



The GAME

The official newsletter of the Georgia Association for Health, Physical Education, Recreation and Dance

Winter, 2016

Featured Focus: Share the Wealth PE Conference

Georgia AHPERD recently held the annual Share the Wealth Physical Education Conference in Jekyll Island, GA, January 21-23, 2016. The conference was extremely enjoyable, beneficial, and is a tradition that has been a staple in professional development in Georgia for **29 consecutive years!** Featured speakers included **Don Puckett, J.D. Hughes, John Smith, Melanie Champion, and Mark Rothstein.**

The total attendance at this year's conference was **534 participants**, who participated in activity-based and classroom presentations, networking opportunities, and other social events. Special thanks to **Deb Baber** for her tremendous assistance with the program and scheduling of the conference.

Several health and physical education programs and faculty supported the event by leading sessions and bringing undergraduate students to participate, including Albany State, Armstrong Atlantic, Georgia Southern, Georgia State, Kennesaw, Valdosta, and West Georgia.

Make plans now to join us next year in Jekyll Island, **January 26-28, 2017!**

View this newsletter for additional Share the Wealth Physical Education Conference pictures, beginning on page 2!



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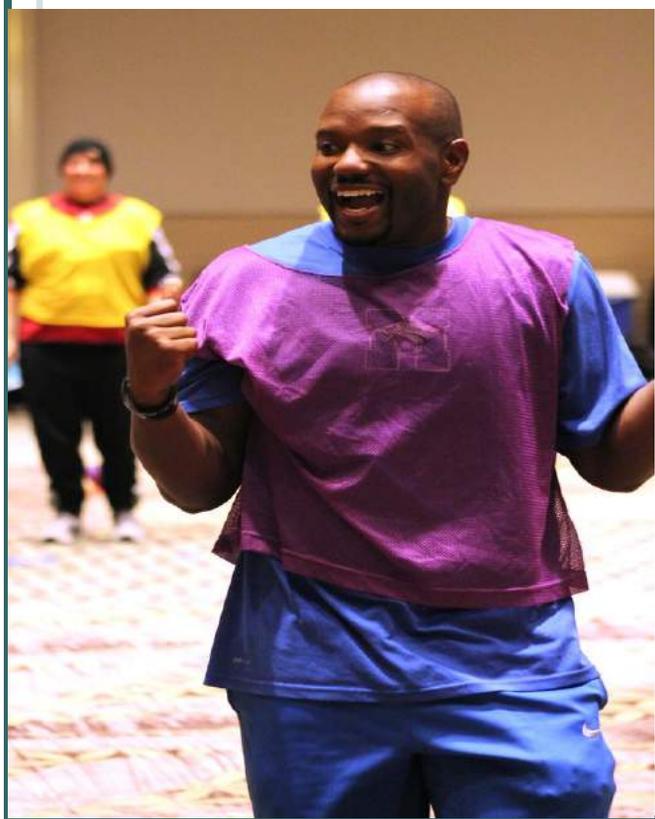
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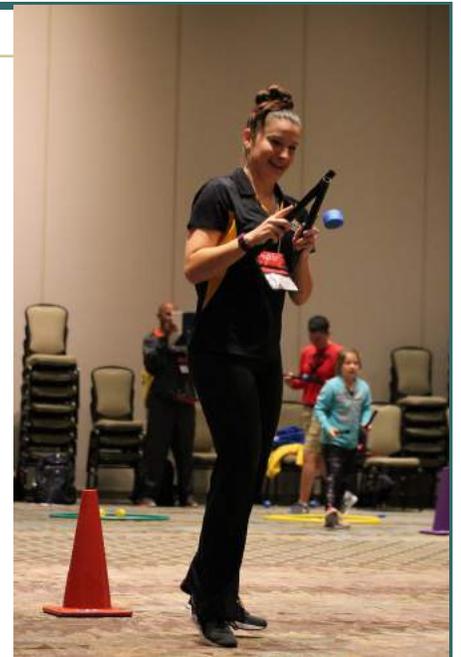


