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GAHPERD

Journal



The Georgia Association for Health, Physical Education, Recreation and Dance, Inc. is affiliated with the American Alliance for Health, Physical

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.



Message from the Editor:

I hope you enjoy what Georgia AHPERD has to offer you for your professional development needs. In addition to the peer-reviewed research articles in this current issue, I encourage you to consider attending the Georgia AHPERD Convention in October (see page 3) and the Share the Wealth Physical Education Conference in January.

The **Teaching Tips** section for K-12 health and physical education teachers and coaches in this volume provides health tips and physical education tips from Doris Morris and Babs Greene.

Peer-reviewed articles are from Georgia Southern University and the University of Tennessee at Chattanooga.

Key announcements focus on the upcoming convention, SPARK, Jump Rope for Heart, Power Up for 30, and Share the Wealth.

If you have any questions or comments, please feel free to contact me at bheidorn@westga.edu for more information.

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- Dr. Brent Heidorn: University of West Georgia

Set your goals high, and don't stop till you get there.



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Georgia AHPERD Fall Convention 2015

Today's Vision, Tomorrow's Reality



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Marietta, Georgia
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Hilton Atlanta Marietta Hotel & Conference Center, located just a mile from Marietta Square, offers convenient access to special events, activities and attractions in Marietta Square. Guests at Hilton Atlanta Marietta also enjoy a host of onsite conveniences such as our 18-hole golf course, swimming pool, tennis courts, full-service restaurant and bar, and 20,000 square feet of flexible meeting and event space.



**Sunday October 25, thru
Tuesday October 27, 2015**



Convention Keynote Speaker: Dr. Jackie Lund

Education

Bachelor of Science in Physical Education, Michigan State University, 1971

Master of Science in Physical Education, University of Northern Colorado, 1974

Doctor of Philosophy in Physical Education Teacher Education, The Ohio State University, 1990

Specializations

Assessment in physical education

Curriculum development in physical education

Teaching effectiveness

Systematic observation of teaching



Biography

Jacalyn Lund is a professor and chair in the Department of Kinesiology and Health at Georgia State University. She has written and/or co-authored eight books about assessment, curriculum development and instructional strategies. She has more than 75 refereed publications, innumerable presentations, and has received 11 grants. Lund draws on her 16 years of public school teaching experience while working as a teacher educator. She has been involved with NASPE throughout her career in higher education, beginning with the committee that developed the National Content Standards for Physical Education (1995). She also served as president of the National Association for Sport and Physical Education (NASPE), the NASPE Assessment Series Editor, a NASPE/NCATE Adjudicator, and a NASPE PIPEline clinician. In 2013, she was inducted into the NASPE Hall of Fame.

Lund is a fellow of the North American Society (NAS) of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), a fellow of the Research Consortium of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), and a recipient of the 2009 NASPE Presidential Recognition award. In 2010, Lund was a member of the committee to develop health and physical education standards for P-12 teachers for the Georgia Professional Standards Committee and in 2008-2009, she served as chair of the Committee to Develop Physical Education Standards for the state of Georgia. Lund's areas of interest include assessment (measuring dispositions in teacher candidates), curriculum development and teacher effectiveness.

Recent Publications

Lund, J., & Veal, M.L. (2013) *Assessment-Driven Instruction in Physical Education: A standards-based approach to promoting and documenting learning*. Champaign, IL: Human Kinetics

Lund, J. & Kirk, M.F. (2010). *Performance-based Assessment for Middle and High School Physical Education (2nd Ed.)*. Champaign, IL: Human Kinetics

Standards-based Physical Education Curriculum Development (2nd Ed.). Sudbury, MA: Jones and Bartlett Publishers

Navigating the Program Evaluation Process for PETE and Kinesiology: A roadmap for success. Reston, VA: National Association for Sport and Physical Education.

Lund, J., Boyce, B. A., Oates, R., Fiorentino, L. (2010). Faculty dispositions: Seeking clarity while looking at muddy waters. *Quest*.62, 268-286.



Convention Keynote Speaker: Dr. Brenda Fitzgerald

Brenda Fitzgerald, M.D., serves as the Commissioner of the Georgia Department of Public Health (DPH) and State Health Officer. Dr. Fitzgerald, a board-certified Obstetrician-Gynecologist and a Fellow in Anti-Aging Medicine, has practiced medicine for three decades.



As Commissioner, Dr. Fitzgerald oversees various state public health programs including Health Promotion and Disease Prevention, Maternal and Child Health, Infectious Disease and Immunization, Environmental Health, Epidemiology, Emergency Preparedness and Response, Emergency Medical Services, Pharmacy, Nursing, Volunteer Health Care, the Office of Health Equity, Vital Records and the State Public Health Laboratory. Dr. Fitzgerald also directs the state's 18 public health districts and 159 county health departments. Prior to joining DPH, Dr. Fitzgerald held numerous leadership positions.

Fitzgerald served on the board and as president of the Georgia OB-GYN Society and she worked as a health care policy advisor with House Speaker Newt Gingrich and Senator Paul Coverdell. She has served as Chairman of the Board for the Georgia Public Policy Foundation and remains a Senior Fellow. Additionally, she served on the Military Academy Selection Boards for Senators Paul Coverdell and Saxby Chambliss, and was a founding board member for the Paul Coverdell Leadership Institute. She also contributed to Leadership Georgia serving as a program chair, served as the 7th District Representative to the Georgia State School Board, and held board posts with Voices for Georgia's Children, the Advanced Academy of West Georgia, the University of West Georgia Foundation, and the Carrollton Rotary Club.

Dr. Fitzgerald holds a Bachelor of Science degree in Microbiology from Georgia State University and a Doctor of Medicine degree from Emory University School of Medicine. She completed post-graduate training at the Emory-Grady Hospitals in Atlanta and held an assistant clinical professorship at Emory Medical Center. As a Major in the U.S. Air Force, Dr. Fitzgerald served at the Wurtsmith Air Force Strategic Air Command (SAC) Base in Michigan and at the Andrews Air Force Base in Washington, D.C.

Special Event: Pre-Convention Workshop Essentials of the Presidential Youth Fitness Program (PYFP)



What Is the Presidential Youth Fitness Program?

