

Spring 2018

THE GAME

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



In this issue of The GAME, you'll find

- Special event at the Valdosta State University—district workshop for health and physical education
- Nine pages of physical education topics, including coaching and officiating, goal setting for physical activity, quality physical education, comprehensive school physical activity programs, and the use of dodgeball in physical education;
- Numerous promotional events and related advertisements.

We hope you have enjoyed a productive, learning experience in your professional setting during the 2017-2018 academic year. Georgia AHPERD will continue to be a great source for professional development and networking opportunities, continuing throughout the summer months. In addition, we encourage you to see page 25 of this issue of The GAME for simple reminders of healthy options during the summer months.

Newsletter Highlights

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Southeast District Workshop Valdosta State University

MAY 1, 2018
8:00 AM - 4:00 PM

The 2018 Southeast District Workshop was again hosted at Valdosta State University on May 1, 2018 in conjunction with the Coastal Plains RESA, OPEN, and US Games.

Participants received a free one-year membership to GAHPERD with a 1,000,000.00 liability insurance coverage, monthly email information about HPE events and happenings, special access to areas of the GAHPERD website, access to a network of quality professionals, and a catered lunch! Topics included: angleball, strength and conditioning activities, yoga, dance, tennis, and many other large group activities—all of that for only \$35.00

Contact Dr. Sonya Sanderson if you have any questions:

Email: slsanderson@valdosta.edu

Phone: 229-333-7170



2018 Featured Presenter

Nichole Wilder

OPEN National Trainer

Courtesy of US Games





May 1, 2018
Valdosta
State
University



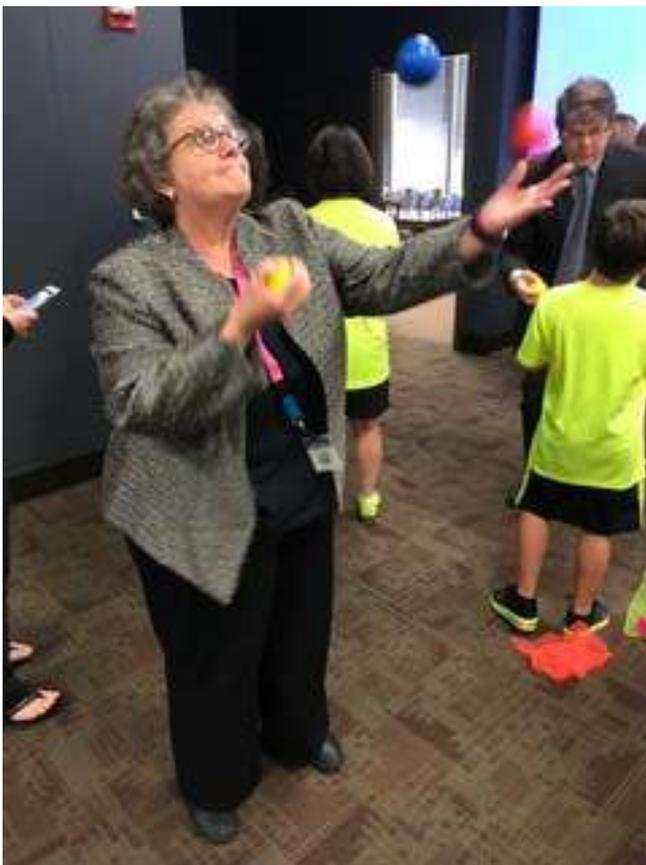


**Southeast District Workshop at
Valdosta State University
Pictured Here: 2017**





Georgia AHPERD recently participated in an event with directors at the State Board of Education. Approval of the new state standards for physical education was a main focus of the meeting. Special thanks to Therese McGuire, Kim Thompson, and Babs Greene for their participation in the event. Student participants demonstrated appropriate learning activities in physical education, in addition to enhancing opportunities for physical activity.



ROBERT W. MOORE

SUMMER INSTITUTE



June 7-8, 2018

Convocation Center

Kennesaw State University

The Robert W. Moore Summer Institute is an annual professional development event hosted by GAHPERD and the Metro District.