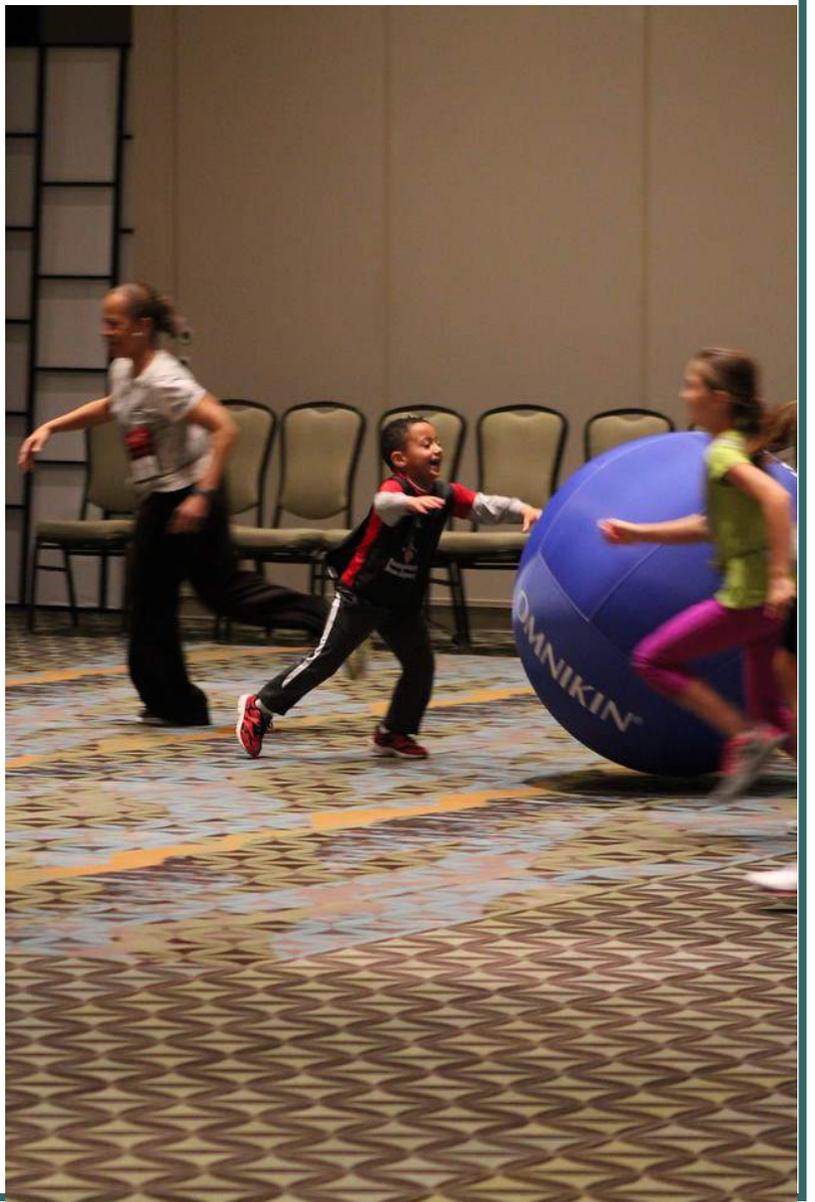
















Special thanks to Christy Crowley for submitting pictures from the Share the Wealth Physical Education Conference!

SHAPE America Southern District Convention

**“Sound the Drums...
Strong States! Strong District!”**

**February 10-13, 2016
Williamsburg, VA
Co-hosting with Virginia AHPERD**

This year's convention includes more than 175 sessions, posters, general sessions, exhibits, and socials. Highlights include a Physical Activity Leader workshop, a focus on concussions in sport, technology tips, a Kaleidoscope Gala, Superstars for future professionals, and other events. Also, there will be tremendous interactive sessions with multiple state, district and national Teachers of the Year!

Professional Member

On-site - \$160

Student Member (Full-time)

- On-site - \$65



**Williamsburg Lodge
Williamsburg, VA**



SPEAK Out! Day

March 1-2, 2016

Advocacy in support of school health and physical education is vital to the future of the profession as well as to the millions of school age children across the country.

Please join us for the **2016 SPEAK Out! Day**, SHAPE America's annual member lobby event in Washington, DC. Represent your state, meet with your members of Congress and network with fellow SHAPE America members in order to "speak out" in support of school health and physical education.

Shape of the Nation Summit

Tuesday, March 1, 2016

Location: Crowne Plaza Hotel in Alexandria, Virginia

Time: 9:30 - 3:00 pm, lunch will be provided

Brand NEW event!! SHAPE America will be hosting a new

physical education policy forum prior to the annual SPEAK Out! Day event.

