

# UAHPERD News

## *Message from the UAHPERD Board*

### Hello from UAHPERD

The UAHPERD Board is very excited about our upcoming Annual Conference. Please note that the date has been changed!

### Motivate to Move. Win the War!

## April 19-20, 2013

### Brigham Young University

This year's conference will be centered on activities and lessons that help promote healthy lifestyles in children and teens throughout the school day and beyond. There will be many exciting and informative presentations regarding health, physical education, recreation, dance and sport/coaching so as to provide all members with professional development opportunities that increase knowledge, improve skills, and encourage sound professional practices. Sessions include: Wii Dance, Spice Up Your Warm-ups, Dubstep and Easy Hip Hop Dances, Warm-ups for Power Athletes, Self Defense, and Rethinking Inclusion to name a few.

Cost for professionals for the 2 day conference including one lunch and the banquet is \$75.00

Cost for students and paraprofessionals is \$20 for both days. In addition to content specific sessions scheduled each hour daily, two special events have been planned:

#### Let's Move In School

April 19<sup>th</sup> from 9:00 a.m.--3:00 p.m.: Elementary classroom teachers, PE teachers and specialists are invited to an overview of Michelle Obama's, "Let's Move in School Initiative". Participants will receive information on how to enroll in the free LMIS program as well as great classroom ideas and activities.

Cost for teachers is \$30 for Friday the 19<sup>th</sup>, lunch on your own. Those wishing to attend Saturday the 20<sup>th</sup> sessions, along with lunch and Friday evening awards banquet, should register for the entire conference which is \$75.00

#### Administrator Summit

April 19<sup>th</sup> from 9:00 a.m.-12:00 p.m.: School and district administrators are invited to join us for a Physical Education Literacy Summit. The summit will present research on the

link between physical activity and academic achievement, as well information on Michelle Obama's, "Let's Move In School Initiative." This session is free and lunch will be provided.



#### Conference Schedule April 19

8:00-9:00	Registration, Smith Fieldhouse
9:00-10:00	Welcome, introductions, keynote
10:15-11:30	Session I
11:45-1:00	Session II
1:00-2:00	Lunch on your own
2:00-3:15	Session III
3:30-4:45	Session IV
4:45-5:30	Vendor booths/Games
5:30-8:00	Awards Banquet catered by Texas Roadhouse

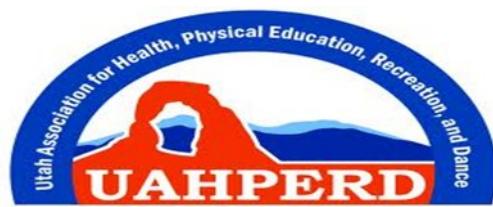
#### Conference Schedule April 20

8:00-9:00	Registration & Zumba
9:00-10:15	Session V
10:30-11:15	Keynote
11:30-12:45	Session VI
1:00-2:00	Closing session, raffle

For conference and registration information go to our NEW website [www.uahperd.weebly.com](http://www.uahperd.weebly.com)

Questions

Email Utah.uahperd@gmail.com



# Important Legislation

## "Promoting Health as Youth Skills In Classrooms And Life Act"

*Dear partners in health and wellness,*

*We learned today that US Senator Tom Udall (D-NM) will reintroduce the PHYSICAL Act on or around February 25th. The bill is abbreviated below. You will notice that it now only addresses health education and physical education as core subject within ESEA. That was a specific request by those of us working with his office on the bill.*

*We hope that you will support the PHYSICAL Act and help elevate health education and physical education in our nation's schools.*

*We invite national, state and local organizations to join this effort. To have your organization added to the sign-on letter (on the next page of this newsletter), in support of the PHYSICAL Act, please e-mail me at [cbraxton@aahperd.org](mailto:cbraxton@aahperd.org) no later than noon Thursday, February 21st.*

*Senator Udall has also asked for our help in securing original co-sponsors for this bill. If you are willing to contact your Senator and encourage him/her to sign on, please contact me for a sample e-mail template.*

*As always, thank you for your support,*

*Carly Braxton*

*Senior Manager of Government Relations*

*American Alliance for Health, Physical Education, Recreation, and Dance*

*1900 Association Drive3*

*Reston VA 20191*

### **A BILL**

To support and encourage the health and well-being of elementary school and secondary school students by enhancing school physical education and health education.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

This Act may be cited as the "Promoting Health as Youth Skills In Classrooms And Life Act".

