

SHAPE COLORADO JOURNAL

President's Message

Hello SHAPE CO members. I am honored to be serving as your president as I share with you my first President's message. I hope firstly, this message finds you all well. The past two years have been challenging for all. The challenge continues with providing quality health and physical education, i.e. preventative mental, social/emotional and physical healthcare, for all our students. It is a challenge we must accept as we continue to strive to get better at what we do. SHAPE Colorado, as an organization, is continually striving to get better every day in providing support and resources for you, our members, and advocating for the provision of quality health and physical education, K-12. Continued on next page...



Murray Wallace
SHAPE CO
President

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President's Message (continued)

We have some exciting things happening and some to look forward to, in the health and physical education fields in Colorado. The Comprehensive Quality Physical Education Instruction Pilot Program continues and a big thanks to our legislators on the education committee who continue to fight to maintain funding for this program.

Our legislative advisor is working with our advocacy and membership teams to organize school visits with our state legislators from the education committee. This provides the opportunity for legislators to see firsthand what quality health and physical education could and should look like, and to highlight the difference that can be made for all students through quality health and physical education.

Thanks to State Senator Janet Buckner and Aurora Frontier PK-8 school's PE teacher Jennifer Handy for being the first! Lots more to come...

The SHAPE Colorado board continues to work hard to provide quality professional development opportunities in and around Colorado. Next summer there will be some National and State based opportunities in partnership with CDE and UNC Active Schools Institute. Watch out for more information from our Professional Development committee in future journals and via email!

The SHAPE Colorado Convention was held in person from Sept 30th through October 2nd at the Hyatt Regency Aurora/Denver Convention Center. Lots of amazing attendees and presenters enjoyed 2 ½ days of quality health and physical education sessions with a focus on equity, diversity and inclusion. We had great guest presenters and SHAPE Colorado members sharing great ideas about learning in a health or physical education classroom in the 21st century. We had an amazing keynote from Dr Martha James, who challenged us to think differently...I would say staring onto someone else's eyes is weird and awkward though...LOL...

Continued on next page...

President's Message (continued)

Convention Committee and Tech Guy, Ben Wells, as well as board and all volunteers, thanks for making this such and amazing fun event. Great to network again in person over a couple of lemonades. Developing Leaders Committee as always did a great job of engaging our future colleagues...big thanks to all our university folks who continue to get amazing groups of future professionals to engage and invigorate us grumpy old folks!!!

Next year we will be at the same venue so mark your calendars...and get your sub request in NOW!!!

SHAPE America convention will be in New Orleans from April 26th-30th and is a great opportunity for professional development and to expand your professional learning community! Registration is now open so get your sub requests in early...register here!

Congratulations to all our award winners this year, an amazing group of past, present and future dedicated educators! Great to celebrate your achievements in person.

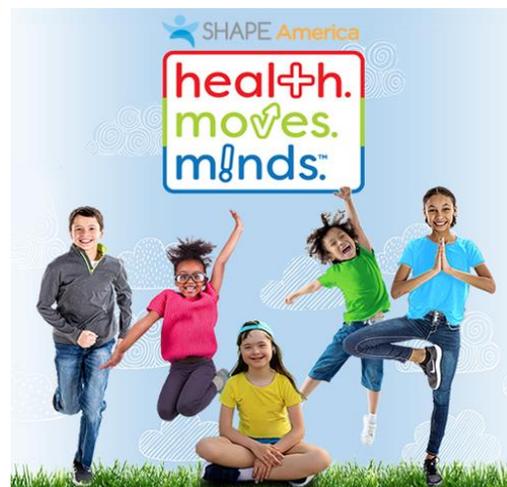
Make sure you are following SHAPE Colorado on social media and checking your email for updates and any opportunities that are upcoming. Feel free to reach out to me anytime for more information or if you would like to get involved! As we move beyond these challenging times, there are always opportunities for exciting things ahead for quality health and physical education.

And finally, of course, don't forget to be the mosquito!!! All the best, take care!

Yours aye...