Highlights of the summit will include:

- 2016 Shape of the Nation Report preview
- Impact of Every Student Succeeds Act
- State physical education policy opportunities





save the date

2016 SHAPE America National Convention & Expo

APRIL 5-9

MINNEAPOLIS, MN

Mark your calendar for the SHAPE America National Convention & Expo, which offers unparalleled opportunities to engage with thousands of health and physical educators.

- Explore hundreds of sessions that showcase **effective teaching strategies** and best practices
- Learn from **world-renowned speakers** and researchers
- Discover how to **gain more support** for your school's health and physical education program
- **Meet, socialize, network** and trade tips with your peers



shapeamerica.org/convention
#SHAPEMinneapolis



The convention will focus on 50 Million Strong by 2020, SHAPE America's Initiative to ensure that all of America's students are benefitting from the skills, knowledge and opportunities to enjoy healthy, meaningful physical activity.

SPARK SPEAKERS BUREAU FANTASTIC 5 WORKSHOPS!

The SPARK Speakers Bureau makes it easy to bring a dynamic and inspirational trainer to your district or school. That's right! A select group of content experts who are superstar presenters (some former SHAPE TOYS) are ready to travel to your school and conduct one of these full-day workshops for you and your colleagues in 2015! Contact us and we'll talk about what you want your teachers to know and be able to do, then customize the training to meet THEIR needs. Here's our Fantastic 5 topics to choose from:



Physical Education Technology - R U Mad for iPad?

Magical MVPA Maximized!



Common Core and YOU: Making Connections

Maybe it's OK to Eat & Run?



I'd Rather Chew Aluminum Foil than Teach Dance!

Can't bring SPARK to you? Come to SPARK!
Visit www.sparkpe.org/institutes to learn about our 2 day
"Institutes" for each program in beautiful San Diego!

www.sparkpe.org

1 800 SPARK PE

spark@sparkpe.org

Online Graduate Programs *for Educators*

Quality Programs • Expert Faculty • Flexible Delivery
Professional Growth • Student Support

VSYOU
Valdosta
State
University

M. Ed. in Health & Physical Education

The M.Ed. in Health and Physical Education is designed to improve your teaching by integrating study and practice. The aim of this applied teacher's program is to create change in health and physical education programs through innovative projects and reflective practices that can change the culture within the gymnasium and, consequently, the school. This applied program is developed according to the NASPE Advanced Standards.

This degree:

Is fully online

Could lead to level five teaching certificate*

Requires 5 semesters/33 hours

Starts each summer (Begins May 2016)

Estimated cost - \$11,519

Applicants must hold the following:

- undergraduate degree in physical education and/or health from regionally accredited institution or
- level four teaching certificate in physical education and/or health in Georgia or a reciprocal state

Ed. S. in Coaching Pedagogy in Physical Education

This Ed. S. in Coaching Pedagogy in Physical Education offers candidates the opportunity for continued professional development in the practices, knowledge, skill, and instruction of students and athletes both within the gymnasium and on the playing field. This applied program is developed according to the NASPE Coaching Standards.

This degree:

Is fully online

Could lead to level six teaching certificate*

Requires 4 semesters/27 hours

Starts each summer (Begins May 2016)

Estimated cost of \$9,391

Applicants must:

- Hold a master's degree from a regionally accredited institution
- Hold a level four or higher teaching certificate in physical education and/or health in Georgia or a reciprocal state
- Be able to verify current coaching

Based on qualifications by GaPSC or reciprocal state requirements

**Valdosta State University – Department of Kinesiology
and Physical Education**

Program Coordinator – Dr. Matthew Grant

Email: matgrant@valdosta.edu

Phone: 229-333-5461



ON-LINE

Health & Physical Education

Master of Education (M.Ed.)

Studying Health and Physical Education

Our Master of Education in Health and Physical Education is designed for P-12 health educators who wish to:

- Extend their content and pedagogical knowledge for improved professional practice
- Develop leadership skills that will allow them to lead such endeavors as curriculum development, program administration, and leadership roles at the local school level, and in professional organizations at the State, Regional, and/or National Level

* All courses are 100% online !!!