Each State shall assess students in health education and physical education in accordance with the State's determination of the most feasible measure for conducting such assessments, including the use of adaptive assessments, to measure student knowledge and performance according to standard benchmarks in health education and physical education to be established by the State; and submit to the Secretary an annual report on the assessments conducted pursuant to clause (i).

## Encouraging Healthy Relationships

The Utah Healthy Relationship Taskforce is an established organization with diverse agency representation and participation that works to promote healthy and respectful relationship and support those affected by dating violence through advocacy, education, prevention, and treatment. Membership includes Utah Board of Education, Utah State PTA, and many other hard-working organizations that have made it a priority to prevent dating violence by promoting healthy relationships. The Taskforce is in the final stages of developing a Healthy Relationships Curriculum, adapted from the evidence-based prevention program, *Safe Dates*, and condensed to be included in the Prevention Dimensions program and implemented in Utah schools statewide. The curriculum includes five sections;

- Defining Healthy Relationships,
- Defining Unhealthy Relationships,
- How We Feel How We Deal,
- Achieving Equality through Communication, and
- How to Help Friends.

Each section includes interactive activities that will spark discussion and encourage commitment to forming healthy relationships by providing students with the tools they need to identify healthy and unhealthy behaviors. The Utah Healthy Relationship Taskforce will be in attendance at the Utah Association of Health, Physical Education, Recreation, and Dance Conference on April 19 and 20, 2013 at Brigham Young University in Provo, Utah to present the curriculum. The Taskforce will also be available at a vendor table at the conference to talk to any interested educators. We hope to see you there!





*American Alliance for  
Health, Physical Education,  
Recreation and Dance*

**1900 Association Drive • Reston, VA 20191-1**

February 7, 2013

The Honorable Tom Udall  
110 Hart Senate Office Building  
Washington, DC. 20510

Dear Senator Udall,

As organizations that believe strongly in the preventative benefits of health, fitness and well-being, thank you for your commitment to health and wellness, particularly for the millions of children who attend our nation's schools.

We are writing in support of Promoting Health as Youth Skills in Classroom and Life (PHYSICAL) Act, legislative language that would strengthen physical education and health education in students' lives by elevating both subjects to "core subjects" in federal education law. Furthermore, we pledge our continued support of your efforts and will work with you to see that the PHYSICAL Act is included in the reauthorization of the Elementary and Secondary Education Act (ESEA).

At a time when one-third of our nation's children are overweight or obese, educating them in physical competence, health-related fitness and healthful behaviors is critical to their development and long-term success as healthy and productive citizens. Quality physical education and health education programs are essential components of a total K-12 curriculum. Recent studies, such as the [Health in Mind report](#), show that health and fitness are linked to improved academic performance, cognitive ability, and behavior as well as reduced truancy.

Physical education increases physical competence, physical activity participation, health-related fitness, social responsibility and enjoyment of physical activity. Quality health education is also essential to support the formation of health-literate and health-conscious adults, and the development of life-long healthful habits that can help reduce the enormous burden of health care costs to this nation. Finally, the lack of physically fit and health-literate graduates has become a national security issue—being overweight or obese has become the leading medical reason why applicants fail to qualify for military service.

Unfortunately, many schools today do not provide adequate physical education or health education, as recommended by leading health-related national organizations and the Centers for Disease Control and Prevention. Subjects that are not considered "core" under the current education law are frequently marginalized and too often eliminated due to a lack of funding or administrative priority, as is shown in the National Association for Sport and Physical Education/American Heart Association [2012 Shape of the Nation Report: Status of Physical Education in the U.S.A.](#). The PHYSICAL Act would help rectify this dangerous trend by recognizing physical education and health education as "core" subjects (at the same level as art and civic education) thus ensuring that schools *have the option to use* Title I and Title II funds for physical education and health education programs and teacher professional development.

