



UAHPERD Newsletter

Southwest District Conference co-hosted by UAHPERD

Move to Learn—Learn to Move * Active Kids do Better

June 16-20th, 2015, Park City, Utah

UAHPERD is proud to be a co-host of the 2015 SHAPE America Southwest District Conference. This year's theme "Move to Learn—Learn to Move * Active Kids do Better" is a no-brainer!

Please plan to join us in beautiful Park City and embrace this opportunity to engage in high level professional development with some of the top scholars and teacher educators in the Southwest District and beyond. You do not want to miss out on this tremendous conference!

Highlights of this year's conference include:

- Keynote presentation by Steven Jefferies, SHAPE American President-Elect
- Chic Hess and James Perry will be putting on a basketball coaching clinic on Saturday, June 20th
- A free full-day Presidential Youth Fitness Program workshop on Tuesday, June 16th
- A full-day Physical Activity Leader (PAL) training workshop on Tuesday, June 16th.

In addition, there will be both Southwest District and UAHPERD Awards and recognitions of the amazing practitioners and scholars making up our great state and district.

Attendees from Utah can receive re-licensure points and all attendees can receive USU credits (info on our website)



Issue 1

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Special points of interest:

- ☉ UAHPERD & Southwest District Conference, June 16-20th, Park City, UT
- ☉ 2015 SHAPE America Convention & Expo, March 17-21st, Seattle, WA

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Greetings from your UAHPERD President— Angela Heinemann

I am excited about serving as your UAHPERD President! I have always had a passion for education and physical activity.

As President, my hope is to continue the tradition of this organization of provid-

ing professional development that increases knowledge and encourages sound professional practice.

With this goal in mind, this year the UAHPERD conference will be co-hosted with

the Southwest District Shape America.

I look forward to meeting all of you at the convention in June. Thanks again for allowing me to serve as your UAHPERD President!



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National Health Education Standards—By Cougar Hall (BYU)

Students adopt and maintain healthy behaviors. The National School Health Education Standards (NHES) are the intent to support schools in helping students reach this goal through obtaining knowledge and developing skills. The NHES are not a curriculum, but rather include performance indicators detailing what students should know or be able to do by the end of a particular grade span. Although not the purpose or intent of the NHES, one opportunity for reaching the goal of health education is for teachers to model each standard. The following suggestions can provide a starting place for school health educators wishing to model each NHES.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

School health educators can model this standard by expressing and encouraging the importance of life-long learning. This can be done by sharing with students continued professional development efforts (e.g., enrollment in massive open online courses and webinars), continued study in and out of the health education discipline (e.g., posting titles of books the teacher is currently reading), and progress toward additional certifications or degrees (e.g., graduate studies and course readings). Informing students of participation in professional associations (e.g., UAHPPHERD, SHAPE America) is a great way to model this standard.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Sharing with students how a newly-downloaded mobile app is being used to track healthy eating or sleep routines, discussing how participation with a local running group is influencing motivation to engage in regular physical activity, and explaining how a recent family illness has encouraged better hygiene and more consistent hand washing at home are a few examples of how a teacher can model this standard. The school health educator may also wish to share with her students the ways in which a character in a recent popular movie has motivated her toward a specific health behavior.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

School health educators can model this standard by sharing only valid information with their students. This can be done by using only valid and reliable sources and websites when gathering information for teaching and learning, citing all sources on instructional materials and sharing statistics that are up-to-date. Teachers should model the use of valid products and services by sharing with students personal experiences with such products and services that have enhanced health. Appropriately sharing experiences with local health care providers and health clinics, and engaging in only valid and reliable health practices related to healthy eating, weight-loss, and personal fitness (e.g., avoiding fitness and weight-loss fads) are key to modeling this standard.

Standard 4: Students will demonstrate the ability to use inter-personal communication skills to enhance health and avoid or reduce health risks.

Sharing and incorporating inter-personal skills into the classroom each day provides teachers great opportunities to model Standard 4. Examples might include: providing appropriate encouragement and reinforcement to students when practicing health-related skills, using effective communication skills during instruction (e.g., using òlō-messages, active listening, and assertive communication), establishing and maintaining a safe learning environment for all students regardless of individual differences, managing and resolving classroom

that verbal and non-verbal communication is positive and inclusive of all students. Social networking profiles (e.g., Facebook, Twitter, Instagram, or BlogSpot) with students where frequently communicated and proper social networking etiquette or safety guidelines are followed helps to model Standard 4.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Modeling Standard 5 may include the teacher discussing with students recent personal decision-making processes and resolutions related to health (e.g., selecting items from a restaurant menu, determining how to proceed in a relationship, deciding how to respond to a hurtful message posted on a social networking site, or choosing between various health-related services or products). School health educators can also share with students outcomes related to personal health-related decision-making (e.g., decision not to be a passenger with a risk-taking driver or decision to speak to a school counselor about a student's mental/emotional health).