Murray Wallace

Murray@shapeco.org



Convention 2021

It was so wonderful to be back in person this year! Thank you to everyone who attended, presented and exhibited at the 2021 SHAPE Colorado annual convention at the Hyatt Regency in Aurora. Wow! What an incredible convention and hotel! The pre-conference sessions were outstanding, well attended, and received rave reviews. Martha James Hassan's keynote address was so inspiring and thought provoking.



Donna Carey
SHAPE CO
Convention Manager

Some of my favorite convention highlights included Elizabeth Sharp and CMU's Parachute Games, Chris Walker's Dance session, wake up sessions led by Shannon Milliken and Bungee Bootcamp, several presentations on Equity, Diversity and Inclusion, Yoga, Omnikin, Gopher sports, and the heartfelt acceptance speeches from our award winners at our Awards Banquet sponsored by US Games. A huge thank you goes out to our Exhibitors. Their generous donations allowed us to give out great door prizes. Amazing!



Continued on next page...



Convention 2021 (continued)

While I love to savor success, I am eager to start planning the 2022 annual convention. To put on another (dare I say, even better) convention, we need your help. A post-convention survey arrived in your email box recently and I am asking that you PLEASE fill it out. We need your feedback on social functions, content for sessions, feedback on growing our digital presence, and membership. Is there a topic we should address? A session that we should bring back from a previous conference? The post-convention survey is your opportunity to speak up.



We are only as good as the information we have, so please share your thoughts, suggestions, and comments with us. Please save the dates of October 6-8, 2022 for next year's convention which will be held, once again, at the Hyatt Regency Aurora-Denver Conference Center and Hotel!

★ ★ ★ Associate Professor of Kinesiology, Colorado Mesa University ★ ★ ★



★ ★ ★ ELIZABETH ★ ★ ★
SHARP

Member Spotlight

★ ★ ★ ELIZABETH ★ ★ ★
SHARP

WALK OUT SONG: Know You Will, by Hillsong United

FAVORITE SHOES

My slip on dress shoes

FAVORITE JOKE

What time is it? Nap time! (My favorite thing to say as a mom)

IF YOU WEREN'T IN THIS PROFESSION, WHAT WOULD YOU DO?

If I wasn't a professor, I probably would have stayed with being an elementary PE teacher.

CAREER HIGHLIGHT

Seeing my graduates be student teaching mentors for my current undergraduate students. To see the full circle brings me great joy.

★ ★ ★ SHAPE COLORADO ★ ★ ★

LGBTQ Diversity and Representation in Health and Physical Activity

Lesbian, gay, bisexual, transgender, queer, or questioning (LGBTQ) youth are four times more likely to seriously consider suicide, to make a plan for suicide, and to attempt suicide than their cisgender or heterosexual peers (Paley, 2021). The purpose of this article is to recognize the problems LGBTQ youth face in health and physical activity and to provide two steps to begin to overcome these barriers to reduce LGBTQ youth suicide rates.



Genevieve Altomare
SHAPE CO
Member



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Health and physical education (HPE) are contexts where LGBTQ youth feel a heightened sense of vulnerability due to the pervasive heteronormative culture (Greenspan et al., 2019; Landi, 2018). Due to feelings of unsafety, LGBTQ students are more likely to demonstrate low academic performance than their cisgender and heterosexual peers. LGBTQ students are also at a heightened risk for mental illnesses such as depression, hopelessness, and an increase in suicidal thoughts (Bishop & McClellan, 2016). Students have reported that PE teachers were ill-equipped to address homophobic violence and harassment, which often led to these circumstances being ignored in the locker room and gym settings (O'Connor & Kieffer, 2016).

Continued on next page... 7

LGBTQ Diversity and Representation in Health and Physical Activity (continued)

The first step for HPE teachers to implement change in their classroom is to show respect and affirm one's gender through their actions and the use of inclusive language (Ladda, 2016). This includes respecting one's pronouns, name or addressing the group without broad gender assignments such as "boys and girls." Affirming one's gender is associated with lower risks of suicide in LGBTQ youth (Paley, 2021). This is especially important to an individual who identifies as transgender or gender non-conforming because it can boost confidence, motivation, and participation for these individuals.