Check out www.gahperd.org for details!

[Who was Robert W. Moore?](#)

Robert W. "Bob" Moore was a professional who dedicated his life to the improvement of health, well-being, and physical activity for children, youth, and adults. He provided outstanding leadership in the areas of health, and physical education at the state, district and national levels for over 30 years, and served as a mentor and positive role model for innumerable students, teachers, parents and professional colleagues.

2018 GAHPERD CONVENTION



October 14-16, 2018

***The Classic Center
Athens, GA***



Call for Proposals

Due June 1

**Visit www.gahperd.org
for more information**

SAVE ^{THE} DATE

SHARE THE WEALTH PE CONFERENCE January 24-26, 2019

www.sharethewealthpeconference.com





2018 PETE & HETE Conference

October 16-20, 2018 — Salt Lake City, UT

The 2018 Physical Education Teacher Education (PETE) and Health Education Teacher Education (HETE) Conference will showcase exemplary research and practical applications used in the preparation and continuing development of health and physical education teachers. This year's conference, "Creating Healthy and Active Schools: The Roles of PETE and HETE certainly help professionals

- Discover innovative and exemplary methodologies and practices in the preparation and continuing education of physical education and health education professionals;
- Explore issues and solutions in the PETE/HETE field;
- Share research and collaborate on new ideas;
- Network with physical education and health education teacher educators from across the country; and
- Participate in opportunities to advance 50 Million Strong through pedagogy.



Physical Education and Coaching

by Brent Heidorn

Many K-12 physical education teachers in Georgia are also active sport coaches within their school, district, or local community. This additional responsibility includes numerous tasks related to organizing practices, managing players, preparing budgets, working with administrators and parents, and maintaining the facilities and equipment. In addition, coaching more than one sport each academic year is not uncommon. Some physical education teachers and coaches are prepared for a coaching role through rigorous coursework, volunteer experiences, and mentoring opportunities.

Others learn by doing by on-the-job opportunities, or based upon previous experiences as an athlete. Unfortunately, some coaches prepare very little for this extensive, meaningful role, resulting in poorly planned practices, frustrated players and parents, and little thought about player development from a strong philosophical approach.



The next several issues of the GAME will include brief documents focusing on one or more related issues for the physical educator and coach. There is not a one-size-fits-all method for quality coaching, and certainly no guarantee for positive outcomes, if one focuses on the scoreboard alone. Rather, it is intended that a review of these artifacts, based upon effective teaching and sport-related research, working with several experienced athletic coaches across all levels, and conducting informal and formal research efforts will add to the literature in a way that promotes quality programs, student learning, and enjoyment for all involved. It is assumed that a few wins (or more) will also happen!

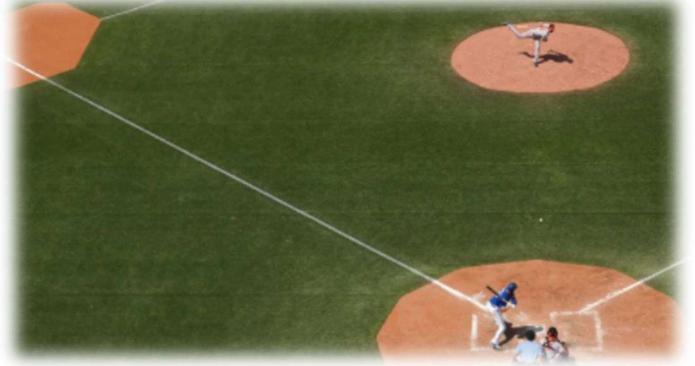
This issue of the GAME highlights the first topic, officials. The content is related to secondary school sports officials, since most school-related competitions (middle school, JV, and Varsity) cannot be played without these dedicated individuals. We hope you take the opportunity to review these topics, consider modifying your coaching efforts if needed, and do what you can to support a positive environment at your school and within your sport. I welcome your thoughts and correspondence via email (bheidorn@westga.edu).