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Teachers can model this standard by frequently sharing experiences with goal setting and referring to personal health-enhancing short- and long-term goals. School health educators can display personal weekly goals related to various aspects of health including physical, mental/emotional, and social health in a prominent classroom. Teachers can model specific goal-setting skills (e.g., S-M-A-R-T goals, social support, and motivation).

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Maintaining a healthy weight, biking to school where possible or jogging/walking around school grounds during lunch, wearing a pedometer and sharing daily step totals with students, eating only healthy meals and snacks in the presence of students, frequently drinking water in front of students, and providing only healthy snacks during class activities and as student rewards are each ways a school health educator can model the ability to practice health-enhancing behaviors. Explicitly communicating with students both the health-enhancing or risk-reducing behavior and the intended outcome is important in modeling Standard 7. For example, when a teacher frequently washes hands or uses hand sanitizer in front of students, washes and sanitizes desk tops, door knobs, and frequently touched classroom items, she should explain to students the motivation for engaging in the behavior as well as the anticipated health benefit.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Teachers can model this standard by acting as an advocate for personal, family, and community health through public involvement. General examples of this may include: advocating for school health education or other components of coordinated school health (e.g., attending state and local education agency or school board meetings to advocate for healthier school lunches or increased financial support for school nurses) or writing and sharing letters to the editor of local and school newspapers advocating for health education, healthy behaviors, and the promotion of healthy lifestyles (e.g., writing an editorial in support of increased walking paths or community reproductive health services). School health educators can also model Standard 8 by maintaining a specific location in their classrooms to display current health-related news, initiatives, and a calendar listing upcoming opportunities for advocacy.

Motivation during Physical Education—By Jessyka Larson, and Ryan Burns (University of Utah)

Physical education (PE) is an effective pedagogical strategy to increase physical activity and active engagement during class. Highly motivated students also tend to have higher levels of health-related fitness, especially cardiorespiratory endurance, which has been linked to improved heart and metabolic health. PE is typically taught in a structured environment that has multiple objectives such as teaching knowledge and skill, promoting affective motor development, facilitating enjoyment of physical activity (PA), keeping students at a high level of physical engagement, and motivating students to be physically active (Shen, McCoughtry, Martin, & Fahlman, 2009). Students are expected to achieve competence-based goals that include developing physical activity knowledge and physical skills in addition to non-competence-based goals such as developing positive psychosocial characteristics and principles for physical activity (Sun & Chen, 2010). However research has shown that students who are lacking in motivation during PE, or being “amotivated”, are significantly less likely to achieve the aforementioned goals, making it increasingly difficult for teachers to meet their class objectives. Decreased motivation for PE has been shown to commence during secondary school. It is therefore imperative that physical educators reverse this trend in order to optimize the positive outcomes of PE.

How teachers teach material is just as important as what they are teaching (Bryan & Solmon, 2007). Physical educators who promote fun and enjoyment during PE are able to encourage greater amounts of self-determination for students’ physical activity behaviors (Cox, Smith, & Williams, 2008). Students will regard PE as a valuable, enjoyable, and rewarding experience if they feel motivated. When students feel that their PE class encourages learning and participation, they tend to have a better focus on the activities, give greater effort, and display greater improvement on class tasks. Conversely, if students are amotivated during PE, they can feel that the class is boring, worthless, and even humiliating (Ntoumanis, 2001). The impact that teachers have on children’s attitudes during PE is important and when teachers create an environment that focuses on learning, self-improvement, and participation, it can lead to students being intrinsically motivated. The follow-

can be used to increase your students' motivation during PE.

Techniques, your students will be more likely to be intrinsically moti-

meeting class objectives: One effective strategy to increase moti-

vation in students is by promoting student autonomy. Teachers who teach through student autonomy tend to be more supportive (e.g., praise the quality of performance), responsive (e.g., spend time listening), and display a greater ability to motivate students (Shen et al., 2009). This type of teaching can lead to greater amounts of participation and enjoyment from students in the class. Part of allowing students to feel intrinsically motivated means providing an environment where students are engaged in a decision-making process that can lead to greater interest and satisfaction in PE (Murcia Coll, & Perez, 2009). Teachers can further facilitate student intrinsic motivation by allowing them to choose from a variety of activities, allowing their opinions to matter during class, and allowing them to design games/activities in the context of physical activity promotion (Roberts & Darren, 2012). Providing student choices in activities and providing leadership roles encourage student autonomy and reduce controlling pressures. This is critical for increasing motivation and may allow for perceptions of autonomy (Bryan & Solmon, 2007).

