moves or steps can be heard in the music. We did the Interlude Dance, Music: Attack Attack. We also learned a great Chicken Dance Polka that involved the Chicken Dance moves/Polka Dance/tag/Chicken jumping jacks if you were tagged.

REACH INTO THE CLASSROOM

Maximizing your Minutes also reached into the classroom by looking at how the PE teacher could create learning or movement in the classroom. We talked about Brain Energizing Activity books, FITDECK cards that did not require equipment, Corefit balls for student's chairs, wobble chairs, GoNoodle.com, Be FIT2 Learn Skillastics board game for the classroom, Just Dance video's on YouTube. Getting kids active during their school day helps both students and Teachers. Be proactive, reach out to your classroom teachers and lead them to helpful resources. Offer to help your classroom teachers write grants, be a leader in keeping kids moving. Classroom teachers will LOVE you!

PERSONALIZED LEARNING OR STUDENTS CENTERED LEARNING OR CHILD-CENTERED APPROACH

Call it what you would like but make no mistake about the engagement personalized learning WILL bring to your classroom!

Centers are a fantastic way to teach and implement multiple activities or exercises while keeping students actively engaged. Using centers in your physical education class is an alternative to whole group instruction.

AMERICAN HEART ASSOCIATION NEWS



By Laurie Gaudreault

SHAPE Colorado Jump and Hoops Coordinator

Happy February and Happy Heart Month!! Allow me to introduce myself. My name is Laurie Gaudreault and I am the new SHAPE Colorado Jump Rope for Heart/Hoops for Heart Coordinator for our state/district.

I am honored to serve all of you in this capacity and look forward to meeting many of you as well. For the past 31 years, I have actively promoted and made the commitment for Health and Physical Education school programs as well as been an advocate and participant for JRFH/HFH. I currently teach at McElwain Elementary School in the Adams Twelve Five Star Schools where I am the Physical Education Teacher.

Continued from [Success](#) on page 4

or respond to other people's questions posed on the Exchange. The Exchange is a great way to interact with professionals you may not even know.

6. Question Everyone and Everything

Asking questions is a good way to begin a conversation. It also leads to growth and learning. When you are observing a teacher or a presenter, think about how you might enhance the performance. How might you teach (or present) if you were in the other person's place? Be critical...in a kind manner.

Examine mentors, critique former teachers and coaches, study legendary teachers or coaches. Always have a question; always seek more information; use the talent in front of you to enhance your own performance.

In conclusion, please allow a final thought—Thank others along the way; gratitude matters. Think of those that have helped you get to where you are today. Let those people know how much you appreciate their help. Write a letter; make a phone call; offer a small gift. In addition to making your mentors and teachers feel good about contributing to your development, saying "Thanks" makes everyone feel good about what you have accomplished. Good luck.

The JRFH/HFH Program became very personal for me in 2011 when I was diagnosed with a congenital heart defect. "We never know what will come our way and what obstacles we face." Through my programs, I try to instill in my students a sense of empowerment. Our choices can make huge differences in our long-term health. . . good or bad, it is up to us."

In my new role, I would like to encourage schools and teachers to continue to support the American Heart Association and the JRFH/HFH Programs and hope to personally visit your school as well.

Have an amazing 2018!!

Yours in Health and Fitness, Laurie Gaudreault (Physical Education Teacher)

Important Upcoming Dates:

February 2, 2018 National Wear Red Day (in support for women with Heart disease/Stroke)

February 17, 2018 Drop Red Gorgeous Fashion Show

Session Proposals

2018 SHAPE Convention

April 30

[Start Here](#)

SHAPE Colorado is looking for engaging presenters to share innovative teaching ideas with other teachers. Submit your awesome ideas today!

PHYSICAL EDUCATION: THE MAGICAL PLACE TO OBSERVE BEHAVIOR



By **Kyra Ruscio**

Head of Physical Education, Denver Academy

Students are constantly being observed, particularly those that may have learning issues. Psychologists, behavior therapists, and counselors are just a few of professionals commonly visiting schools to observe and diagnose students. Often, these professionals visit the classroom and watch the student taking in information and performing work. They may pull the student from class to administer a test or watch them work individually. One place where professionals don't often think to observe is the gymnasium. There is amazing insight which can be gained by watching students in action during physical education. This is one place where they are working with others, problem-solving, and displaying physical, kinesthetic skills. Students interact with peers uniquely, unlike anywhere else in the school.