Coaching 101: How Should I Work with Sports Officials?

by Brent Heidorn

Similar to other professions, there is a nationwide shortage of sports officials involved in most sports, especially at the youth and high school levels. Specifically, high school associations work diligently trying to recruit qualified officials for their sporting events. Possible reasons for the shortage of officials include low retention rates, aging referees who have faithfully worked games for many years, an increase in the number of teams and athletic programs, inclement weather (for some sports) and low pay. Despite these possible causes, another likely reason is the abuse from fans, players, and coaches. A simple search on the internet will quickly result in numerous examples of verbal and physical abuse, including some officials becoming seriously injured.



As K-12 professionals in health and physical education, promoting health and physical activity in a meaningful way is at the core of our profession. While working with K-12 students is the main priority, this advocacy and professionalism should extend beyond the K-12 students, but also aim to reach parents, friends, colleagues, the community, and other stakeholders. This focus should certainly include sports officials.



Most coaches easily recognize that sports officials are human, will likely make one (or many) mistakes during the course of a game or season, and are, for the most part, working diligently to manage a fair, unbiased sporting environment. In addition, most sports officials have participated in a significant number of hours at clinics, seminars, and training sessions. They often officiate out of a love for the game, for health and fitness, for supplemental income, for commitment to the sport/assignor, or for a combination of multiple incentives and reasons. One could easily understand, however, that most officials are not seeking confrontation, prefer working in a friendly atmosphere, and simply are not comfortable or do not enjoy the difficulties associated with the job.

Most coaches agree that sports officials should be treated with respect, with an understanding that no one is perfect, and that competition should be meaningful, healthy, and conducted in an enjoyable atmosphere. Unfortunately, and seemingly becoming worse in recent years, officials jobs are becoming more challenging, a direct result of inappropriate actions by players, fans, and even coaches.

Coaching 101: How Should I Work with Sports Officials?

by Brent Heidorn

Recommendations:

Things Coaches Should Do:

Facility: *Provide room / safe location for officials upon arrival*—For some sporting events, officials arrive on site and need a place to change clothes, meet with fellow officials, and prepare for the upcoming content. This location should be convenient, clean, within sight and sound of school personnel / security, and perhaps stocked with assorted snacks and drinks.

Communication: *Contact officials in advance of the contest*—When possible, reach out to the officials of the upcoming contest, confirming or providing any necessary information like starting time, parking, and related information.

Finances: *Pay officials appropriately*—If / when officials' pay is within your control, be diligent to submit the paperwork in an efficient, accurate manner. Holding officials' pay because of poor performance is not acceptable.

Contest Rules: *Be fully aware of the rules of the sport*—As a coach at any particular level, it is your responsibility to know the rules of the game. This requires study and review of the rulebook and related resources. In-depth knowledge of the rules of the game is a minimal expectation for coaches.

Referee Responsibilities: *Know the job of the officials*—Coaches coach and officials officiate. However, each individual should also be very aware of the roles and responsibilities of the other. Coaches should understand referee positioning, duties, and certain interpretations common to one's sport. This does not happen without study and review.

Management: *Ensure proper conduct*—Coaches should manage their players, bench personnel, and spectators. Each coach is responsible proper sportsmanship among those individuals. Home team coaches should also provide administrative support.

Controversy: *Choose your battles*—Disagreements during a contest are possible, almost certain. Coaches should know the rules and responsibilities, and if necessary, respectfully discuss specific situations with the official(s). Constant verbal abuse is not appropriate.

Coaching 101: How Should I Work with Sports Officials?

by Brent Heidorn

Recommendations:

Things Coaches Should NOT Do:

Language: *Use inappropriate language*—It is never acceptable for a coach or players to communicate with officials (or about officials) in a way that uses profane, vulgar, or suggestive language. Similarly, communicating in ways that challenge the integrity of the official is not acceptable.

Contact: *Make physical contact*—The easiest and fastest method to be ejected from a contest, or diminish one's reputation is to make physical contact (bump, shove, etc.) with a sports official.