The Presidential Youth Fitness Program provides a model for fitness education within a comprehensive, quality physical education program. The program provides resources and tools for physical educators to enhance their fitness education process. This includes:

- FITNESSGRAM® health-related fitness assessment;
- Instructional strategies to promote student physical activity and fitness;
- Communication tools to help physical educators increase awareness about their work in the classroom; and
- Options to recognize fitness and physical activity achievements

The Presidential Youth Fitness Program has replaced the President's Challenge Youth Fitness Test to emphasize the role of schools in promoting the health and well-being of ALL students. The pre-convention workshop is on Sunday, October 26. Contact Brent Heidorn (bheidorn@westga.edu) for more information.



Special Event: Pre-Convention Workshop CPR / AED Certification

These imperative life skills can dramatically double the chances of survival during a cardiac arrest from the nearly 400,000 individuals who die annually from this type of incident. "Sudden cardiac arrest is a leading cause of death in the U.S. – but when ordinary people, not just doctors and EMTs, are equipped with the skills to perform CPR, the survival rate can double, or even triple," Director Julie M. Howell of the South East division of the American Heart Association. "By teaching students CPR, we can add thousands of lifesavers to our communities."

This three-hour pre-convention workshop will fully certify physical education teachers using the American Heart Association (AHA) guidelines for CPR and AED use on adults. Participants will learn, train, and review the skills necessary to teach these skills as part of the new curricular requirement in public schools. Pedagogy and general organization will also be covered, preparing teachers to maximize effective teaching using specific AHA teaching cues, equipment specifics, incorporating video instruction, and remediation. Participants do not need to supply any materials of their own, but will be asked to register and for the workshop ahead of time.

The cost is only \$6.00 (for the certification card) per participant with a maximum of 40 participants. Please e-mail Bridgette Stewart at bstewart@westga.edu to secure a seat.



**American
Heart
Association®**

**GUIDELINES
2015 | CPR & ECC**

2015 GAHPERD Convention: Kaleidoscope and Awards Program

The Kaleidoscope Concert is a special part of the convention each year as a method to highlight the dance works of dance educators, collegiate dancers, public school programs, and dance studios. For the third year, we have planned a combination program to spotlight choreography intermingled with the awards ceremony; much like a “mini Oscar” night.

YOU ARE CORIDALLY
INVITED TO ATTEND THE
GAHPERD

KALEIDOSCOPE
DANCE CONCERT
AND
AWARDS PROGRAM

OCTOBER 28, 2013
The Strand Theatre
5:00 pm



We invite you to be a part of the audience and enjoy an evening of celebrated teachers and creative choreographers. All styles of dance will be included in the presentation, with more information come soon...

The Strand Theatre located on the square of Marietta has become a popular venue for numerous musical productions from around the United States. We know that you will appreciate the refurbished theatre seating and proscenium stage format. The lighting is second to none with trained technicians available to provide a spectacular visual event.

A reception will follow the program.

For more information, contact Dr. Karen Clevenger, 404-509-8511
(kcleveng@westga.edu)



Special Event: Silent Auction

We encourage all of you to bring something special to donate toward the **Silent Auction**. Proceeds from the last convention provided a significant amount of equipment for local schools. The funds raised from this year's Silent Auction will go to a deserving school in Georgia to help promote health, physical education, and/or physical activity.

Locations vary according to need. The hours for the Silent Auction this year are as follows:

Sunday, October 25 from 3:00 pm-6:00 pm

Monday, October 26 from 8:00 am-11:00 am

The location of the Silent Auction will be announced soon. You must claim your items at by 11:00 am on Monday. Payments can be cash or check made payable to GAHPERD. Thank you for supporting this wonderful cause.

Sample items that others have donated in the past include sporting equipment, t-shirts, hats, games, tickets, hand-crafted items, pictures, memorabilia, etc. Please have your donated items available at the Silent Auction by Sunday at 2:00 pm. For more information, please contact Bridgette Stewart at the convention.

Special Event: Convention Golf Outing

The golf outing will be a 9 hole event on Sunday morning. The first tee time will be approximately 9:00am. If you are interested, please contact Peter St. Pierre (pstpierr@kennesaw.edu) by Tuesday, October 13 so the golf course can plan for the group.

All participants should meet on the deck in front of the pro shop at 9:00am. There is a driving range available if participants want to warm up. Range balls are not included in the price of play.

All players will pay the greens fees in the Pro Shop before play on Sunday morning. The cost is \$29.50 and includes a cart. The first group will leave the #10 tee at 9:30am.

Tournament Rules: If there are enough people registered for the event the week prior to Sunday, a fun format will be arranged. Be sure to communicate with Peter by 10/13.



Special Event: PETE Session at the Convention

Attention All Health and Physical Education Faculty Members:

This Information is for You...

We hope you will make plans to attend the special session designed just for Health and Physical Education Teacher Educators. The session is scheduled for Monday, October 26 from 12:00-12:50 pm. Discussions will focus on a variety of topics, including curriculum development, FIT-NESSGRAM assessment and trainings, health education, skill development, Let's Move Active Schools, EdTPA, majors clubs, etc. The session will be facilitated by Dr. Jackie Lund from Georgia State University. If you are a health and physical education teacher educator, please make plans to attend.

WHAT: PETE Session at the Convention

WHEN: Monday, October 26 at 12p



Special Event at the Convention: The Dr. is “In”

Dr. Christie Johnson joined the University of West Georgia as Assistant Professor of Educational Leadership following retirement in 2012 from a 30-year career in Georgia K-12 public schools. Dr. Johnson has served as a classroom teacher, assistant principal, principal, district director, and assistant superintendent. In addition to local school leadership, Dr. Johnson has extensive district level experience in the areas of human resources, board policy development, student services, and school operations management. In her current role with the University of West Georgia, Dr. Johnson teaches and mentors school and district administrators throughout the state as they seek both advanced degrees from UWG and performance-based certification from the Georgia Professional Standards Commission.

Dr. Johnson is a life-long Georgia native. She and her husband Tony, a retired police detective, currently reside in Carrollton. Their daughter, Whitney, is a ninth grade teacher and cheerleading coach at Bremen High School. In the future, she plans to enter the field of educational leadership.

At the Georgia AHPERD convention in October, Dr. Johnson will be available for anyone interested in mentoring for future job interviews and other relevant information. She can particularly assist with Job Applications: When, Where, and How to Apply; Preparing an Effective Resume; Top Tips for a Successful Job Interview; and Educational Leadership: Advanced Degrees and/or GaPSC Leadership Certification. Look for Dr. Johnson on Monday, October 26.



Attention Students!