The second step is to offer an accessible and opportune environment for LGBTQ youth to thrive. This may be as simple as hanging a LGBTQ Pride flag in the gymnasium or putting a Pride sticker on one's ID badge. This inclusive gesture will inadvertently open a gateway of acceptance and trust. If an LGBTQ student has a trusting relationship with at least one safe adult, they are 40% less likely to harm themselves or consider suicide (Paley, 2021).

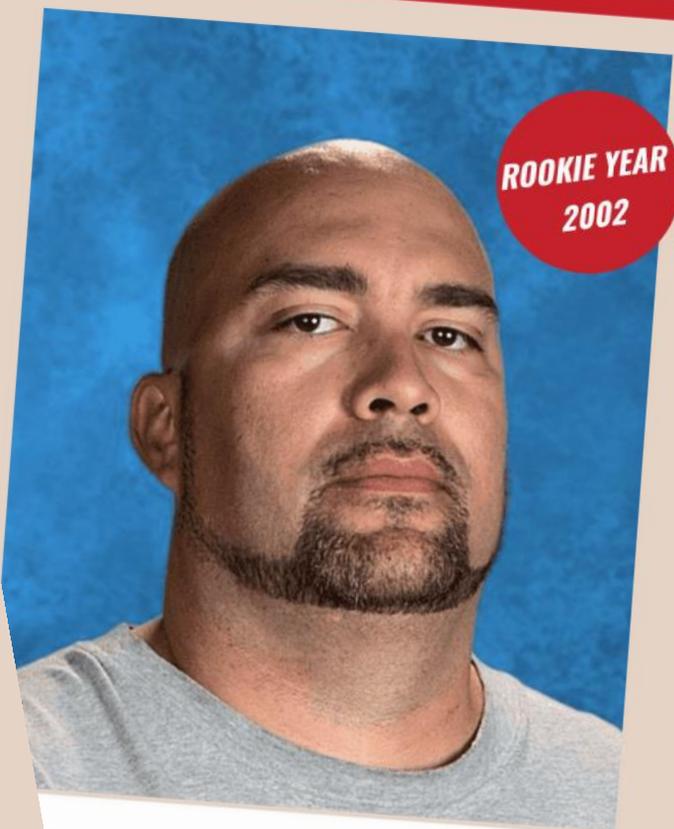
All LGBTQ children need support and guidance from HPE teachers. Striving to decrease suicide rates in LGBTQ youth worldwide, HPE teachers must become more accepting, open to unlearning heteronormative ways, and prioritize educating themselves on inclusive teaching practices.

References

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Member Spotlight

★ ★ ★ Physical Education-Carson Middle School FFC8 ★ ★ ★



**ROOKIE YEAR
2002**

★ ★ ★ Justin Arnell ★ ★ ★

WALK OUT SONG: Purple Rain by Prince

FAVORITE SHOES
The Jordan 11's are the best shoes ever made. No question about it.

FAVORITE QUOTE
"Never accept in victory what you wouldn't accept in defeat"

IF YOU WEREN'T IN THIS PROFESSION, WHAT WOULD YOU DO?
I would have tried to be a sports broadcaster

CAREER HIGHLIGHT
I don't think of teaching in terms of "shining moments" but I am proud we were able to build a class strictly for wrestling at our school. We've really grown the sport here in our building.

★ ★ ★ SHAPE COLORADO ★ ★ ★

★ ★ ★ Justin Arnell ★ ★ ★

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Everyday Advocacy!

Through our words and actions, we advocate for our programs and profession on a daily basis. Interactions with students, parents, colleagues, administrators, and community create opportunities that highlight the value of Health and Physical Education in the lives of students.



Pam Rogers
SHAPE CO Board
Member

When teachers provide quality, standards-based, engaging lessons, students become our best advocates. They share their positive experiences with other classroom teachers, their parents and their friends. Excitement and anticipation produce students who are hungry for learning and a love for the content.

Parent and community support are fostered by opportunities to engage in Health and Physical Education classrooms. Advocates arise when they volunteer in those classrooms and begin to understand the importance of the content to the whole child.

Advocacy is exactly what Denver Public Schools teacher Julie Nelson's does every day. Julie's lessons are aligned to the CDE Standards for Physical Education. She recognizes that individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

As a physical educator at Traylor Elementary School (FRL 80%), Julie saw the needs of her students as they became physically inactive during the pandemic. Parents expressed concerns that their children were gaining weight and becoming unhealthy.