Again, thank you for your support and vision for our nation's youth. We look forward to working with you.

## More physical activity in schools could spark an educational revolution in Utah

By Wendy Leonard, Deseret News

Published, Wednesday, November 28, 2012

Nationwide and in Utah, school districts have been trimming physical education classes, recess and intramural/after-school activity programs to make more time for academic subjects.

The decreased opportunity for activity, James Hannon, Department of Exercise and Sport Sciences, said, can partly be blamed on increased liability.

"You see more and more of the gyms being locked up after school because districts fear the liability if people get hurt," he said, pointing to his own observation.

Fewer officials are willing to work the extra hours to supervise such activities, Hannon said, "so there are fewer and fewer opportunities to be active."

Parents are also to blame.

Eric Hutchings, Utah State Legislature, said many parents he has spoken to about physical activity in school are reminded of their own physical education classes decades ago, and the classes are not often recalled as positive experiences.

"Some people interpret P.E. to be an embarrassing, horrible experience," he said. "You don't want to get stinky and sweaty in front of other kids, and you do everything you can to not have to shower. It's historically been negative in most people's lives."

He expects parents to be his greatest competition in trying to pass legislation adding more physical activity time in schools.

But with the new scientific evidence that physical activity boosts mental performance, Hutchings said, "There is now an absolutely viable academic reason for us to help our children to be healthy," regardless of varying opinions on the matter.

The "revolutionary" lifestyle change, he said, will result in less money spent on health care in the future, as future generations grow up healthier and better equipped to compete for jobs.

Hannon said it wouldn't take much to provide cardiovascular exercise for students. Inexpensive equipment that often already exists in schools can be used to produce circuit training stations that help to get the heart rate up and keep it up for at least 20 to 30 minutes at a

time. Tolman's program uses existing, new and old supplies to keep students physically engaged.

Pendergast said some teachers use overhead projectors already installed in classrooms to project various exercise videos found on the Internet, to keep kids active between subjects.

The Utah Department of Health developed the Gold Medal Schools program in 2001 using the State Office of Education's core curriculum and the U.S. Centers for Disease Control and Prevention guidelines to address overweight and obesity in elementary schools. The program, which provides opportunities for students to walk or run around a track, keeping track of their progress, has reached more than 202,841 students and 8,871 teachers in 373 elementary schools across the state.

But Hannon said he believes not all students participate and the objective isn't always clear.

Children should get an hour of physical activity each day in order to be healthy, according to [Let's Move](#), the comprehensive fitness initiative launched by first lady Michelle Obama to inspire a healthier nation.

"It's about having kids be more active before, during and after school," Hannon said, adding that adults could benefit from moving more, too.

"If all you do is sit all day and you don't get up and move or get a mental break, you start to lose focus, and you lose interest in your work," he said.

Hannon said he plans time in his day to "get up and do something different."

"It refocuses me and makes me much more efficient and productive," he said.

The days he doesn't incorporate exercise often end up being less productive and less rewarding.

"We think that activity helps kids perform better in school, improves their concentration and helps with learning disabilities, among other benefits," Intermountain Healthcare sports medicine specialist Dr. Elizabeth Joy said.

"When it comes to exercise, none is bad, some is good and more is better."

Hutchings is working with Hannon to gather enough local data to inspire other lawmakers to invigorate education across the state. If enough people realize the benefits of the new brain science, Hutchings said he hopes to empower school districts and teachers with the flexibility they need to incorporate more activity into the daily curriculum.

"An active, physically fit kid is an academically superior kid in their ability to learn, retain and to function in a classroom environment," he said. "This has everything to do with helping kids have the best possible long-term advantage."



# Physical Fitness in the Schools

## The 10 ways to Start a Wellness Revolution

Fitness-based physical education that focuses on health and wellness has been proven to make students healthier, smarter, and better behaved. Unfortunately, the majority of American educators, school board members, and parents are still unaware of the research regarding the positive impact of exercise on the brain.