Sarcasm: *Be extremely sarcastic in one's tone*—Officials quickly recognize sarcastic comments from coaches. Examples might include “that’s a great call, ref”; and “you really got it right that time”. When coaches respond negatively, their players often pick up on the body language and comments, often compounding the situation.

Importance: *Be unrealistic or trivial*—If communication with an official is needed in a contest, or if the coach wants to “choose his battles”, he/she should avoid questioning the judgment of an official, or questioning especially minimal aspects of the game that have little to do with the outcome. Examples might include touchy fouls in basketball or placement of the ball in soccer. Consider what is most significant in a game.

Threaten: *Use scare tactics with officials*—It is never acceptable to threaten a referee/umpire with physical abuse, or with comments that can ruin his/her reputation or professional career. Example comments include “you’ll never be back here again”; and “wait until your assignor finds out about this one”. Keep comments positive.

Blah, Blah, Blah: *Be a leaky faucet*—A coach's main responsibility is to coach his/her team. Let the officials do their job. Coaches who constantly berate officials, question calls, and challenge their decision-making on just about every play do little to promote an enjoyable atmosphere. This is like a constant drip of water that continually makes a noise.

The content in this document is not exhaustive, and is certainly not rigorous in its depth. However, if sports coaches would reflect upon one (or more) of the concepts identified, small steps can be made in the right direction, providing a meaningful, positive environment for players, coaches, spectators, and officials.

Setting Goals for Health and Physical Activity

by Brent Heidorn

When helping students set goals for health and physical activity, listed below are 11 basic recommendations, each with a sentence or statement of clarification and an example. Consider how you might apply these concepts with your students. Remember to help students set goals that are **S**pecific, **M**easurable, **A**ttainable, **R**esults-Oriented, and **T**imely.

Match the goal setting intervention to the developmental stage of the participant

Clarification: If students are new to physical activity, set a simple, basic goal; if they are advanced, set a more challenging goal that helps them reach new heights.

Example: Third graders can focus on drinking no more than one soda each week; Student athletes can focus on participating in fitness conditioning for 30 minutes 3x/week at 70% THR zone.

Provide and develop strategies for cues

Clarification: Identify any prompts that help or hinder progress. Posters? Social Media? Other?

Example: Are posters available as reminders to participate in physical activity? What pictures are in the gym?

Make fitness and physical activity enjoyable

Clarification: Why do physical education programs often have students participate in fitness activities that are not fun? Not all students like sprinting, climbing, and doing push-ups.

Example: Should we be asking students to do bear crawls, when we know they do not enjoy bear crawls?

Allow for student choice

Clarification: Encourage students to select activities they enjoy, so they are more likely to continue participating.

Example: Make a list of enjoyable physical activities that are relevant for specific students. Encourage them to identify ways to participate in the activities that are right for them. Consider sending a list of possible activities home so students can review the list with their parents or others.





Identify methods of accountability

Clarification: Who can help hold students accountable for meeting health and physical activity goals? We all need accountability.

Example: Invite friends, parents, teachers, etc. to remind students and hold them accountable for their goals. Identify at least one person.

Consider developing a contract

Clarification: As adults, we are responsible for many contracts in our lives (mortgage, car payment, bills, etc.). They help us meet our goals.

Example: Ask students to develop a contract

that is signed by them and someone else, who will help hold the student accountable.

Reward students for participation

Clarification: Students, especially when new to goal setting, will benefit from extrinsic rewards

Example: Consider stickers, smiles and high-fives, or other tangible ways to recognize student achievements. This might include coupons, certificates, or school-wide announcements.

Provide individual feedback

Clarification: Discuss goals as a class and with individuals. Give students updates on their progress. If you see improvement, tell them.

Example: “Great job completing 10 more push-ups this week, Tom! Consider adding curl-ups now too. Keep up the good work!”

Encourage students to reward themselves

Clarification: If/when students are successful, even in small ways, encourage them to reward themselves with something they enjoy.

Example: “I exercised for five consecutive days this week, so I’m going to celebrate with an ice cream sundae.”

Set flexible goals

Clarification: If a goal is too strict, too rigid, or too difficult, it can become a discouragement.