It's almost time! Just a few months away and we'll be right in the middle of the **2015 GAHPERD Superstars Competition**. The last event was a big success, with lasting memories for all participants. The 2013 Superstars event included four unique, team-oriented, sweat-inducing, spirit-generating, fun-filled and plenty of "safe" events, resulting in only minor injuries! Seven universities participated in the annual Superstars showdown, with the ultimate prize going to students from Georgia Southern University. After one hour of vigorous competition including the obstacle course, football frenzy, bean bag bonanza, and scooter relay, all participants were invited to enjoy free pizza and soft drinks at a local pizza place in downtown Marietta. This year promises to be even more exhilarating, as Georgia Southern aims to maintain the reign as Superstars champions.

Health and physical education programs from all over the state should begin organizing their teams and practicing now for the event. The Superstars Competition takes place on Sunday evening, October 25 at 7 pm. For more information, contact Dr. Brent Heidorn (bheidorn@westga.edu).



Special Event: PEPALOOZA ADVENTURE RACE at the Convention

Teams of 4-6 will decipher clues and find the historic landmark that matches each clue. Each team will be required to use crayon and paper to scribe each clue on their paper. Each team must stay together during their entire journey. The race will start and end at the convention center. If a team misplaces the crayon they must find other means to scribe. (bark, dirt, blood, etc.) If a team misplaces the paper they must start over. The first team to decipher all clues correctly and bring the correct scribe paper back to headquarters in the least amount of time wins. Mega-Time penalties will be enforced for incorrect answers. This event has been enjoyed by many participants each year at the convention, and is certainly an event you will not want to miss.

Note: P.S. This is a race and racers must be ready to run, climb, squat, or do what is necessary to find the clues. Please dress appropriately (costumes get extra points) and ALL traffic laws must be followed.



For more information, contact:

Dave Senecal

(dsenecal@pauling.k12.ga.us)



2015 GAHPERD Convention: Guest Speaker, Rene Bibaud

The Story - Becoming a Professional Rope Jumper

Like most of us, Rene Bibaud was exposed to the fun activity of rope jumping at a very early age. Rene still vividly recalls the day in her driveway when her father taught her proper form – one jump, one spin of the rope. She was five years old. Today, decades after that first lesson from her dad, Rene completes her tax return by writing “Professional Rope Jumper” in the space requesting “occupation.”



So how does someone become a professional rope jumper?

“My elementary school physical education teacher was starting a jump rope team called The Hot Dogs,” says Rene. “Well, I really wanted to be a member, but I wasn't one of the kids invited to be on the team that year.

There’s another contemporary athlete who was cut from his first team – Michael Jordan. And just like Mr. Jordan, Rene turned the experience from defeat into determination.

“I had a wonderful coach named Bob Melson,” says Rene. “Coach told everyone to focus on three things : 1) Don’t compare yourself to others – just work at your own level; 2) Don’t worry about mistakes : 3) Always give it your best. The next year, I made the team. And Coach Melson’s lessons have lasted a lifetime.”

Rene’s Hot Dog Team became one of the premiere performance jump rope teams in the country. They toured the United States on behalf of the American Heart Association’s Jump For Heart Program. Rene also traveled to many foreign countries, appeared on countless television programs and performed at many high-profile events. Rene recalls shaking hands with Johnny Carson on the Tonight Show when she was junior high.

Rope jumping championships came next. Rene won five world titles in total. She became a well-respected teacher and her peers recognized that she could explain and teach rope jumping to a broader audience. ESPN invited Rene to provide color commentary as they covered the rope jumping world championships. Rene agreed. She also did something else quite remarkable: Rene entered the competitions and won her age divisions freestyle championship!

It happened that representatives of Cirque du Soleil were watching Rene’s performance as both a competitor and articulate broadcaster. They were impressed. "Cirque du Soleil is one of the world’s most successful athletic and entertainment groups. Normally, Cirque du Soleil holds rigorous tryouts before anyone can join their elite troupes of Olympic-caliber athletes. But in Rene’s case, they offered her a joint position as coach and one of the performers with the Quidam Act of Cirque. For more than four years, Rene toured the United States and Europe, performing before overflowing crowds and on television. A feature film was even made of the Quidam show.

After years of living outside the United States, Rene decided to leave Cirque du Soleil but continues to consult with them on a routine basis. Today, Rene calls Seattle, Washington her home and has created her own exciting company, Ropeworks.

Through Ropeworks, Rene continues her mission of sharing fitness and positive life messages with people across the country. Her hugely popular jump rope school assembly program is a unique blend of performance, athleticism and pertinent messages, generating tremendous praise from kids and school officials alike. Rene entertains with her rope jumping skills and invites kids to participate. Then, while the adrenaline is still pumping in the children, she anchors the three positive messages her coach shared with her many years ago. The children view Rene as a role model and leave cheering. The adults are touched and inspired. Rene’s jump ropesports clinics are also drawing rave reviews. She teaches athletes how to employ the old-school favorite of rope jumping in challenging and innovative ways. Rene’s drills demand agility and conditioning like no other training tool available while working both the upper and lower body.

Rene uses her experience as an entertainer, educator and motivational speaker in a variety of other ways: [corporate and special event performances](#), workplace wellness events, fitness masters classes, as well as [jump rope camps and classes](#). Various [jump rope products](#), such as videos and ropes, are available.

**So...that’s how someone becomes a
“Professional Rope Jumper.”**

2015 GAHPERD Convention: Guest Speaker, J.D. Hughes

Author of *No Standing Around in My Gym: Creative Lesson Plans, Games, and Teaching Tips for Elementary Physical Education* (2002), *PE2theMax: Maximize Skills, Participation, Teamwork and Fun* (Human Kinetics Publishers, Inc., 2005), *PE2theMax II: Stepping up the "Game" in Physical Education* (Waymaker Printing, Inc., 2008), *The Best of No Standing Around in My Gym, PE2theMax I & II DVD's* (J.D. Hughes and Silver Penguin Productions, 2009), and *PE²: Double the Physical + Double the Education = Double the Fun* (Waymaker Printing, Inc., 2011).

Ed.S, National Board Certified, and 2004-05 Georgia Elementary Physical Education Teacher of the Year

It is my privilege to be a guest presenter at the GAHPERD Convention. It is my desire to equip participants with a more up-to-date look at what physical education has evolved into, which is an exciting and dynamic experience that all children need and deserve.

As physical education teachers, it is our job to promote and develop positive attitudes towards physical activity. Our task is challenging; teaching the value of physical activity and skills acquisition, while making physical education fun for all in the process. Physical educators work hard, full days that leave very little time for creative thinking and lesson plan exploration. Often times, teachers implement lessons and games that are fun to teach, but may be activities that fail to maximize participation, are developmentally inappropriate, or lack originality. Another problem is that some physical educators find their classes too large to even consider many physical education ideas, games, and activities. No question, these are just a few of the major problems facing many physical educators everyday.