Everyday Advocacy! (continued)

Julie teamed with several co-workers to secure grants and community donations to purchase scooters, bikes and helmets for over 200 students. A local bike shop donated time and materials recognizing the importance of physical activity for students in their community. Parents are supporting the learning at home - posting videos of their children riding scooters and bikes. Julie is seeing families transformed, with all family members now going on bike rides together and students using scooters on their way to school every morning.



Through this advocacy effort, Julie knows the importance of when students, parents, colleagues and community come together, there is great impact on the overall health and wellness of a school.



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3 page views for all display types

3 different zone types to choose from

3 display options to choose from (when data is projected)

2 options for collecting data (Live Workout and Record Offline)

"Save Highest Heart Rate" Feature
Automatically update users' maximum heart rates

Choose Activities | Create Intervals
Easily see data breakdowns

Create Goals for Workouts
Users can earn trophies during class

Motivational Point System
MVPA Timer | MVPA Percent Tile

Recovery Heart Rate Feature
Allows users to view recovery heart rate(s) during the workout

Easily upload data after class (single tap of a button)

Email Workout Reports
Automatically email reports to students and/or parents after each class



HOME APP (HTP HOME)

Android and iOS Compatible

Allows students to do workouts outside of class

Can be used with multiple different heart rate sensors

Two Types of Workout Options
• HR / MVPA / Steps
• Steps

2 options for collecting data (Live Workout and Record to Memory)

Record to Memory Feature
Workouts can be completed without a smartphone (Sensr+ 4.0 only)

Can be used without a heart rate sensor by using the smartphone's built-in accelerometer to collect data (Steps workout)

Motivational MVPA Timer and Point System

Easily upload data after workouts (single tap of a button)

Recovery Heart Rate Feature
Allows user to view recovery heart rate(s) during the workout

Individual User Feature Customization

Email Workout Report
Automatically email report to student and/or parent after each workout session



WEB PORTAL

Secure web portal that meets data security requirements

ONE TIME FEE - NO ANNUAL RENEWAL FEES

Unlimited number of teachers (per school) can use the same web portal at no extra cost

Different types of permission structures (to easily meet the needs of everyone when viewing data)

Option to allow students to update their own personal information

Class Session Reports
• Data breakdowns for intervals

Date Range Reports
• Data breakdowns (based on specific activities and zone types)
• Easily view trend data for classes and students

Email Workout Reports
Option to email reports to students and/or parents at any time

Export Data into Microsoft Excel

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Easily Create Goals and Intervals

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QUALIFIED? Teacher Prep, Teaching, and Resistance Training

Living a healthy lifestyle and becoming physically literate are two overarching goals for all in the physical education world. Physical Education Teacher Education (PETE) programs attempt to educate pre-service teachers on best practices to help K-12 students live an active lifestyle and how to carry those healthy practices into their futures. It is expected that PETE programs are constantly updating curriculum to be more reflective of current trends, recent research, and the needs of the K-12 student. This, in turn, better prepares future physical education teachers to help students move toward a physically active future.



Susan Bertelsen
SHAPE CO Member

PETE programs typically require a wide variety of activity teaching methods courses within the curriculum. Activity courses such as team, individual/dual, fitness, and outdoor/adventure to name a few. One specific activity course that is uniquely different than the aforementioned is *resistance training* (used synonymously with *weight training* in this article). The importance of knowing and understanding this uniqueness is critical. The content knowledge needed to teach resistance training effectively and safely is immeasurable. The purpose of this brief article is to bring awareness to all health and physical education teachers *and* PETE faculty regarding curriculum offerings and teacher readiness in the specific area of resistance training. The end goal is to challenge teachers at all levels to examine course offerings and to decide, “are we truly qualified to teach resistance training?” What does “qualified” mean and why is this especially important for K-12 physical education?