Example: “I will not drink a soda in 2018.” What happens if a student “messes up” early in the year—the goal is no longer attainable. Set goals that aren’t “ruined” if one mistake is made.

Connect student-developed goals with additional levels of social support

Clarification: In addition to accountability, we typically enjoy participating in health and physical activity endeavors with others, for a variety of reasons.

Example: Identify health and physical activity goals that can be done with one or more friends/parents. The social benefits can be tremendous. This might include eating more fruits and vegetables—with friends; going on a hike—with family, etc.



“The trouble with not having a goal is that you can spend your life running up and down the field and never score.” —*Bill Copeland*

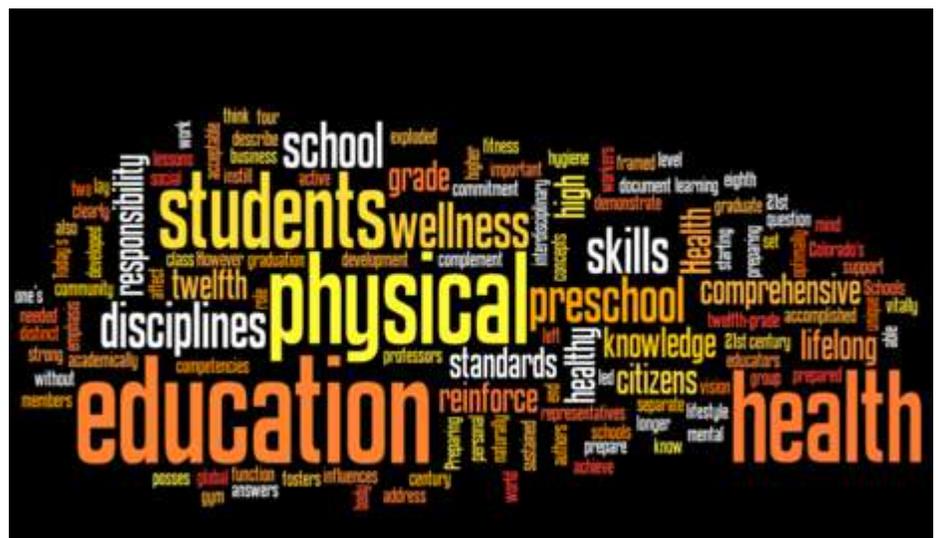
Why is Physical Education Important?

Many teachers and other stakeholders (administrators, parents, community members, etc.) recognize the importance of educating the whole child. Recent emphasis in Georgia has used similar terminology to identify areas of needed funding, academic focus, and related concerns. Physical education programs have been included in the discussion (and for good reason) consistent with whole child development approaches. If, however, physical education programs in Georgia are to be viable academic subjects during the school day, quality education in the programs must be regularly practiced where student learning is a key focus. What then, might we consider to be a “quality physical education program?”

Quality Physical Education

Four components of a high-quality physical education program include: 1) **opportunity to learn**; 2) **meaningful content**; 3) **appropriate instruction**; and 4) **student and program assessment**. Quality physical education programs help all students develop health-related fitness, physical competence, cognitive understanding, and positive attitudes about physical activity so they can adopt healthy and physically active lifestyles. The benefits of a quality physical education program go well beyond the assumed skill-based or fitness development opportunities, and most importantly, provide students with the knowledge, skills, and dispositions to be physically active for a lifetime. Additional benefits might include building teamwork and social skills, and improving focus and academic performance. In many physical education programs, students enhance reflexes, increase hand-eye coordination, and perform safe and meaningful body movements, all of which can help in the development of a healthy body posture. Many programs also include health-related instruction and the importance of physical, social, and emotional wellness.

by Brent Heidorn



What is a CSPAP?

A Comprehensive School Physical Activity Program (CSPAP) is a multi-component approach by which school districts and schools use all opportunities for students to be physically active, meet the nationally-recommended 60 minutes of physical activity each day, and develop the knowledge, skills, and confidence to be physically active for a lifetime. A CSPAP reflects strong coordination and synergy across all of the components: physical education as the foundation; physical activity before, during, and after school; staff involvement; and family and community engagement.