The stimulating assortment of fun-packed, educational games and ideas presented at the convention not only focuses on participation and involvement for the large class, but will intrigue, engage, and motivate your students for years to come. The presentations provide all inclusive, fun activities, which in turn minimize discipline problems and maximize participation.

Over my 18 years of experience as a physical education specialist, I have developed, designed, or modified all of the material presented. The games and activities presented are classroom-tested and have been used successfully with children ages 4 to 14. They maximize participation and ensure that every child is provided with numerous opportunities to succeed while learning basic fitness- and sport-related skills. I have focused special emphasis on many games and activities to include experiences that teach cooperation and encourage teamwork. These values are instilled through motivating and challenging activities that will have all children coming back for more.

May you have greater success in your physical education program and most importantly, the ultimate goal of seeing students getting physically fit and having some fun in the gym. God bless.



Power Up for 30

Power Up for 30 Schools Receive:

- One-day training with HealthMPowers (sub reimbursement provided)
- No/low-cost resources
- Webinars
- PLU opportunities
- Monthly newsletter
- Technical/evaluation Support
- Recognition
- Funding opportunities

Being Physically Active in School...

- Improves academic scores (reading, math, spelling and composite)¹
- Improves classroom behavior^{2,4}
- Increases concentration^{2,4}
- Increases time on task^{2,4}
- Reduces risk of depression¹
- Improves cardiovascular fitness and muscular strength¹



What is Power Up for 30?

Power Up for 30 is the Georgia Department of Public Health and Department of Education's statewide initiative to provide elementary schools with the training, resources, and support necessary for integrating physical activity into the school day.

Why Sign the Pledge to be a Power Up for 30 School?

Incorporating just **30 MINUTES** of physical activity into the school day can enhance learning.

Children who more active in school are more **alert**, **attentive**, and have **better classroom behavior**. They also tend to have higher grades and test scores than their less active peers.



Spring Place Elementary School in Murray County gets students moving during recess with an obstacle course

603 Pledged & 465 Trained Schools

Pledge to be a Power Up for 30 School today!

To join Power Up for 30, **PLEDGE ONLINE** at www.georgiashape.org OR email powerupfor30@georgiashape.org for more information



Upon arriving to school, students at Boston Elementary School in Cherokee County are now walking laps rather than sitting silently in the gym.

Principal Moss says, "It has allowed their day to start with smiling faces and lots of energy."

Check us out online at www.georgiashape.org for a list of Pledged Schools and the **Statewide Pledge Map**.

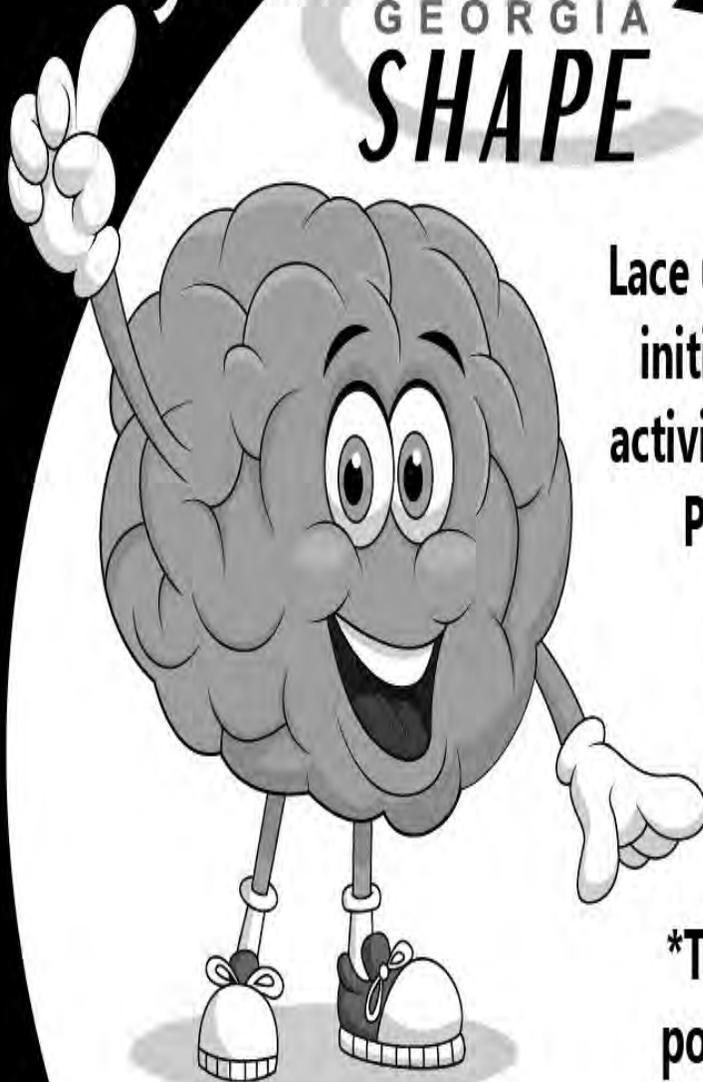
To inquire about **upcoming trainings in your area** or offer to **host a training session**, email powerupfor30@georgiashape.org.

Georgia
Elementary
Schools

Sign the Pledge and

GEORGIA
SHAPE

**Power Up
for 30**



Lace up your sneakers and join Georgia's initiative to increase student physical activity before, during, and after school.

Power Up for 30 schools receive:

Free Training

PLU Credit

Webinars

Resource Guide

Monthly Newsletter

Technical Support

Recognition

Funding Opportunities

***To sign the PLEDGE, contact us at
powerupfor30@georgiashape.org***

Research shows a strong positive relationship between physical fitness and academic achievement. Just 30 minutes of daily physical activity during the school day can improve academic achievement, increase attendance, and decrease discipline.

Check us out online at www.georgiashape.org

THE WORLD'S MOST RESEARCHED AND FIELD-TESTED PHYSICAL EDUCATION CURRICULUM



SPARK was designed to be more inclusive, active, and enjoyable than traditional PE classes, and more than 20 years of research support the achievement of those original goals. SPARK PE has earned accolades from educators nationwide who appreciate its easy to learn, easy to teach format.