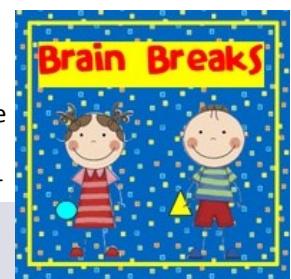
In an age where physical education programs continue to be cut or deemphasized, the late Phil Lawler, deemed the "Father of the New PE" by Dr. Kenneth Cooper, believed that awareness and understanding levels must increase dramatically.

"The research on exercise's positive impact not only on health—which is big enough in this era of childhood obesity—but on learning readiness, as well as behavior and mood, means PE needs to be the foundation of the whole education process," said Lawler, who passed away in 2010. *Game Changer: Phil Lawler's Crusade to Help Children by Improving Physical Education* pays tribute to his wellness-based approach to PE that energized a revolution in the world of education.

To advance this movement faster, the book pinpoints 10 key factors that represent Lawler's approach to transforming education through fitness-based PE and movement-based learning:

**1. Create awareness in your community and beyond.** "It's simply a shame that more people—educators, parents, the media—don't know about the powerful research supporting exercise as a learning-readiness tool," said Lawler. He believed a large-scale campaign of education and communication was needed.

**2. Target school boards, administrators, and parents.** Principals, superintendents, school board members, and parents all have to buy in to the exercise-for-learning message. According to Lawler, "They need to fully understand and accept that kids that are more fit not only are healthier but also more ready to learn. They also behave better in the classroom."



**3. Make technology a cornerstone of physical education.** Lawler thought that exergaming was the future of PE and, to a larger degree, the future of education in general. Exergaming combines the latest technological advances with state-of-the-art exercise equipment to provide students with a practical and enjoyable way to increase their fitness levels and cognitive functioning.

**4. Continually strive to be innovative.** School administrators need to keep finding new ways to keep children engaged and active. "Bottom line, we need to constantly be rewriting the book on PE." Lawler stressed, "It needs to be Real World PE 101, PE that makes sense to students, parents, and the public for a lifetime."

**5. Incorporate more movement in the classroom.** Integrating movement into the education process, throughout the day and in the classroom, is the cornerstone of changing the way education is done. Conducting lessons while standing up or moving around the classroom is a step in the right direction because neuroscience has shown that movement facilitates cognition and that knowledge needs to be translated to the classroom.

**6. Make physical education part of the scoreboard.** In most situations, PE is not part of a student's grade point average (GPA). With the new PE, there's no logical reason for physical education *not* to be part of students' GPA. "A student's PE grade—if the PE program is health and wellness based—needs to be part of the GPA," Lawler emphasized. "If not, you're sending the message to students and parents that PE isn't important."

**7. Constantly emphasize the link between the body and the brain.** Enhancing the learning process must always be the major reason that physical education and exercise should be part of every curriculum. Lawler credited the growing mound of research on the positive impact of exercise on the brain for his belief that physical education will ultimately be the hub of the education wheel.

**8. Get the community involved.** Since this is a challenge in education and funding, more and more people are needed to spread the message about how fit children are smarter, better behaved, and healthier. Corporate America also needs to fully understand what this all means for their own future and the future of this country.

**9. Revamp college programs for physical education teachers.** In an environment where childhood obesity rates are increasing and overall fitness levels are declining, a health and wellness model must be the focus of PE training programs in order for physical education to meet the needs of 21st-century students.

**10. Research to drive the revolution.** Without research supporting the new PE philosophy and highlighting the benefits of exercise for academic performance, there will never be enough momentum to result in a paradigm shift in the world of education.

If these 10 factors are undertaken in earnest as Lawler suggested, this revolution can be expedited and begin enhancing the lives of more children. "I would bet that 97 percent of the country is still closer to the old PE than they are the new PE," he admitted. "That's completely unacceptable given the powerful research demonstrating the benefits of exercise in a learning environment."