Faculty

Dr. Rachel Gurvitch
Dr. Jacalyn Lund
Dr. Mike Metzler
Dr. Deborah Shapiro

Ideal Candidate

- Health/Physical Education/APE certified teachers
- Currently teaching in Preschool-12th grade
- At least 2 years of teaching experience



Teaching candidate during practicum experience

Possible future positions upon graduation

- Mentor Teacher
- Health and PE unit head
- School Upper Administration
- Teacher Support Specialist at county level
- County Administrator

Application Deadlines:

Fall Semester - July 1

Spring Semester - Nov.1

Summer Semester - March 1

For additional inquiries please contact Dr. Jackie Lund at jlund@gsu.edu

Via phone at 404-413-8051 or visit GSU web site at www.gsu.edu

**Georgia
proudly supports**

 **SHAPE America[®]**

50 **2**
MILLION **0**
STRONG **2**
9

Count Us In!



Back to School



Help Us Reach 50 Million Strong

50 Million Strong by 2029 is SHAPE America's national initiative to ensure that all of America's students have the skills, knowledge and confidence to enjoy healthy, meaningful physical activity.

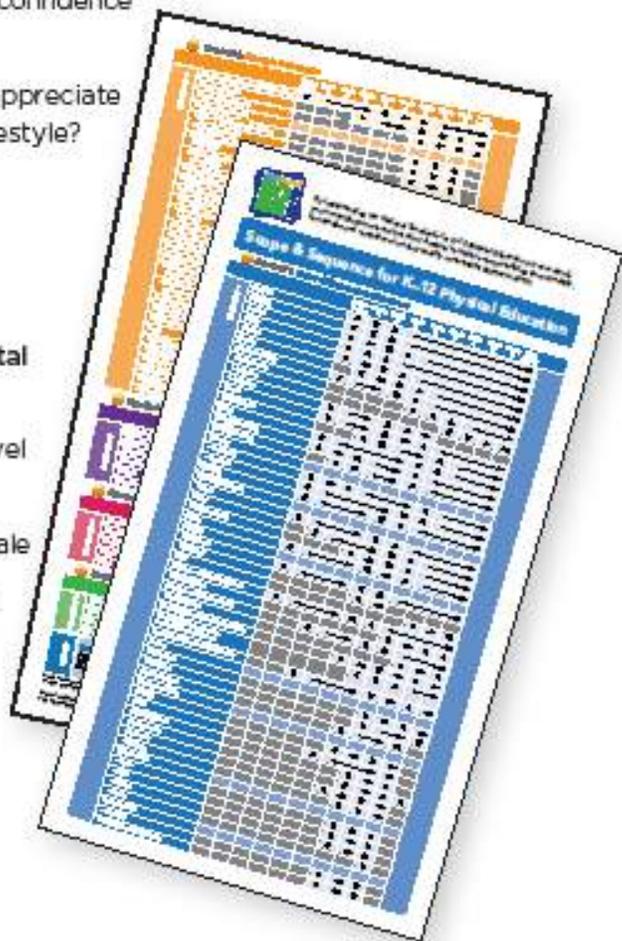
How do we plan to get today's youth to understand and appreciate the importance of living a physically active and healthy lifestyle?

One student at a time.

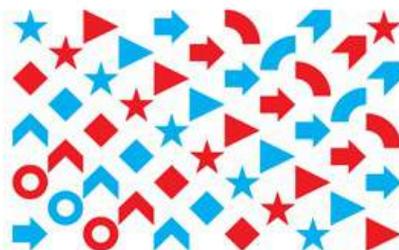
Say "Count Me In" today!

Show your support and you'll receive a **FREE** digital Scope & Sequence chart!

- Supports the National Standards and grade-level outcomes for K-12 physical education
- Provides educators with a student evaluation scale
- Provides guidance for developing lesson plans



Visit shapeamerica.org/number for more information.



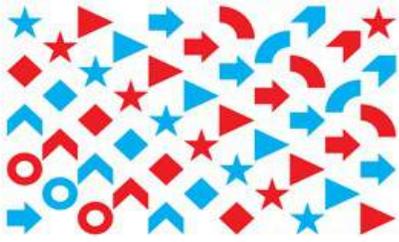
Let's Move! Active Schools

Active Kids Do Better.

Let's Move! Active Schools is a physical activity and physical education solution to ensure 60 minutes of physical activity is the new norm for schools.

Active Schools help kids reach their greatest potential both in the classroom and life.

Sign up at
letsmoveschools.org

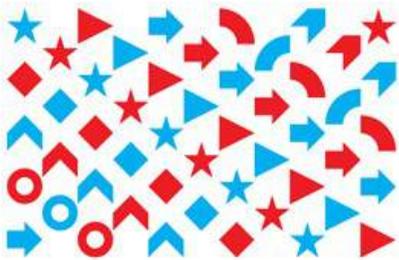


Let's Move. Active Schools

Be a Champion.