Highlights include:

- Aligned to State and National Standards
- Complete "e-Manual" with digital files of all content
- Instructional videos of SPARK activities and dances
- Hundreds of skill and task cards in English & Spanish
- Academic integration tips and brain-based activities
- All content optimized for your iPad or mobile device



"Georgia AHPERD is thrilled to partner with SPARK! It is an outstanding organization that will assist in providing our members with quality resources and professional development. These tools will benefit Georgia's teachers by enhancing and strengthening their Physical Education instruction."

*Brian Devore, President
Georgia Association for Health, Physical
Education, Recreation, and Dance*

**Contact SPARK to learn more or purchase
Physical Education curriculum, training, or equipment!**

www.sparkpe.org

| 1 800 SPARK PE

| spark@sparkpe.org



SPARKprograms



SPARK_Programs

GET READY FOR THE NEW SCHOOL YEAR WITH SPARK PE *Digital Curriculum!*

SPARK Physical Education (PE) was designed to be more inclusive, active, and enjoyable than traditional PE classes. Aligned with National Standards, SPARK PE lessons are easy to learn, and easy to teach. Choose from grades K-2, 3-6, Middle School, or High School.



**DIGITAL SETS ARE
ONLY \$199!**

Digital Curriculum Sets Include:

- Access the complete “e-Manual” with hundreds of research-based activities
- Instructional videos of SPARK activities and dances
- Interactive alignment and assessment tools
- Hundreds of skill and task cards in English and Spanish
- Helpful tips from SPARK’s Master Trainers
- SPARKfit – Fitness & nutrition focused lessons, circuit training videos, goal setting tools, and more!
- SPARKg.y.m. – Academic integration activities - teaching Great Young Minds!
- SPARKdance - All of the SPARK PE K-12 and After School dance videos, music, and lessons in one place!
- *All digital content has been optimized for use on a tablet or other mobile device so you can access it anywhere!*



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Journal Submission: How do I submit an article to the GAHPERD Journal?

Publication Guidelines

The GAHPERD Journal is a peer-reviewed professional journal intended to meet the needs of health, physical education, recreation, and dance professionals in Georgia. It is also intended to be a forum for the discussion of new ideas and pertinent issues facing the profession. Before submitting a manuscript to *The GAHPERD Journal*, please be mindful of the following:

- Manuscripts submitted to The GAHPERD Journal must not be submitted to other publications simultaneously.
- Manuscripts with practical implications for educators at all levels are given priority.
- Acceptance is based on originality of material, significance to the profession, validity, and adherence to the prescribed submission requirements.

Manuscript Preparation

Manuscripts should be double-spaced, including all references and quotations, formatted for 8-1/2" x 11" pages, using Times New Roman 12-point font. Manuscripts should be word processed in accordance with the following guidelines:

- Prepare the manuscript in Microsoft Word and submit it as an e-mail attachment.
- Number all pages and lines throughout.
- Submit all tables, photographs and figures as separate documents, not within the body of the manuscript.
- Limit the manuscript to approximately 8 to 12 pages.
- Include a cover page with the title of the manuscript, full name(s) of the author(s), academic degrees, positions, and institutional affiliations. List the corresponding author's address, telephone number, and email address.
- The writing should be simple, straightforward with clear, concise, and logically presented concepts. Use examples, capture the readers' interest, and stimulate the audience's thinking.
- Keep paragraphs short.
- Have a colleague review the manuscript prior to submission.
- Review all references as the authors are responsible for accuracy. For reference style, follow the Publication Manual of the American Psychological Association (APA-6th edition).
- Submit graphs, charts, and tables separately. Clearly label and title all illustrations according to APA guidelines.
- Photographs are encouraged. When submitting photographs, be sure they are digital and at least 300 DPI in a jpg format.

Manuscript Submission

Send all manuscripts to Dr. Brent Heidorn at bheidorn@westga.edu. Manuscripts will be acknowledged by email when received.

The Review Process

The Publications Editor will distribute all manuscripts to three members of the Editorial Board for peer-review.

Publication

Copyright: Accepted manuscripts become the property of the Georgia Association for Health, Physical Education, Recreation and Dance. Upon request, authors receive permission to reprint their own articles. The GAHPERD Journal is listed in the Physical Education Index.

Manuscript Tracking Policy

Manuscripts undergo a blind review using criteria of accuracy and applicability to the practical concerns of the target audience. Authors will receive manuscript acceptance, revision or rejection letters via email in about six weeks. Authors asked to revise their manuscripts will be informed how much time they have for resubmission, always given at least two weeks. Upon acceptance, the Publications Editor will send a formal acceptance email to all corresponding authors whose manuscripts have been accepted for publication. The Publications Editor will select publication dates for all manuscripts based on an established editorial calendar. Authors will be notified in advance, and edited manuscripts will be submitted to authors for comments prior to publication.

Special Message from President Brent Heidorn

Here's What's Happening with Georgia AHPERD...

2015 has been exciting in Georgia and there remains much interest, professional development workshops, and student learning opportunities to come.

GAHPERD once again hosted the annual Share the Wealth Physical Education Conference in Jekyll Island, GA in January. More than 530 participants engaged in activity-based and classroom presentations, networking opportunities, and other events. Share the Wealth has been a staple in Georgia for 28 consecutive years.

The SHAPE America Southern District Convention, Moving Forward – Shaping Our Future, partnered with GAHPERD to host the event in Atlanta. Georgia's own Dr. Brenda Fitzgerald was a keynote speaker at the convention.

Six members of GAHPERD participated in the annual Speak Out! Day in Washington, D.C., which included 119 SHAPE America members from 37 states.

GAHPERD and SHAPE America Southern District TOY Award winners Dave Senecal and J.D. Hughes were recognized at the SHAPE America National Convention & Exposition.

Dr. Jackie Lund from Georgia State University was named SHAPE America President-elect. We look forward to Jackie's positive contributions in the coming months.

David Martinez, an adapted physical education specialist in Cherokee County School District recently won national and state awards for his service to special needs students in Georgia.

GAHPERD once again hosted the Robert W. Moore Summer Institute in June, held in Gwinnett County. The 3-day workshop provided professional development sessions for K-12 teachers.

GAHPERD continues providing professional development in FITNESSGRAM, Power Up and the PYFP with multiple opportunities in 2015.

Let's Move Active Schools includes representation from more than 520 school programs in GA.

Participating schools in GA raised \$2,974,178 for Jump Rope for Heart and \$343,449 for Hoops! Our combination schools raised \$221,471, making the GA total \$3,539,098 for the American Heart Assoc.

GAHPERD will host the annual convention, Today's Vision - Tomorrow's Reality, October 25-27 in Marietta. The same event boasted more than 500 participants in 2013.