## Dancing to Health

Dancing can be fun and transforming. It can give you a great mind-body workout, and there are dances for every age and fitness level. Dancing is a perfect example of an exercise that stimulates your brain as well as your muscles. Dancing requires you to remember dance steps and sequences, increasing the brain chemical that cause brain cells to grow and enhance your cognitive function. Studies have shown that ballroom dancing at least twice a week improved fitness levels and made people less likely to develop dementia.

### Benefits of Dancing:

Like other moderate, low-impact, weight-bearing activities such as brisk walking, bicycling or aerobics, dancing can help:

- Strengthen muscles and bones without hurting joints
- Tone your entire body.
- Improve your posture and balance, which helps prevent falls.
- Increase your stamina and flexibility.
- Reduce stress and tension.
- Build confidence.
- Provide opportunities to meet new people.
- Prevent health challenges like diabetes, high blood pressure, heart disease, osteoporosis and depression.
- Stimulate thinking.



### Choosing a Dance:

There are dances for everyone. If you don't know what dance you enjoy, the best thing to do is experiment. If you take a class, give a particular dance some time before deciding whether or not you enjoy it. Try going with a friend or loved one. You can find dance classes at a dance school, dance studio, health club or community recreation center. You might even recruit your dance or physical education teacher to lead your faculty in a fun dance activity.

## Resistance Training for Strength and Endurance

Resistance training is based on the principle that muscles of the body will work to overcome a resistance force when they are required to do so. When resistance training is undertaken repeatedly and consistently, muscles become stronger.

### Health Benefits

There are a variety of physical and mental health benefits that can be achieved through strength training:

- Improved muscle strength and tone
- Weight management
- Prevention and control of health conditions such as diabetes, heart disease and arthritis
- Pain management
- Improved mobility and balance
- Improved posture
- Decreased risk of injury
- Increased bone density and strength
- Reduced body fat
- Increased muscle-to-fat ratio
- Boosted metabolism (burning more kilojoules when at rest)
- Improved sleep patterns
- Increased self esteem



### Types of Resistance Training

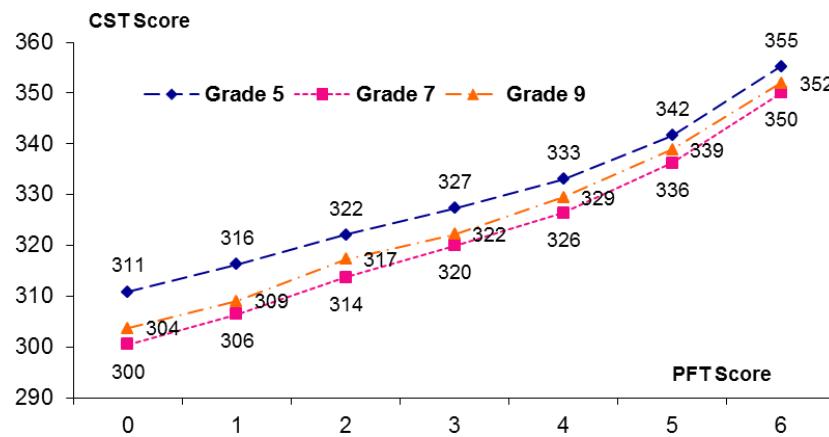
- Free weights: barbells or dumbbells
- Weight machines: devices with adjustable seats with handles attached to adjustable weights, bands or hydraulics
- Resistance bands: giant rubber or elastic bands that are portable and can be adapted to most workouts. Continuous resistance.
- Body weight: using the weight of the body in resistance exercises such as push-ups, pull-ups, and sit-ups.