A second strategy to increase motivation is to give students justification for why they are doing specific tasks (i.e. to provide meaning). It is important for students to understand why they are participating in classroom activities (Murcia et al., 2009). A meaningful rationale during PE is very helpful for students to feel a sense of self-regulation. When meaning is not effectively communicated to students, students often tend to perform tasks with a lack of intrinsic motivation, which can lead to resentment, resistance, and disinterest (Ryan & Deci, 2000). Communicating to students the health and cognitive benefits of physical activity, or the benefits of practicing a motor skill before engaging a respective activity will promote meaning and increase student likelihood of being motivated during the task.

Facilitating competence during PE is also an important component for attaining motivation to be physically active in class. PE teachers can support competence by providing structure in the classroom such as giving clear expectations, providing informational feedback, and giving reasonable behavior-outcome conse-

n & Solmon, 2007).

herø's job, and critical for increasing student motivation during

trinsic motivation while negative feedback can diminish it.

Teachers need to encourage students to participate in class. Consistent class participation increases the odds that the student will actively engage during future PE lessons (Murcia et al., 2009). Feedback is beneficial when it is given in a constructive, detailed, and positive manner (Roberts & Darren, 2012). When teachers give positive feedback in a non-controlling manner, studentsø intrinsic motivation, perceived competence, and perceived interest is influenced (Hagger & Chatzisarantis, 2007). A common mistake that teachers can make while teaching PE is interacting less often with students who they assume to be more motivated and being more controlling toward students whom they believe to be less motivated. This can back fire on physical educators because trying to control behaviors can make students less self-determined (Roberts & Darren, 2012) and consequently less motivated.

Finally, teachers can take practical steps to avoid student amotivation by reducing the use of controlling behaviors. Teacher behaviors such as exercising power over students by interfering and demanding respect, using controlling language, yelling at students and losing patience can all be categorized as controlling. Additionally, inducing feelings of guilt, using destructive criticism to correct behavior, and rejecting student input further contribute to teacher controlling behaviors. Interestingly, even when present in low doses, teacher controlling behavior has lasting impact on student motivation and student self-reported feelings of unwanted pressure to engage in PE (DeMeyer et al., 2014).

The aforementioned pedagogical strategies will increase the likelihood of your students being motivated during PE. Although PE can promote a myriad of physical and cognitive benefits for your students, many students who are amotivated may not meet class objectives that will promote such benefits. By facilitating student autonomy, providing meaning to class lessons, encouraging student competence, giving consistent, positive feedback, and avoiding controlling behaviors, student motivation will increase and your PE classes will become more enjoyable and effective in promoting lifelong healthy behaviors.

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Based Arts Education – Building a Bridge

Kelby McIntyre-Martinez

and we are pretty good at it,ö Merlene age 12, at the time, informed me as I was finishing up my theatre and dance class with the middle school boys. From that point on, the Theatre and Dance Education Program at the Hartland Partnership Center took off. My name is Kelby McIntyre-Martinez and I am the Director of the Theatre and Dance Education Program at the University of Utah Hartland Partnership Center in Salt Lake City. Since 2008, I have had the privilege of working with an amazingly diverse population that encompasses non-native English speaking youth from immigrant and refugee backgrounds.

The Hartland Partnership Center is part of an expanded effort by the University of Utah toward civic engagementö a recognition that active collaboration between University and community groups can enhance learning, teaching, and research. In addition, University/community partnerships bring the strength of combined resources to bear on urban issues. The key to Hartland Partnership Center's success is sustainability and reciprocity. This model works because the resources fit the reality and a culture of reciprocal sharing and learning permeates the center. The mission of the Hartland Partnership Center provides space for a broad range of campus-community partnership activities. Bringing these activities to Hartland residents helps equip them with all the tools and resources needed to more fully participate in the broader Salt Lake community, including the performing arts. <http://partners.utah.edu/home/>

My colleagues and friends in the arts education field from time to time ask me, how do you engage in this work and the answer is, I DO what they like to DO; dance, act, create and share. Dance and theatre are the vehicles I utilize to promote dialogue, interest, empowerment, and at times change.