The goals of a CSPAP are:

1. To provide a variety of school-based physical activities to enable all students to participate in 60 minutes of moderate-to-vigorous physical activity each day.
2. To provide coordination among the CSPAP components to maximize understanding, application, and practice of the knowledge and skills learned in physical education.

by Brent Heidorn

CSPAP
COMPREHENSIVE
SCHOOL PHYSICAL
ACTIVITY PROGRAM

SHAPE America!
50 MILLION STRONG
2029

Should We Play Dodgeball?

Despite multiple attempts to discourage the use of dodgeball in physical education, many teachers in programs continue encouraging and/or requiring students to engage in dodgeball activities. SHAPE America—Society of Health and Physical Educators recently published a new edition of the position statement on dodgeball, emphasizing that dodgeball is *not* an appropriate physical education activity.



The current position statement includes discussion focused on positive school climate and appropriate social behavior, arguments against including dodgeball in health and physical education programs, the goal of physical education, and a concluding statement.

From the Position Statement:

“Dodgeball is an activity in which the sole purpose is to eliminate players by hitting them with an object. SHAPE America acknowledges that physical educators can make modifications to the traditional game of dodgeball in an effort to mitigate its negative effects. Even with such modifications, however, offering dodgeball in physical education class or other times during the school day serves only to alienate many students from physical activity. Instead, educators should choose to offer activities that help all students become physically literate individuals and that contribute to a positive school climate” (SHAPE America, 2017).

For more information, go to this link:

<http://www.shapeamerica.org/advocacy/positionstatements/pe/>



ACTIVE. HEALTHY. HAPPY.

Sportime empowers and enhances healthy physical activity experiences by providing innovative products and programs that enable success. SPARK provides research-based programs that are aligned to national and state standards and designed to improve the health of children and encourage lifelong movement. Together, Sportime featuring SPARK delivers an array of physical activity and wellness solutions for students and educators.



Contact us today for help with equipment and curriculum orders and to learn more about our wide menu of professional development opportunities!



Randy Olmstead
Georgia Program Representative
randy.olmstead@sportime.com
(404) 353-0148



Liability Insurance Added to Member Benefits!

Just in case you need another reason to join GAHPERD, we've now added liability insurance coverage to your member benefits! This comes at no extra cost to you. That's right! All members of GAHPERD as of 11/30/16 now have a \$1,000,000 general liability insurance policy for work-related activities! This includes teaching and coaching activities!

Only members who were current as of 11/30/16 have this member bonus. Anyone joining as a new member or is re-joining after a lapse in membership after 11/30/16 will not be covered until 11/30/17, if the policy is renewed.

Have specific questions? Contact Executive Director Kim Thompson at kthompson.gahperd@att.net.

Coverage:	General Liability
Insurance Company:	HCC Specialty (A+ A.M. Best)
Policy Period:	11/30/16 to 11/30/17

What are you covered for:

Claims made by negligent acts accidentally committed resulting in bodily injury, personal and advertising injury or property damage to others.

Policy Limits:

General Aggregate	\$1,000,000 (per member)
Products/Completed Operations	\$1,000,000
Personal & Advertising Injury	\$1,000,000
Each Occurrence	\$1,000,000
Damage To Premises Rented To You	\$300,000
Medical Expense	Excluded
Sexual Abuse/Occurrence	\$50,000
Sexual Abuse Aggregate	\$100,000

**Georgia
proudly supports**

 **SHAPE America[®]**

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

Count Us In!

Reaching Our Goals

“SHAPE America wants to ensure that by the time today’s preschoolers graduate from high school in 2029, all of America’s students are benefiting from the skills, knowledge and confidence to enjoy healthy, meaningful physical activity.”

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





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.