## Physical Activity, Physical Fitness and Academic Performance

By Liz Joy, MD - Physician, Intermountain Health Care , Medical Director for Outcomes, Research for Clinical Programs at Intermountain Health Care in Salt Lake City

Higher levels of physical activity and physical fitness are associated with improved academic performance of students on standardized tests and decreased behavioral problems in the classroom.<sup>1</sup>

- Despite the current focus on the importance of physical activity, nearly 60% of boys and 40% of girls in Utah do not get the recommended 60 minutes per day of vigorous aerobic physical activity.
- School-based interventions are thought to be the most effective way to counteract low PA and fitness since children and adolescents spend at least half of their waking hours in this setting.<sup>2</sup>
- California, which requires both physical education and physical fitness (PF) testing, has found a strong relationship between PF and performance on standardized test results in math and English. The relationship is stronger among girls, and in students whose family has a higher socio-economic status (Figure 1).<sup>3</sup>

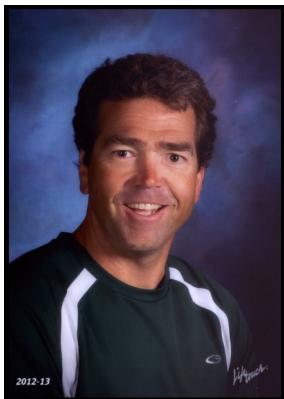


- There are several possible mechanisms by which physical education and regular PA could improve academic achievement, including enhanced concentration skills and classroom behavior.<sup>4</sup>
- Children involved in vigorous PA demonstrate the greatest benefits in academic performance, reinforcing recommendations that children and adolescents participate in higher intensity activity to promote higher levels of fitness and improved health.<sup>5</sup>
- A study of more than 250,000 students in Texas (grade 3-11) found that fitness was strongly and significantly related to academic performance, and a dose-response association with academic performance and cardiovascular fitness independent of socio-demographic variables.<sup>6,7</sup>
- The quality of physical education is vitally important to cognitive and academic outcomes. Physical activity predicts higher academic performance, but physical education with insufficient levels of activity does not.<sup>4</sup>
- Physical education should emphasize cognitively, socially, and aerobically demanding (vigorous intensity) activity on a daily basis; focused on personal progress and lifelong fitness activities by encouraging modes of physically strenuous play that is engaging, challenging, and enjoyable to students. This type of physical education can increase activity levels, improve physical fitness, help control weight, and enhance academic performance—and it should be an integral component of our educational systems.<sup>4</sup>

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# SHOUT OUT!



## 2012 UAHPERD and Southwest District AAHPERD Teacher of the Year: Reid Anderson

Reid Anderson graduated from St. Cloud University with a degree in physical education. He was the Team Mascot for the Minnesota Vikings Football Team. Reid taught physical education in Park City School District and currently teaches at Clayton Middle School where he has taught for the last five years. He is an advocate for overall health, fitness and an active lifestyle. With his passion for outdoor recreation, Reid created an outdoor recreation program to allow students to experience a wide array of outdoor adventures. He uses Friday afternoons to take students on outings that include, but are not limited to, cross country and downhill skiing, mountain biking, rock climbing, kayaking and canoeing. He has secured grants and sponsorships that allow students to participate free or at minimal cost. Reid has a special ability to network and involve the community and this has enabled the program to grow and to include large numbers of students who otherwise would not have such opportunities.



## 2012 UAHPERD and Southwest District AAHPERD High School Physical Education Teacher of the Year: Amber Hall

Amber Hall is from Ammon, Idaho. In high school she was involved in team sports and music. She graduated from Brigham Young University and has been teaching for four years. She is currently the Physical Education Chairperson at Maple Mountain High School. Amber is currently working on her Master's degree.

Amber was hired at Maple Mountain High School on the condition that she develop a fitness-based physical education program. Through her leadership, Maple Mountain now has a completely fitness-based physical education program. It includes courses such as CrossFit, Zumba, Pilates, Aerobics, Kickboxing and other lifetime activities. Amber and her staff are always looking for new activities that engage students and elevate fitness levels. Amber Hall has received numerous awards and has been a presenter at UAHPERD and AAHPERD's Southwest District conferences. Her work was recently published with co-author Carol Wilkinson in *Strategies* magazine. She believes passion and excitement for the health of students is what creates success, and that the process of physical activity and not the end product is what is most important.