Lead a movement for 60 minutes of physical activity a day for your students.

Sign up at letsmoveschools.org



Let's Move. Active Schools

Active Kids Do Better.

Active Schools lead to increased test scores, better behavior and improved focus.

Sign up at letsmoveschools.org





It Takes Heart to be a Hero



HEART HERO

Bran, Age 11

Although he was born with a serious heart defect, Bran has still jumped his way to raising more than \$80,000 through Jump Rope For Heart, including \$25,000 this year.

Within an hour of his birth, he was diagnosed with the most extreme form of Tetralogy of Fallot, called Pulmonary Atresia. Since he had no pulmonary valve, blood couldn't flow from the right ventricle into the pulmonary artery and onto the lungs.

At 18 months, a team of surgeons operated for eight hours to fix Bran's complex set of heart problems. Doctors had cautioned the family that Bran would likely need multiple surgeries by the age of 16. He is due for his annual visit to the cardiologist to see what lies ahead in the coming year. So, when Bran asks friends and family to donate to Jump Rope For Heart to help the American Heart Association fund research to learn more about the heart and how to fix it, he's speaking from his own heart.

Jump Rope For Heart and Hoops For Heart are national education and fundraising events created by the American Heart Association and SHAPE America—Society of Health and Physical Educators. Students in these programs have fun jumping rope and playing basketball — while becoming empowered to improve their health and raise funds for research and programs to fight heart disease and stroke.

Funds raised through Jump Rope For Heart and Hoops For Heart give back to children, communities and schools through the American Heart Association's work:

- Ongoing discovery of new treatments through research
- Advocating at federal and state levels for physical education and nutrition wellness in schools
- CPR training courses for middle and high school students

Millions of students have joined us in being physically active and in fighting heart disease and stroke by funding research and educational programs. Be a part of these great events and your school will earn gift certificates for FREE P.E. equipment from U.S. Games.

Call **1-800-AHA-USA1** or visit **heart.org/jump**
or **heart.org/hoops** to get your school involved.



It Takes Heart to be a Hero



HEART HERO

Allison, age 5

"I was born with L transposition of the great arteries, a serious condition where the main arteries are switched and pumping blood to wrong places in the heart. I have had three surgeries so far to help switch my heart around and to help it work better. Hopefully with the efforts of Jump Rope For Heart, more can be learned about how to help hearts like mine. Thank you American Heart Association!"

Did You Know?

- Among children 2 to 19 years old, 31.8 percent are overweight and obese. That's 23.9 million children!
- On average, American children and adolescents spend nearly four hours watching television every day.
- More than 14 percent of children enter kindergarten overweight and are four times more likely than normal weight children to become obese by the eighth grade.
- Overweight adolescents have a 70 percent chance of becoming overweight adults.
- Numerous studies have demonstrated that increased physical activity is linked to better school performance.

Jump Rope For Heart is a national education and fundraising event created by the American Heart Association and SHAPE America-Society of Health and Physical Educators. Students learn to jump rope, learn the benefits of physical activity, healthy eating and avoiding tobacco; and raise funds for research and programs to fight heart disease and stroke.

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SHAPE America is a proud program partner of Jump Rope For Heart.

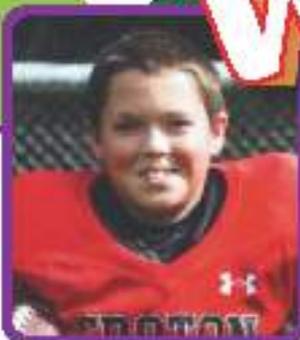


American Heart Association.

Life is why™



We Jump. We Shoot. We Save!



HEART HERO

Michael, age 10

"I was born with a bicuspid valve. Though I am not suffering from complications right now, as I get older my aortic valve could leak. The only way to fix it would be open heart surgery. I'm going to do my part to learn more and keep my heart as healthy as I can! For the past 2 years, I have been the top fundraiser at my school for the Jump Rope/ Hoops For Heart event. My wish is to be the top fundraiser again this year because it is such an important cause for me."

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- Overweight adolescents have a 70 percent chance of becoming overweight adults.
- Numerous studies have demonstrated that increased physical activity is linked to better school performance.