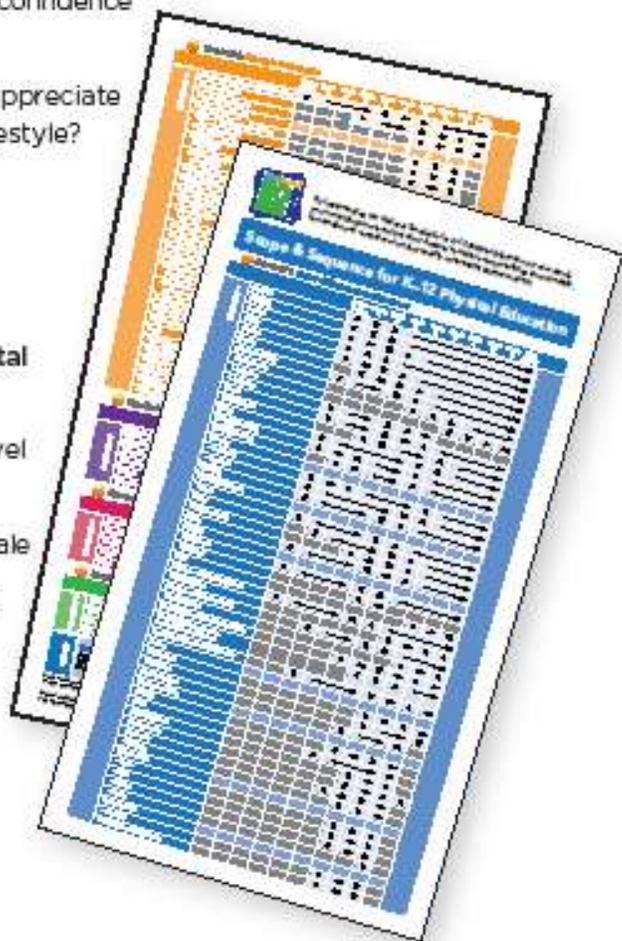
How do we plan to get today's youth to understand and appreciate the importance of living a physically active and healthy lifestyle?

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.



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.



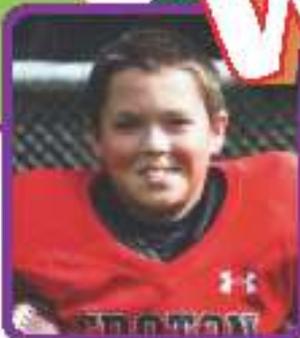


American Heart Association.

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 fund raiser at my school for the Jump Rope/ Hoops For Heart event. My wish is to be the top fund raiser again this year because it is such an important cause for me."

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.

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
- 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 this great event and your school will earn gift certificates for FREE P.E. equipment from U.S. Games.



SHAPE America is a proud program partner of Hoops For Heart.



Go to www.shapeamerica.org for more information or to view the 2016 Shape of the Nation report

GAHPERD Future Dates

June 7-8, 2018 Robert Moore Summer Institute Kennesaw State University

October 14-16 Georgia AHPERD Fall Convention Athens, GA

October 16-20, 2018 2018 PETE & HETE Conference Salt Lake City, Utah

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

What Can I Do This Summer?

We are all busy. Chances are, much of your summer schedule is already planned. We hope, however, that you make the time to set realistic personal and professional goals for you and within your family and/or social circles. The beginning of a new school year will be here soon. Consider making the most of the summer months by choosing to participate (or not) in one or more of the following options:

- Participate in moderate-to-vigorous physical activity for at least 30 minutes each day.
- Increase the amount of fruits and vegetables you eat each day.
- Drink less soda or unhealthy beverages, keeping track each day or week.
- Watch less than 60 minutes of television, or limit total screen time to less than two hours each day.
- Learn a new skill, sport, or physical activity.
- Read at least one book that will help you grow as a professional.
- Spend at least one night camping outdoors.
- Take a class—be a lifelong learner.
- Make a conscious effort to spend more time with family and friends.
- Learn something new from someone at least 10 years older than you.
- Sleep in every once in a while.
- Go for an extra long run or bike ride.
- Get involved in a community project or volunteer opportunity.
- Submit a proposal for the Georgia AHPERD fall convention: Due June 1, 2018.
- Participate in the Georgia AHPERD Robert W. Moore Summer Institute at Kennesaw University, June 7-8!