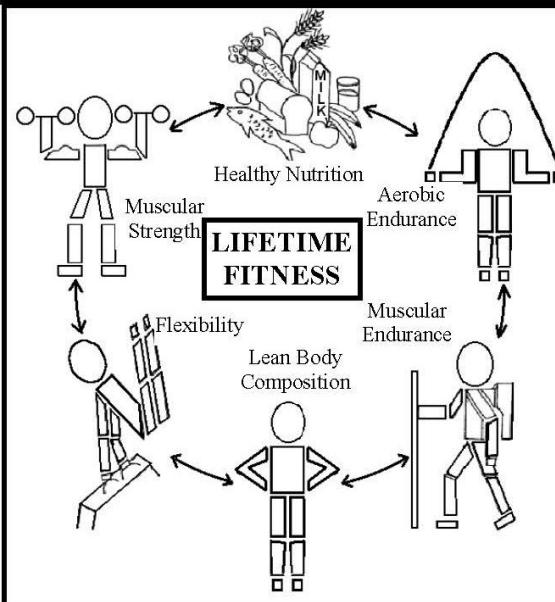
**Both of these educators will represent Utah as they compete for  
the title of National AAHPERD Teacher of the Year.**

**Please plan to attend the 2013 Annual Utah NAME Conference**

***narratives of bravery and hope: telling the story***

**Saturday, February 23, 2013  
8:00am - 5:00pm  
Westminster College  
Salt Lake City, Utah**

Utah State Office of Education **teacher licensure points will be awarded and graduate college credit will be offered** through Utah State University. For more information and to register, please visit [www.utahname.org/](http://www.utahname.org/)



Originally designed to be a locally-developed high school fitness course, LIFETIME FITNESS is currently being successfully used by schools as a resource to support Physical Education, Fitness, Sports Performance, and Wellness courses. The program is being used at nearly 60 schools in Canada, 7 schools in the U.S. (helping students achieve success with the President's Physical Fitness Challenge!), 2 schools in New Zealand, and at international schools in Shanghai and Lebanon.

Lifetime Fitness consists of 3 interconnecting Units (15-25-35) which present **40 lessons**, in total, to students.

→ All lessons and their associated assignments and answer keys, plus 2 full written examinations and their associated answer keys, as well as a Teacher's Manual and an Appendix – which includes sample training programs, fitness appraisal forms, workout cards, and 33 diagrammed resistance training exercises – **ARE ALL INCLUDED WITH EACH Unit!**

→ **Teacher's Manuals** contain instructional information and tools, including sample Mark Sheets and sample Semester Schedules, Learning Outcomes, Assessment Strategies, plus a sample Certificate.

→ All individual lessons and assignments appear in both DOC and PDF format, enabling teachers to pick and choose information to present to students and even to adjust information as necessary!

To receive a copy of the Brochure for Lifetime Fitness, which contains a copy of the Table of Contents for all 3 Units + pricing information + testimonials from teachers who have either used or reviewed Lifetime Fitness, please email Lifetime Fitness author Derek Becher @ [derek\\_g\\_becher@yahoo.com](mailto:derek_g_becher@yahoo.com). Lesson Samples and a copy of the Unit 1 Teacher's Manual will also be sent along with the Brochure.

© Derek G. Becher  
B.P.E., B. Ed.,  
AFLCA Resistance Trainer Certification  
CSEP Fitness Appraiser Certified

**Any newsletter submission:** please send full article with logos to CeCie Scharman.  
CeCie Scharman  
(cecie.scharman@slcschools.org)

# February is Healthy Heart Month

There are several bills and amendments that the American Heart Association are hoping to have supported in the current legislative session. If you want to get involved, here is the information you will need.



## Newborn Screening For Critical Congenital Heart Defects.

For \$3, every infant can be tested for congenital heart defects. By placing a sensor on the newborn's hand and foot, the health care worker can test to see if the oxygen levels are low enough to warrant additional testing. The U.S. Secretary of Health and Human Services

has suggested that congenital heart defects screening be added to the "Recommended Uniform Screening Panel" for newborns before they are released from a hospital or birthing facility.