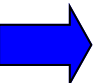
When students arrive to physical education, there is usually a range of emotions. As we know through research, movement activates certain parts of the brain. Most physical education classes begin with a warm-up, some type of activity to get the blood pumping and the body moving immediately. Some students who may have been sitting at a desk all day "light-up." Their behavior may change once they are stimulated by exercise and to be up and out of their seats!

Quality teachers have a good variety of competitive and cooperative activities; however, some students tend to maintain a competitive mind frame all the time. It can be interesting to watch students in the heat of the game. Some students rise as leaders; others may crumble at the competition. A few students may take on a role in the back of the game and encourage peers. When

physical education teachers give the students choice within a game it is fascinating to witness what role the students will choose. It is interesting to observe interactions that take place during activity, particularly a team building activity where it is natural to experience frustration. Frequently, students will bond together to stand up to a student who is being too competitive.

Not all emotions that take place in the gym are positive. There are a handful of students that may have performance anxiety due to poor kinesthetic awareness. If they know they lack in skill, students may go to great extremes to sit out or try and avoid participation. At the secondary level, some students have anxiety over dressing out into a PE uniform due to body image concerns. Hopefully, the PE teacher is aware of the student's concerns and can help the student find a comfortable, modified way to participate. It is important to know each student's background to understand the underlying cause of the behavior.

In closing, there is much to be gained from observing students in a variety of settings. Understandably, the classroom is probably where they spend the most time, and it is beneficial to watch students' work output. The gym can serve as a tool to assess social-emotional behavior. It is a place where the kids' brains are activated and firing. They are constantly communicating with peers and teachers in an excitable way. Students are taking in instructions and acting them out physically rather than with a writing utensil or keyboard. They are listening, watching, and moving all at once in front of peers. They are problem-solving with movement and acting as part of a team. It is one time of day where their brains might be separate from technology, besides perhaps some music. For many students, just watching them be without their cellphone for an hour can be telling!



ENCOURAGING EARLY CAREER AND FUTURE PROFESSIONALS TO PRESENT AT CONFERENCES



By **Jaimie McMullen**

University of Northern Colorado

As a university professor, I am always seeking ways to engage my students in experiences that will contribute positively to their development as quality physical education teachers. When considering their professional development, I have always been an advocate of students attending state or national conventions. I encourage them to attend because I believe that conferences are not only a great place for them to learn new ideas, but also to network with other future professionals and current physical educators.

I am passionate about encouraging this because when I was an undergraduate at the University of Hawaii in the early 2000's one of my professors, Dr. Julianne Maeda, encouraged my peers and me to attend, and even gave us the opportunity to present alongside her. Following her example, I have, throughout my higher education career, strived to provide those same opportunities for my students.

At the 2017 SHAPE CO convention in Colorado Springs, I was lucky to have three seniors at UNC present on main theme curriculum models with me. I prepared the submission and included "UNC secondary methods students" as an additional presenter, then when the fall semester started I solicited volunteers to contribute to the

presentation. As a result, three University of Northern Colorado K-12 Physical Education seniors, Kayla Weber, Emily Kurz, and Kelsey Hale committed to be involved. As a group we held planning meetings, and leading up to the conference they each had a "practice run" that took place in a UNC physical education class.

At the convention, these students represented themselves and the University of Northern Colorado physical education program with professionalism and enthusiasm. The quotes below, which they each provided to me, highlight the impact that an experience like this can have on young professionals:

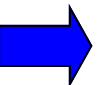
"Being able to present at SHAPE CO was an amazing opportunity. It gave me the chance to interact with other professionals in my field- whether I was presenting in front of them, or simply having a conversation with them after the presentation. Through these interactions I was able to grow in my own professional development. Any

pre-service teacher who has the opportunity to present should definitely take the opportunity to do so!" –Emily Kurz

"Presenting at SHAPE CO challenged me to think outside of the box, get out of my comfort zone and expose me to new information, new people and new opportunities. I was nervous to present the new curriculum models to a crowd of people who had more experience than I did, but what it did was bring people from different levels of experience levels together so that we could learn from each other." –Kelsey Hale

"Presenting at SHAPE CO as a preservice teacher was an amazing experience. It allowed me to build my confidence in presenting my ideas and opinions to my future teaching professional peers. This experience also showed me that being involved in a big conference is not as daunting as I once imagined it to be. In the future, I plan on staying involved in SHAPE conferences and continuing to present and network ideas with other PE professionals." –Kayla Weber

Based on the positive reflections from these students, I believe it is extremely important that future professionals and early career physical educators have opportunities to share their great ideas and passion with us! Therefore, I challenge university faculty, mentor teachers, and/or veteran physical educators to get future and young professionals involved in professional development opportunities – especially presenting. These young people are the future, and we need to provide them with the tools and confidence to continue to lead our profession in the right direction!