Many GAHPERD members will attend sessions at the PETE & HETE Conference in Atlanta, Oct 27-31.

Finally, GAHPERD welcomes Dr. Charity Bryan, current SHAPE America Southern District President, as she recently began employment at Kennesaw State University in Kennesaw, GA.

Tips from the Health Division

As we've all heard before, bad habits are hard to break and good ones are hard to develop. Aristotle said, "We are what we repeatedly do. Excellence then, is not an act but a habit." There are different schools of thought on how long it actually takes for a person to develop a habit. Regardless of whether it takes 21 days or more, the most important aspect is that we've got to start. We are not truly healthy until we're healthy in our mind, body and spirit. The following are healthy habits to help transform your physical, emotional and spiritual health.

Physical Health

Sit less and move more – Find 30 minutes a day to be active. Set a reminder on your phone to move every 30 minutes.

Drink more water and less soda. Individuals who drink 1 to 2 cans of soda a day have a 26% greater risk of developing type 2 diabetes than those who rarely drink soda.

Sleep an average of 8 hours per night – It's essential to learning.

Eat a healthy breakfast – This looks different to everyone but stay away from processed, high sugar foods.

Emotional Health

Be mindful of yourself and others – Trust your gut, listen to others without interruption and be present.

Engage in activities that help relieve stress – Deep breathing, exercise, visualization, etc.

Laugh a lot – It reduces levels of stress hormones, provides a physical and emotional stress release and gives your internal organs a great workout.

Limit social media time – Research has shown that heavy use of social media can lead to poor mental health as well as psychological distress.

Spiritual Health

Identify a source of inspiration that is bigger than yourself. This can be in religion, music, art or nature. It gives meaning and purpose to life.

Find time to pray/meditate – Before bed, driving to work, or even while getting ready for work.

Connect with others in a meaningful way – Talk to a stranger, make a new friend, or make a point of doing something for someone every day.

Give back to others – volunteer, help a friend; make a difference in your community.

Special thanks to Doris Morris, VP-Health,
for submitting the content on this page



Thoughts from the Physical Education Division

By now most HPE teacher candidates have been introduced to edTPA; however, many HPE teachers are unaware or have limited knowledge about this certification requirement. Hopefully the information here will provide teacher candidates and cooperating teachers with answers to several questions about edTPA.

Question: What is edTPA (Teacher Performance Assessment)?

edTPA is a performance based portfolio demonstrating a candidate's readiness to teach. edTPA was designed to authentically measure a teacher candidate's ability in three areas: Planning, Teaching, and Assessment.

Question: Who is requiring edTPA for certification?

Currently 12 states have a policy in place requiring a passing score on edTPA for certification: California, Delaware, Georgia, Hawaii, Illinois, Iowa, Minnesota, New York, Oregon, Tennessee, Washington, and Wisconsin. Four states are taking steps to implementation: Alabama, Ohio, Maryland, and West Virginia.

Question: How is edTPA scored?

Each of the three tasks (Planning, Teaching, and Assessment) has five rubrics, with scores 0-5. The highest possible score for edTPA is 75. A score of 3 on each rubric indicates a candidate is ready to teach. Georgia has established a cut off score of 35 for two years. The minimum passing score will increase after the second year.

Question: What happens if a teacher candidate does not pass edTPA?

Beginning Fall 2015, student teachers failing to pass edTPA will not be eligible for certification. Depending on the assessment results students may be asked to resubmit specific tasks. The cost to students for the first submission is \$300; resubmissions are \$100 per task.

Question: How can the cooperating teacher support the teacher candidate?

There are strict regulations for supporting teacher candidates with edTPA. The cooperating teacher may help the student teacher select the best class for the assessment and encourage K-12 students to return signed video permission forms. However, the cooperating teacher may not co-teach the edTPA lessons, select video clips, provide feedback using the edTPA rubrics, or assist with teaching strategies and choosing curriculum materials. The best way to make sure a cooperating teacher is providing acceptable support is to review the edTPA *Guidelines for Candidate Support* www.edtpa.aacte.org.

Special thanks to Babs Greene, VP-Physical Education, for submitting the content on this page



The Impact of Health Behaviors on Perceived Physical, Mental and Social Health Status among College Students

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Abstract

Background: College students often engage in a wide range of these health-risk behaviors that influence their physical, mental and social health status. **Purpose:** To examine the impact of health behaviors on perceived physical, mental and social health status among college students. **Methods:** A total of 3,094 students from multiple universities across the United States participated in the study during the 2014 academic year. Research methodology employed was a quantitative, descriptive, cross-sectional design. Sampling methodology was a nonprobability, volunteer, convenience sample. In order to explore college health status and health-related behaviors, a 28-item questionnaire, which assessed health, physical activity, nutrition, sleep, alcohol and tobacco usage and demographics, was utilized. **Results:** Engaging in healthy behaviors had a statistically significant positive impact on both perceived physical and mental health status of participants ($p < .05$). **Discussion:** Physical activity and nutrition appeared to have the greatest influence on all three health status ratings, indicating the importance of addressing physical activity and nutrition in lifestyle behavior interventions in order to impact individuals' health status. **Translation to Health Education:** College and university health educators should be focusing on improving physical activity and nutritional behavior in this population to have the greatest influence on student health status.

Keywords: Health Status, Health Behaviors

Chronic diseases and conditions are among the most common, costly, and preventable of all health problems in the United States. Chronic diseases are often linked with individual lifestyle health behaviors including physical inactivity, poor diet and alcohol and tobacco use (Center for Disease Control and Prevention [CDC], 2014; U.S. Department of Health and Human Services, Public Health Service, Office of the Surgeon General, 2014). College students often engage in a wide range of these health-risk behaviors that influence their physical, mental and social health status. For example, evidence indicates that student physical activity levels decline from high school (55%) to college (36.6%) (National Association for Sport and Physical Education, 2013). Food commonly eaten by college students are stripped of nutrients and high in fat and sugar that can actually trigger depression (Chai & Vuchnich,

2013). Alcohol, in particular, has become a major concern on college campuses as alcohol is the most commonly used and abused drug among youth in the United States (CDC, 2014). Additionally, college students have been reported to have poor sleep quality and excessive daytime sleepiness (Lund, Prichard, Reider, & Whiting, 2010). College campuses serve not only to improve health status, but to facilitate voluntary behavior in order to improve individual health (Reger-Nash, Valois, & Zulig, 2012). It is important to understand the impact that these health risk-behaviors have on college students' health status.