**Please urge lawmakers to support Rep. Ray's HB276-Newborn Screening for Critical Congenital Heart Defects.**

## Heart Disease and Stroke Prevention Funding

To help save lives, the AHA advocated for sustainable funding for state Heart Disease and Stroke Prevention programs. Currently, state funding secures HDSPP federal funding of nearly \$1 million. Without the state funding, they would be at risk of losing federal funding. **Please urge lawmakers to support funding for the Heart Disease and Stroke Prevention Program at the Utah Department of Health.**



## Defibrillator Device Grant Fund

Defibrillators make it possible for trained and untrained lay rescuers to deliver defibrillation. Every year about 3,000 Utahns experience cardiac arrest. Of that number, nearly 70% happen outside of a hospital or nursing home.

This appropriation will place AEDs (automated external defibrillators) in middle, junior and high schools across the state. Police patrol vehicles would also be required to have an AED, since they are often the first to arrive at an emergency. **Please urge lawmakers to support Rep. Cunningham's legislation requiring AEDEs in schools and police vehicles.**



## Tobacco Prevention and Cessation Funding

To help save lives, the AHA advocated for sustainable funding for state tobacco prevention and cessation programs to levels that meet or exceed Centers for Disease Control and Prevention recommendations. The Utah Department of Health Tobacco Prevention and Control Program is one of the most effective programs in the nation, yet receives 1/3 the recommended level of funding. **Please urge lawmakers to support funding for the Tobacco Prevention and Cessation Program at the Utah Department of Health.**



## Importance of CPR Training for High School Students

Data collected in Utah between October 1, 2005 and December 31, 2010 indicated that out of 31,645 cardiac arrests, 33.3% had CPR initiated by a layperson. Without bystander CPR, a cardiac arrest victim's chance of survival is reduced by about 10% for each minute that CPR and AED use is delayed. About 90% of sudden cardiac arrest victims die before reaching a hospital. Schools present one of the best opportunities to teach young people how to respond to SCA. The AHA recommends that CPR training be a requirement for graduation from high school.

**Please urge lawmakers to support policies and funding for schools to provide CPR training as part of graduation requirements.**



# Resources

## April 19-20—UAHPERD State Convention at Brigham Young University



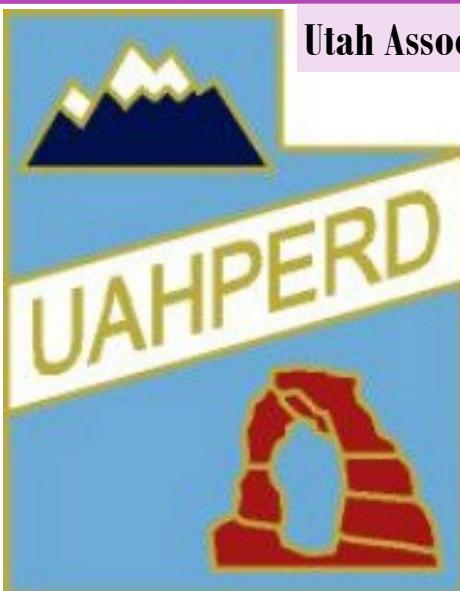
## 2013 SWDAAPHERD Convention

**Mark Your Calendar**

**June 26 – 29, 2013**

**red rock**

CASINO • RESORT • SPA  
Las Vegas



### Utah Association of Health, Physical Education, Recreation and Dance

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*Our mission, with AAHPERD, 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 best philosophical, social, physiological and educational principles available and the most recent peer reviewed research in the several disciplines.*

Check us out at [www.uahperd.org](http://www.uahperd.org)



**Utah Association for Health, Physical Education, Recreation, and Dance**

**OUR MISSION**

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**2012-2013 UAHPERD Annual Conference**

**Motivate to Move...Win the War!**

**Educators Coming Together to Combat  
Childhood Obesity!**

**April 19-20, 2013  
Brigham Young University**



In the classroom and gymnasium, we are battling everyday to combat poor health habits and a rise in childhood obesity. This year we are inviting elementary classroom teachers and administrators to come and learn about the Let's Move In School initiative and how we can all join in the fight against childhood obesity!

*We hope you enjoy the conference and look forward to seeing you again next year!*