Hoops For Heart is a national education and fundraising event created by the American Heart Association and SHAPE America-Society of Health and Physical Educators. Students learn basketball skills, learn the benefits of physical activity, healthy eating and avoiding tobacco; and raise funds for research and programs to fight heart disease and stroke.

Funds raised through Hoops For Heart give back to children, communities and schools through the American Heart Association's work:

- Ongoing discovery of new treatments through research
- Advocating at federal and state levels for physical education and nutrition wellness in schools
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SHAPE America is a proud program partner of Hoops For Heart.

Physical Education: A Career Worth Pursuing

Jarrett Burgess

Georgia State University

Abstract

The purpose of this paper is to explore reasons why college students aren't choosing physical education as a major, to dispel any myths that students may hold about the physical education profession, and to point out attractions to the physical education profession that students may not have known about or considered previously.

Mrs. Thurber's second grade class filled the gymnasium. As the physical education teacher, I always looked forward to this class. In terms of psychomotor development, Mrs. Thurber's class was the most skillful group of second graders in the school, but not all students were able to lay claim to that status. Today students were in stations working on throwing and catching when I noticed Jaden struggling to throw the football in a straight pathway. Because Jaden was very competitive, being unable to throw the ball well while classmates were proficient was frustrating him. I took Jaden to the side to give him some one-on-one attention. Once alone with frustration apparent, he put little to no effort into throwing the ball correctly. I put the ball down and told Jaden a story about Peyton Manning, who was his favorite quarterback. I explained that Manning had to go through this same progression to learn how to throw a football. I picked up the ball and modeled the throwing process for Jaden a few times and then let him practice. Although Jaden improved, he still wasn't at the level of the other students in the class. Hoping that his confidence and attitude had improved after working with me I sent Jaden back to his station to practice with his peers. A few minutes later I heard a yell and saw Jaden running towards me. Before I understood what he was trying to say, I was met with a hug. Jaden excitedly told me for the first time he had been able to complete multiple successful throws to his partner.

That was the moment! All of the struggles with lesson plans and large class sizes seemed insignificant to the feeling I experienced when he hugged me. I knew immediately that I had chosen the right career. If there was previous doubt about my choice, seeing Jaden express so much joy at reaching his goal removed all of it. While there were other moments in my teaching career that brought me joy, this very first experience gave me the satisfaction of knowing I had chosen the right career path.

Reflecting on Jaden's success led me to think about my experiences in physical education. I remember watching my physical education teacher in middle school and thinking that he had the coolest job in the world. Teaching offers a unique socialization process that other professions do not. In the book, *School Teacher*, Lortie (1975) discusses the apprenticeship of student observation that K-12 students receive as they watch their teachers during instruction. This concept of apprenticeship means that students make decisions about entering the teaching profession based on their experiences. In physical education, students' sport experience along with physical education classes can inspire students to become teachers. I knew that I had a passion for teaching, but because of how some people view physical education, I was led to believe that teaching physical education wouldn't be a respectable profession. Some people

see physical education as structured recess, therefore not giving the profession its due respect. Even education leaders see physical education as a special area subject and not an important part of a school's curriculum. With all this in mind, upon entering college I chose radiation therapy as my major. While radiation therapy held the promise of financial security and the prestige of working in a hospital, my passion for teaching was too great to ignore. In the middle of my junior year (which is a bit late to change a major), I switched to physical education/secondary education after volunteering at a middle school. I was taking a huge risk by changing my major at such a late date, but I knew that I had to switch to see if my passion would remain; I wasn't going to let other people's perceptions of the profession deter me.

Lack of Prestige

We've all had different experiences when it comes to our childhood physical education. Some of us participated in a really good program that we look back upon with fondness; others experienced "Busy-Happy-Good" (Placek, 1983) physical education, where teachers were only concerned with keeping students occupied for the duration of class time. These experiences shape how we view physical education as a profession today. Lack of perceived prestige can drive potential majors into other professions. Not only do we draw on our experiences when making career choices, but we also take into account other people's perceptions of our career choices. For example, my god-brother made the decision to change his major to physical education shortly after I made my career choice. His decision was met with so much criticism from family members that he caved in to outside pressure and changed his major to criminal justice. He is now miserable in his position as a correctional officer. This isn't to say that he would have enjoyed teaching physical education, but his career choice was made based on someone else's opinion. While the lack of prestige can be real in some instances, there are many advocates in the profession that know health and physical education (HPE) can be the driving force to changing the physically inactive lifestyles of most Americans, thus playing an important role in the well-being of individuals.