From dancing at a community event to performing for government officials and departments at the University of Utah, the youth and I are constantly co-creating spoken word pieces, monologues, duologues, original scripts, and dances that are relevant and pertinent to them. This creative process has built trust and given them a platform to share their perspectives, thoughts, and feelings through performance art. An example of this happened just this month at the Utah State Capitol. The city and partner organizations reached out to me and asked if the youth would perform at the One World Utah event, a community enrichment program that seeks to break down cultural barriers and stop further marginalization. As with any invitation, I asked the youth if this was something we wanted to be part of. I have found that this reciprocal conversation allows them opportunities to genuinely engage in each event we are asked to be part of. They are able to understand, on a deeper level, the greater entity to which we are contributing. So yes, the youth felt it was incredibly important that we were part of this amazing event. They performed three pieces fused together to honor traditional dances as well as American inspired movements that celebrate where they live now. Other performance pieces we have created over the years include: spoken words about self-image and identity, the meaning of home, air quality and inversion that is so prevalent in Salt Lake City, anti-bully scripts that included built in ötalk backö sessions, and anti-war moving tableaux images to name just a few. With each collaborative performance piece that is created, the youth are provided opportunities to research a topic that they are passionate about as well as build upon and enhance their artistic strengths.

Access and empowerment are central to this small Theatre and Dance Education Program. They drive what I strive to achieve each week as I work year round with 50 youth. Whether it is access to youth arts programs across Salt Lake City, higher education, or the expensive water park located across the street from the Hartland center, I want the youth to know that anything is possible and their voice, talents, and experiences are valued.

In the spirit of being öcutting edgeö or innovative, I find myself at a loss, but refreshed by the simple realiza-



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...dibly essential to who we are as human beings, no matter where
...ciate the opportunity to share a snap shot of the community en-

**... created in the Hartland Theatre and Dance Education Pro-
gram**

Chicano

By Bryant Martinez (10 years old) and Jonathan Martinez (7 years old)

Mixed, Biracial, Chicano, so many labels.

It is hard to know ñwhat we are,ö but our Dad calls us Chicano.

The urban dictionary says that Chicano is someone of Mexican descent where one or both parents were born in Mexico. We are half-white, half Mexican.

For the longest time we didn't know what a cucumber was, we knew it as pepino, we still call it that!

Dad tries to teach us Spanish, but it is hard.

Jonnie is lighter than me, but I don't mind.

Mixed, Biracial, Chicano or something else. So we decided to make our own labelí í .

We call ourselves, AWESOME!

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health and physical activity in Utah schools and are willing to donate their time and talents in serving as board members.

Serving as a UAHPERD board member provides valuable opportunities to associate and network with local, state, regional, and national leaders. More importantly, serving as a board member provides an opportunity

to improve the lives of young people in Utah through strengthening programs and improving instruction across the state.

This is an exciting time to serve as a UAHPERD board member. Please consider adding your talents and joining your efforts with those already serving to improve the health

and wellbeing of young people in Utah.

Those desiring to serve should email Cougar Hall



(coughall@gmail.com). Cougar is this years President-Elect

Past-Presidents Message—James C. Hannon

It has been a pleasure to serve the UAHPERD organization over the past 3-years in my Presidential tenure. We are coming off two of the most successful convention years in recent history. This momentum makes partnering with Southwest District SHAPE America for the 2015 conference come at no better time. There is no doubt that the state of Utah is

a clear national leader in creating and disseminating cutting edge knowledge that translates into improved practice in our given areas of expertise. We have extraordinary public and private school teachers and administrators who have a true heart for kids. In recent years there have been political leaders in the state open to standing up for more physical

activity in schools. I cannot urge you enough to continue building upon a base of excellence that we have been forging in Utah. Come out to the 2015 Southwest District and UAHPERD conference in full force. Let's show our neighboring partners the passion we have for kids and quality programming in our schools. Be proud Utah, as I am of you!

2015 SHAPE America Convention & Expo

The 2015 SHAPE America National Convention & Expo is your clear "must-attend" choice for innovative ideas to re-energize your teaching and improve the quality of learning for every student. Join your



shapeamerica.org

peers at the Washington State Convention Center in downtown Seattle from March 17-21, 2015 for this once-a-year opportunity.

Whether you are a teacher, teacher educator, coach,

researcher, or school administrator, the 2015 SHAPE America National Convention has something for you.



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2015 UAHPERD Convention
"Learn to Move: Move to Learn"



UAHPERD

Our mission, with SHAPE America, is to promote and support creative and healthy lifestyles through high quality programs in health, physical education, recreation, dance and sport, and to provide members with professional development opportunities that increase knowledge, improve skills, and encourage sound professional practice.

The Utah Association of Health, Physical Education, Recreation and Dance is dedicated to promoting physical activity and healthy lifestyles in Utah schools and community programs for Health Education, Physical Education, Recreation, and Dance by using the

Visit the UAHPERD website to learn how you can raise money and earn a free SHAPE membership

Our mission is to build healthier lives, free of cardiovascular diseases and stroke. That single purpose drives all we do. The need for our work is beyond question.

Do you want to find out more about Jump Rope for Heart? The Utah representative for this program is Cassidie Fenton

cassidie.fenton@heart.org



American Heart Association

life is why™



UAHPERD is Proud to Partner With