Continued from [Minutes](#) on page 7

This approach results in students being highly engaged. It also enables them to construct their learning experience with other students who are interested and focused on that specific skill. An inherent bonus of using this teaching style is the development of communication among participants, critical thinking, and problem solving. Self-responsibility and social skills are fundamental tenets of this teaching style, allowing the students to develop skills within all five National Physical Education standards. When using this approach, you will find students are engaged at a high level as they work and play in a socially healthy environment leaving you free to engage in personalized on the spot teaching.

The What:

- Multiple activities designed by teacher for focused student growth.
- Student choice of which centers.
- Student choice of time engaged in center.
- Students take turns. A turn is decided within the class.

Advantages:

- Intrinsic motivation of students by providing choice and skill development opportunities ensures high-level participation and engagement.
- Challenge students where the rigor of an activity matches their skill level and encourages them to improve and succeed.
- Natural differentiation for each student.
- Ensures key character traits such as fair play, cooperation, teamwork, trust, responsibility, and respect through physical activities.
- Allows you as the teacher to move around the room and teach those who need your personalized instruction.

Teacher Pre Plan:

- The teacher has ultimate choice and power when pre-planning the centers. What Standards/outcomes do you as the teacher, want your students to be working on?
- Create a list of possible learning activities which will

result in the planned outcome.

- Choose activities based on size or your teaching area.
- Choose activities based on available or necessary equipment.
- Safety considerations when pre-planning and mapping your setup.
- Pre-teach verbal cues or instructional cues of the skill the students will be working on.

Personal and Social Skill Development:

- How do I find the end of the line?
- When is it my turn?
- How will I know when my turn is over?
- If I think it is my turn, what words do I use to talk with the person who is still playing?
- If the line is long, is it worth my time to stand and wait?
- Kids should be thinking about the learning activity and discussing with classmates ways to improve or what the next steps might be. Creating a scaffolding of learning is KEY.
- Students are actively engaged in learning what you the teacher have set for them to learn.
- Students are free to stay at a center as long as the student finds it interesting and personally satisfying.
- Students are engaged and working with other students who are thinking and working at the same center. Students scaffold their knowledge and create new meaning together.
- Because the students are free to move to other centers when their interest is no longer stimulated there are no disinterested students.

In a Nutshell, Personalized learning has three major benefits

Ownership
Enjoyment
Intrinsic Motivation

Think of it like this, you as the teacher select learning activities for your students. All that you put out for your students is what you want your students to learn. Students select which centers best suit how they

want to learn. Students select how long they want to stay there to work. Students take their turn and then if they want to stay longer they go to the end of the line, if there is one, and wait for their next turn. If you have one center that has a bunch of students waiting at it, they are telling you as the facilitator of the class, that they want to learn in that way...So, just put out more of that thing, thus creating more learning opportunities for your students.

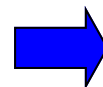
To illustrate what learning centers we experienced during our pre conference, please see the attached [shared striking folder](#). <https://goo.gl/5pgio1>

Now that your students have worked on increasing skills, take what you have worked on and put it into play. I do not have learning centers out for my kids every day. Rather I use learning centers to build and scaffold the learning in my classroom to help kids arrive at a higher level of skill before attempting to put the skill into a "game". I further augment the "traditional game" into some sort of wacky activity that is similar in some aspects but often has a 'Summit View Twist'. I do clarify with kids, that this is not a real-world game, only those who are privileged enough to attend Summit View get to play like this. :)

Kids want to be active, they want to have fun, they really do want to move... but they are looking for that just right thing that engages their interest. Typical team sports like BB, Soccer, VB are only going to engage a few. Pick up some rubber critters, develop the skills you are looking for by changing the way you are delivering the lesson.

You know your students as well as your teaching space. As a reflective and responsive teacher be thinking, "If a part of my lesson is not working, what do I need to change to reach the students?" We should not be thinking...what is wrong with the kids!

With thoughtful reflection, we move forward.





SHAPE America and the American Heart Association collaborate on the Jump Rope For Heart and Hoops For Heart programs.



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 March 11.

The SHAPE CO Newsletter is 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