Exercise and physical activity have long been considered important components of living a healthy lifestyle and are often associated with positive physical health benefits such as a lowered risk of cardiovascular disease, a decreased risk of cancer and diabetes as well as the ability to control one's weight (Bauman, Holmen, Midthjell, & Rangul, 2012); however, physical activity has also been linked to improved mental health (Nagoshi, Ringenbach, & Wipfli, 2011; Guskowska & Sionek, 2009). In fact, a study examining differences in physical activity patterns from adolescence to young adulthood demonstrated that those individuals who maintained regular physical activity patterns of participation had significantly lower heart rates, a lower risk of cardiovascular disease and less mental distress compared to all other physical activity patterns (Bauman, Holmen, Midthjell, & Rangul, 2012). Therefore, regular exercise may not only provide physical health benefits but may also contribute to one's overall mental health as well.

Along the same lines, nutrition has been found to contribute to improved mental health. According to Chai and Vuchnich (2013), mental health and nutrition are intricately related as the vitamins, minerals, oils, and antioxidants we derive from food help to fuel our nerve and brain cells and ultimately support their function. Further, a Canadian Community Health Survey found that deficiencies in folic acid, magnesium and omega-3's were linked to an increased risk of depression (Statistics Canada, 2010). Overall, exercise and nutrition have been shown to reduce anxiety and depression as well as increase feelings of well-being and good health.

In addition to physical and mental health, physical activity and nutrition may be linked to improved social health. For instance,

a study examining depressive symptoms, social support, hope and quality of life, in relation to fruit and vegetable intake and physical activity, found that higher social support from family, friends and significant others and social and family well-being were significantly higher for those who ate five or more fruits and vegetables a day. Likewise, social support from family, friends and significant others, social and family well-being, emotional well-being, functional well-being and physical well-being were significantly higher for those who walked for exercise four or more times per week (Berg, Coleman, & Thompson, 2014). In addition, a study by Ashida, Koehly, and Wilkinson (2012) demonstrated that having at least one social network member who encourages one to eat more fruits and vegetables and to engage in regular physical activity was associated with motivation to change or improve the relevant social behavior. Overall, it appears that social interactions are significantly associated with one's health and that social influence is critical as individuals consider changing health behaviors. Thus, greater attention needs to be paid to the relationship between physical activity, nutrition and social health.

College students engage in a variety of health-risk behaviors and among them is a lack of sleep. Their sleep behaviors have been characterized by sleep deprivation, poor sleep quality and excessive daytime sleepiness (Lund et al., 2010). Growing evidence suggests that poor sleep patterns are not only related to impaired academic performance but to one's physical health and psychological well-being (Attia, Banks, Holliday, Krithandes, & Magee, 2013; Hale & Magee, 2012; Guallar-Castillon, Leon-Munoz, Lopez-Garcia, Mesas, & Rodriguez-Artalejo, 2010; Farbaksh, Lytle, & Pasch, 2011). While negative mood, such as depression and anxiety, has long been identified as harming nighttime sleep, recent findings suggest that the relationship between sleep and mood is bidirectional and that both quality and quantity of sleep are vital to the optimal functioning of brain activity in regulation of our emotions (Cluydts & Vandekerkhove, 2010). Further, sufficient sleep has been shown to predict health conditions such as blood pressure and body mass index (Hale & Magee, 2012). It was also found that among college students, self-esteem can be predicted both directly and indirectly by their sleep behaviors (Chung et al., 2013). Overall, researchers concluded that sleep duration and quality have direct and indirect effects on college students' academic function, physical and psychological health.

In addition to physical activity, nutrition and sleep, alcohol and tobacco use have a profound impact on one's health status.

Alcohol, in particular, has become a major concern on college campuses, as alcohol is the most commonly used and abused drug among youth in the United States (CDC, 2014; U.S. Department of Health and Human Services, Public Health Service, Office of the Surgeon General, 2014). Although the physical side effects of alcohol use have been well documented (Centers for Disease Control and Prevention, 2013), research is increasingly supporting the detrimental influence of alcohol on one's mental and social health. For instance, over time, alcohol can lead to the development of psychiatric problems such as depression and anxiety and social problems including unemployment, lost productivity and family problems (CDC, 2014). Like alcohol, smoking has also been shown to contribute to reductions in mental health as smokers demonstrated higher levels of depression than non-smokers (Hayes et al., 2011). Further, while research has tended to focus on physical and mental health, social support may play an important role in smoking behavior. For example, in a study examining the role of social influence, it was found that social support was associated with a lower likelihood of being a current smoker and that general social support from family and friends may reduce smoking (Hayes et al., 2011). Overall, research suggests that social influences are important correlates of smoking status, smoking level, smoking cessation and relapse.

Moreover, although previous research has clearly demonstrated the importance of considering the interaction between health behavior and health status, little attention has been given to the components of health status, particularly with regard to social health. In other words, there has been little to no breakdown of health status. Furthermore, although the majority of research emphasizes the association between these health behaviors and health status, few studies examine these variables in relation to perceived health status. Thus, the purpose of the present study was to examine the impact of health behaviors (physical activity, nutrition, sleep, alcohol and tobacco use) on perceived physical, mental and social health status among college students.

Methods

Participants and Study Design

Research methodology employed was a quantitative, descriptive, cross-sectional design. After receiving Institutional Review Board approval from the participating universities, undergraduate and graduate students from five mid-sized, public universities were recruited for this study, including schools from the following

states: Alabama, Georgia, Minnesota, Pennsylvania and South Carolina. College students enrolled in Spring and Fall 2013 physical activity courses were recruited to participate in an online research study assessing Instructional Physical Activity Programs (IPAP) and college health behaviors. The physical activity courses were part of both required and non-required physical activity courses. This study was completed as part of a larger, multistate research project that also included assessment of the quality of physical activity program, overall health impact on exercise self-efficacy and confidence, and a qualitative review of students' general perceptions of their respective physical activity programs.

Data Collection

Sampling methodology employed was a nonprobability, volunteer, convenience sample. Initial recruitment took place by contacting and inviting the directors of Instructional Physical Activity Programs (IPAP) of eight mid-sized universities from across the United States to participate. Five of the contacted universities expressed willingness to collaborate. The IPAP directors received recruitment emails that included a brief description of the study, the necessary web-link, and a passive consent letter. They were then asked to pass this information along to their instructors and to post on their learning management system for each course section. Completed surveys were sent via Survey Monkey to a central data-gathering place where identifying markers were removed before being sent to the researchers for data analyses. By submitting a survey confirmation page to their respected instructor, students were given minimal bonus points towards their total grade as an incentive to participate. Of the five schools, it was estimated that close to 10,000 students were contacted by this system. A total of 3,094 students were included in the study with 160 participants excluded due to age restrictions, see table 1.