Personally, switching to physical education was one of the best decisions that I ever made. As a doctorate student teaching a course entitled "Introduction to the Allied Fields of Health, Fitness, and Physical Education," I noticed that there were more students majoring in exercise science than physical education. The following semester, I asked students about their intended majors and found even fewer HPE students than in the prior semester. With over 200 students in four sections of the intro courses, I came to two conclusions: 1) There aren't many physical education majors at my university; and 2) Most of the kinesiology majors are in exercise science, with aspirations of becoming a physical therapist. Further thought on the topic led me to consider the reasons people choose physical education, and (arguably more important) why people are not choosing a physical education profession. Looking at my own journey into the profession made me question reasons that fewer students are entering the profession today. I surveyed students in my classes to find out why they weren't choosing physical education as a major. Results revealed that most students held misconceptions about the profession. The survey results identified four major detractors, including low salary, a lack of prestige, seeing physical education as an extension of athletics, and a lack of available positions.

Low Salary

For some, starting salary is one of the most important factors in choosing a career. Students often overlook teaching

as a profession because of the misconception that teachers don't make much money. I did a bit of research and found that the starting salary for teachers is comparable to, if not better than, that of many other professions. According to a survey conducted by the National Association of Colleges and Employers (2013), the class of 2012 had an average starting salary of \$44,259 for all professions. In many states, like Maryland (\$43K), New Jersey (\$49K), New York (\$44K), Alaska (\$44K), and Washington, D.C. (\$52K), teachers' pay is either equivalent to or above the average salary of new graduates (NEA, 2015). There are states that fall short of these averages, but the figures cited show that in many cases beginning teacher salaries are comparable to the average of those for other careers.

An Extension of Athletics

Regarding the second misconception, though participation in sport is a great way to be physically active, physical education and sport are two different disciplines. Education *of and through the physical* goes far beyond participation in sport. The skills needed for participation in sport should be introduced and cultivated in physical education, thus creating a competence and confidence to participate. Too often children are exposed to the skills of a sport without learning the basic skill themes and the foundation for movement, which transfer between sports and activities. While children become competent or proficient at the specific skills of one sport, they may not acquire the skills needed to participate in a variety of sports.

Position Vacancies

Additionally, people also are unaware of the number of jobs that are available. Most school districts have at least one physical educator at every school, K-12, throughout the United States. During the recession, districts did not hire many new teachers in any subject. Today, several districts are experiencing a teacher shortage and are anxious to hire qualified physical education teachers. As the baby boomers continue to retire, more teaching vacancies are anticipated. Another cause for vacancies in teaching positions arises out of the alarming decrease in enrollment of teacher training programs. According to Westervelt (2015) over the last few years states that are the largest producers of new teachers have seen a steady decline, with the largest state, California seeing a 53% decrease in the past 5 years. This underrepresentation of new recruits to the profession is sure to add to the current teacher shortage that plagues many school districts in the U.S. Becoming a highly qualified teacher candidate comes with a near assurance of a position upon successful completion of a program and teacher licensure.

Disproving some of these misconceptions held by observers of physical education is a great step in starting to recruit quality candidates. Another important step in recruitment is showing some of the benefits or attractors to the profession. Some of the attractors are the non-traditional work setting, time compatibility, and what Lortie (1975) refers to as the interpersonal theme to teaching.

Interpersonal Theme: Joy of Teaching

The story that I shared at the beginning is important to my decision to become a physical education teacher. The joy one receives from seeing students succeed can't be quantified. If you're also someone who enjoys seeing children reach their goals, physical education is a great profession to enter. Also, many physical education teachers are one of the most beloved adults in their K-12 school buildings, because a large number of students love physical education. Before leaving my position as a physical education teacher in D.C. Public Schools, my students created a

video expressing how much they enjoyed having me as a teacher and just how much I would truly be missed. In the video one of my students stated, “Thank you for being the best teacher in the world. You are so nice to me. I will miss you when you leave, I hope you will miss me too!” Hearing those words let me know that I made an impact on my students. Lortie (1975) discusses this as one of the five attractors to teaching. In the interpersonal theme, working with children and the intrinsic satisfaction that it brings offers a unique attraction to teaching that other professions don’t offer.