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QUALIFIED? Teacher Prep, Teaching, and Resistance Training (cont)

One who is qualified in resistance training (or weight training) understands the critical aspects of proper technique, has a strong biomechanics background, understands the uniqueness of youth, and has passed both practical and written exams. A qualified teacher understands the foundational *principles of training* and *training variables* (if you can't name these then you are probably not qualified) and their application to program objectives. A qualified teacher has many hours of experience analyzing technique with a keen eye and can give quality specific skill feedback. Proper technique is the most critical piece of teaching resistance training to ensure safety and long-term development. The importance of teaching skill elements in resistance training is far different than teaching skill elements in a 3-week unit of floor hockey, badminton, or basketball. The fact that a high school weight training class typically takes place over an entire semester and not in much shorter units, speaks volumes to its uniqueness.

Are PETE programs grossly underpreparing pre-service teachers in resistance training? McGladrey et al. (2014) disclosed that only 14.3% of current high school physical educators and 20.7% of pre-service teachers passed an exam created to assess knowledge necessary to design, implement, and supervise a resistance-training program. Support from a brief review of literature of physical education teacher preparation programs revealed a very small proportion (if any) of the curriculum is focused on how to teach weight training principals, lifting technique or program design variables (Bertelsen, 2017). When examining the required "weight training type" courses across 32 PETE programs in Colorado and two other states, it was found that the average requirement for *methods of teaching weight training/fitness type courses* was only 1.7 credit hours! That's it. Even worse is that 47% of the programs had zero required courses with a focus on teaching resistance training techniques. Yet, we allow physical education teachers to be the expert in the weight room upon graduating from a PETE program with 3-credit hours (or less) of education. These results are very telling and could be quite reflective of the weight training content knowledge improvements that are needed in PETE preparation programs (Bertelsen, 2017; Bulger, Housner, Lee, 2008; McGladrey, et al. 2014).

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QUALIFIED? Teacher Prep, Teaching, and Resistance Training (cont)



Why does this matter? Middle school or high school weight training classes are typically the place where students receive their initial instruction on how to lift weights. If students have received prior instruction, it was likely from a sports coach. It is important to note that most K-12 coaches are not required to possess resistance training techniques education. Being hired to coach a sport does not equate to having expertise in *training for a sport*. Student learning during adolescents plays an integral part of laying the foundation for future endeavors in the weight room and one's ability to analyze technique and make appropriate decisions. A teacher (or coach) that is qualified can help students limit injury and promote safety, understand limits and proper progressions, stress the importance of a well-rounded lifting routine according to personalized goals, and increase confidence and self-esteem. A quality resistance training class can improve overall student health, limit liability and risk, and promote gender equity and inclusivity (Faigenbaum, et al, 2009). A teacher's lack of content knowledge in this activity may have long-term unfavorable effects on a young person's physical activity engagement and safety.

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QUALIFIED? Teacher Prep, Teaching, and Resistance Training (cont)

How can we improve? It is not suggested that the rigorous gold standard exams provided by the National Strength and Conditioning Association (NSCA) or the American College of Sports Medicine (ACSM) should be a part of the PETE curriculum. Rather, consider creating required resistance training content knowledge and practical application expectations in PETE programs and for those currently teaching secondary weight training classes. Faigenbaum et al, (2009) suggested that teachers or coaches receive additional training beyond a bachelor's degree to ensure safe practices and reduced risk. "Youth tend to overestimate their physical abilities, and this may increase their risk of injury" (p. 39). This increase in rigor will likely contribute to higher quality teacher preparation programs and a consistently safer, higher quality learning experience for secondary students taking resistance training classes during physical education.

All who teach in PETE programs or K-12 schools are continually asked to examine and evaluate the quality of their programs and the alignment with student learning outcomes. Please accept the challenge to examine the rigor of course offerings and programming to decide, "are we truly qualified to teach resistance training?" If misalignments exist, find a solution to improve the quality of teaching that can result in increased student learning outcomes for a lifetime. Suggested solutions are presented on the following page.



Continued on next page...