Time Compatibility

Another attraction to the teaching profession that most other professions don’t offer is time compatibility with family life. This theme is especially attractive to professionals with children, because school holidays often match those of their children. Along with the compatibility of time off, the work days for most teachers coincide with the child’s school day. This can provide a level of convenience not seen in other professions.

Non-Traditional Setting

Furthermore, physical education offers a non-traditional setting that most careers don’t offer. Those individuals who don’t like the idea of sitting behind a desk for 8-12 hours can enjoy the variety of settings that physical education offers. Depending on the school, and depending upon the curriculum, teachers can have their classes in a movement facility such as a gymnasium, or outside where they can enjoy the weather throughout the academic year.

An extension of the non-traditional setting that physical education offers is the variety within the profession. Teachers have the option to choose the activities for their school’s curriculum, which allows them to better serve the needs of their students. Teachers may choose to introduce the skills of a sport that are specific to the area where students live. Teachers in colder climates may teach students activities like snow skiing or ice hockey, while teachers in warm climates can offer activities like windsurfing or sand volleyball. The options offer a freedom from the repetitive practices common in other professions.

Physical education is an important part of a child’s educational experience. As much as we expect them to be life-long learners, we should also expect them to be life-long movers. This starts with finding the right people to instill that value in them. The recruitment of quality candidates can expand the mission of physical education and open the door to our nation adopting healthier lifestyles. Along with a healthier lifestyle, creating physically literate individuals who are competent in the concepts of movement, confident in their ability to move, and who have a desire to be life-long movers can help change the narrative about Americans as it relates to enjoyment of life. In the book, *School Teacher*, Lortie (1975) stated “Any occupation which fails to recruit new members will not survive.” The survival of physical education as a profession depends on the steps that we take going forward. Recruiting qualified educators, I believe, is the first step in this process. I hope that by dispelling some of the myths and displaying some of the benefits, we can show potential candidates that physical education is a profession that they can proudly choose. Shape America has just launched an initiative to have 50 Million Strong (50MS) and physically educated by 2029. Quality teachers are an essential part of that goal. We can use programs like 50MS to recognize and promote quality programs. Recruiting quality physical education teachers to lead these programs is the key to creating successful programs. With the help of all current professionals we can recruit individuals who will make our goal of 50MS happen!

References

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- National Association of Colleges and Employers (2013) Salary survey: average starting salary for class of 2013 grads increases 2.4 percent. <http://naceweb.org/s09042013/salary-survey-average-starting-class-2013.aspx>
- National Education Association. (2015) 2012-2013 average starting teacher salaries by state. <http://www.nea.org/home/2012-2013-average-starting-teacher-salary.html>
- Placek, J. (1983). Conceptions of success in teaching: Busy, happy and good? In T. Templin & J. Olson (Eds.), *Teaching in physical education* (pp. 46-56). Champaign, IL: Human Kinetics.
- Westervelt, E. (2015) Where have all the teachers gone? NPR <http://www.npr.org/sections/ed/2015/03/03/389282733/where-have-all-the-teachers-gone>

Special thanks to Jarrett Burgess,
a graduate student in physical education at
Georgia State University, for submitting this
article. Jarrett can be reached via email at
jburgess8@student.gsu.edu



Southern District Convention

"Sound the Drums...

Strong States! Strong District!"

February 10 – 13, 2016

Williamsburg, VA

Co-hosting with Virginia

AHPERD



Future Dates

February 10-13, 2016

SDAAHPERD Convention: Williamsburg, VA

April 5-9, 2016

SHAPE America National Convention and Exposition:
Minneapolis, MN

June, 2016

Robert W. Moore Summer Institute—TBA

Membership

Are you interested in health, physical education, recreation or dance? Do you have passion and commitment for physical activity and wellness? Do you believe we can do more to help others and better prepare students for a lifetime of health and physical activity? Do you want to join the advocacy efforts of other dedicated professionals to pave the way toward a healthier generation of individuals? Do you believe in the power of numbers?

Join GAHPERD!

For more information, visit www.gahperd.org, contact Kim Thompson, Executive Director of the Georgia Association for Health, Physical Education, Recreation and Dance (kthompson.gahperd@att.net).

Mission Statement

GAHPERD, Inc. is a non-profit organization for professionals and students in related fields of health, physical education, recreation and dance. GAHPERD, Inc. is dedicated to improving the quality of life for all Georgians by supporting and promoting effective educational practices, quality curriculum, instruction and assessment in the areas of health, physical education, recreation, dance and related fields.