QUALIFIED? Teacher Prep, Teaching, and Resistance Training (cont)

For PETE Programs

- Form a task force to evaluate current curriculum
 - is a stand-alone *techniques of teaching resistance training* class required?
 - if so, does the content align with NSCA or ACSM standards? Are there practical exams or rigorous content knowledge exams included that follow gold standard guidelines? Does the faculty member teaching the course have any outside certification?
 - if not, create a required 3-credit hour stand-alone course that only focuses on methods of resistance training. Support the faculty member who will teach the course in obtaining outside certification.
 - research the secondary offerings in local school districts and consider working collaboratively in building a course or improving a current course

For Middle and High School Departments

- Evaluate current weight training course content for:
 - teaching technique for a variety of lifts? (not just power or explosive lifts)
 - is the focus on teaching introductory level technique?
 - is the content based on training principles and training variables?
 - Is the environment safe and inclusive for all learners?
- Assure that the focus of the course is not on “athletics” but on the general student population.
- Evaluate credentials of staff teaching the courses. Are they qualified?
- Consider supporting current teachers in seeking certification via ACSM or NSCA or other accredited agencies.
- Consider in-service trainings that would provide hands-on guidance from a qualified strength and conditioning professional.

References

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Member Spotlight

★★★ SUE ★★★
BARND

WALK OUT SONG: Don't Stop Believing by Journey

FAVORITE SHOES

Saucony

FAVORITE QUOTE
A simple hello could lead to a million things

IF YOU WEREN'T IN THIS PROFESSION, WHAT WOULD YOU DO?
Own a hardware store

CAREER HIGHLIGHT
Being able to work with passionate young professionals, PE professionals and to see the influence that they have on their students lives. I have been fortunate to be able to follow my dream of being a teacher and teacher educator and being able to share my teaching passion with others.

★★★ SHAPE COLORADO ★★★

★★★ Professor at Metropolitan State University of Denver ★★★



★★★ SUE ★★★
BARND

7 Tips for #physed Field Day Success

1. Choose the Date

Look at the school calendar and discuss possible dates with administration, then mark it on the calendar. Consider the weather, testing schedule, and other school events. Then, have a rain plan. With the amount of planning and preparation for field day, rescheduling may not be an option. [Check out this Rain Plan from the PE Specialist.](#)



Lisa Paulson
SHAPE CO
Member

2. Instructional videos for each event

Consider making videos demonstrating and explaining each event, and then send them to classroom teachers/staff ahead of time. Learning how to play prior to the event allows for maximum participation time. [Check out this example for ideas!](#)



3. Have a THEME

Themes are a great way to generate buzz around the big day! Some popular themes are Superheroes, Star Wars, and American Ninja Warrior. This is a good time to get students involved in the planning process.

Continued on next page...

7 Tips for #physed Field Day Success (continued)

4. Recruit volunteers early

A successful field day needs an adequate number of volunteers. This is a great way to build family and community engagement and advocate for the importance of physical activity in your school. Send hard copy and electronic flyers home at least a month ahead of time and ensure volunteers RSVP at least a week before the event. Once you have your volunteers, send the assigned tasks with instructions ahead of time, including your instructional videos to help them prepare!

5. Consider a staff event

Wrap up the day with a final staff event for students to watch teachers/staff participate in a friendly competition! The children LOVE to watch and cheer on the adults in the school! Try this idea to get everyone laughing:

➔ Cotton Ball Race:

Set two tables across from each other 25 feet apart, beginning table with plates of cotton balls, and the other table with an empty plate. Teachers/staff split into partners. On "GO", partner #1 put Vaseline on partner #2's nose and partner #2 transfers as many cotton balls to the empty plate as possible using only nose in 1 minute. Race against other teams.



6. Get classroom teachers' input on creating teams

Making teams is big task. Start early and send a draft to classroom teachers to ensure the teams are a good fit. Classroom teachers spend a lot of time with their students, and they can be helpful in planning for successful communication and cooperation.

7. Use your RESOURCES

- ➔ [OPEN Phys Ed Field Day](#)
- ➔ [PE Blog by Gopher Sport](#)
- ➔ [Education World Field Day Ideas](#)
- ➔ Search #fieldday on Twitter for ideas!



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PROGRAM HIGHLIGHTS

- Sport Pedagogy (Teaching)
- Technology for Coaches
- Injury Prevention
- Sport Psychology
- Training and Conditioning Principles
- International Coaching Perspectives
- Applied Coaching Research
- Sport Administration for Coaches

PROGRAM COORDINATOR:

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