Table 1.
Frequency and percentiles of demographic characteristics of students in Physical Activity classes in a Multi-State Study (n=3094).

Variable	n	%	Variable	n	%
Gender (n=2981)			Class (n=2984)		
Male	1097	36.8	Freshman	711	23.8
Female	1884	63.2	Sophomore	838	28.1
Race (n=2980)			Junior	668	21.6
White	2126	71.3	Senior	750	25.1
Black	573	19.2	Graduate	17	0.6
Hispanic	77	2.6	BMI Category (n=2914)		
Asian	87	2.9	Underweight	92	3.2
Bi-racial	74	2.4	Normal	1851	63.5
Other	43	1.4	Overweight	654	22.4
Age (n=2996)			Obese	317	10.2
18 yrs old	294	9.8	Physical Activity Classes (n=3092)		
19	806	26.9	0	227	7.3
20	697	23.3	1	1145	37.0
21	628	20.3	2	1070	34.6
22	369	11.9	3	346	11.2
23	157	5.1	4	125	4.0
24	45	1.5	≥5	179	5.8

Instruments

In order to explore college health status and health-related behaviors, a 28-item questionnaire, which assessed health behaviors (physical activity, nutrition, sleep, alcohol and tobacco usage), health status, and demographics, was utilized. Items included in this questionnaire were based on previously validated instruments (Craig et al., 2003; Maddison et al., 2007; Marsland et al., 2006; Hagstromer, Oja, & Sjostrom, 2006). Internal consistency reliability conducted documented a reliable instrument with an overall Cronbach's Alpha of 0.646. Internal consistency reliability as measured by Cronbach's $\alpha > .60$ is deemed acceptable (McDermott and Sarvela, 1999).

Health Behaviors

Physical activity measure. Self-reported physical activity (PA) was a four item assessment and based on the criteria from the 2008 Guidelines for Physical Activity for Americans (Krause & Jay, 1994). Participants were asked about their light, moderate, vigorous and strength training averages per week in days and minutes or days and muscle groups. The total amount of physical activity was calculated by summing the total light PA multiplied by 1, plus the moderate PA multiplied by 2, and the vigorous PA multiplied by 3. Those that achieved a total of 300 minutes per week were considered meeting the recommended PA component. In addition, they needed to achieve a total of strengthening exercises at least twice per week to meet the national physical activity guidelines (CDC, 2014).

Sleep and nutrition behaviors. Data were collected on the average number of hours participants slept during the night. Average sleep was calculated by weighing the average number of hours the participant reported for weekdays and weekends (Marsland et al., 2006). Students were considered to meet health recommendations if they achieved an average of 7 to nine hours of sleep per night. Nutritional behaviors were assessed by the number of self-reported servings of fruits and vegetables consumed per day [ACHA-NCHA]; if they reported four or more fruits and vegetables per day, they were considered to have met health recommendations (American College Health Association, 2012).

Alcohol and Tobacco Usage. Participants' alcohol and tobacco usage was determined by using the ACHA-NCHA questions that were specific to each. Heavy episodic (binge) drinking was considered not meeting health recommendations. If the participant noted one or less drinks at the last time of drinking, they were

considered meeting recommendations of alcohol usage (U.S. Department of Agriculture, 2010). Smoking status was defined as follows: meeting health recommendations if they noted “I have never smoked/chewed or dipped smokeless tobacco;” or “I do not smoke or dip anymore.” They were considered not meeting recommendations if they responded “I smoke or dip occasionally;” or if they noted “I currently smoke/chew every day.”

Health Status

Self-reported health status is an easy and straight forward way of capturing perception of health conditions that are as broad and inclusive as the participant chooses to make (Krause & Jay, 1994). The validity of perceived health status has been shown by its strong predictive power for mortality, disability, survival and health care service use (Kaplan, Barell, & Lusky, 1988; Mossey & Shapiro, 1982; Olchowski, Graham, Beverly, & Dupkanick, 2009). Self-reported health status was broken down into three areas including, physical, mental and social health status. The definitions of each were provided to the participants within the questions and followed up by asking, "Would you say that your Physical, Mental or Social health is excellent, very good, good, fair, or poor?"

Statistical Analysis

The impact of healthy behaviors on perceived health status was determined by analyses of descriptive (means and standard deviations) and inferential statistics (one-way analysis of variance and forward step-wise multiple linear regression). Perceived health status of physical, mental, and social self-ratings served as the dependent variables while the five health behaviors were the independent variables. Significant differences by health behavior (met and not met) and health status were analyzed using one-way ANOVAs reporting differences by mean. To predict the importance of the health behavior factor, a forward step-wise multiple regression was conducted. Alpha levels were set at $p < .05$ and data was analyzed using IBM SPSS 21.0. (IBM Corp, 2013).

Results

The purpose of the present study was to examine the impact of health behaviors (physical activity, nutrition, sleep, alcohol and tobacco use) on perceived physical, mental and social health status among college students. There were significant differences found in both physical and mental health status with those who engaged in healthy physical activity, nutrition, sleep, alcohol and tobacco behaviors reporting higher health status than those who did not. There were also significant differences found in social health

status between those who engaged in healthy physical activity and nutrition and those who did not.

Physical Health Status

Physical health status was impacted by each of the health behaviors (physical activity, nutrition, sleep, and alcohol and tobacco usage). A one-way analysis of variance revealed a significant difference of $p < 0.001$ between students who reportedly engaged in a safe or moderate amount of a health behavior compared to those who reported engaging in unsafe behaviors or did not meet national guidelines and their self-reported physical health status. Table 2 highlights the means and standard deviations for each variable.

Table 2
Difference between Health Behaviors and Self-Rated Physical Health Status by ANOVAs

			df	Mean Sq	F	Significance	
Exercise			1	160.77	182.26	.000*	
	Meets	Mean					SD
	Did not meet	3.90					0.87
	3.41	1.01					
Fruits and Vegetables			1	100.10	109.68	.000*	
	Meets	Mean					SD
	Did not meet	3.98					0.90
	3.56	0.97					
Sleep			1	22.13	23.77	.000*	
	Meets	Mean					SD
	Did not meet	3.75					0.94
	3.59	0.99					
Alcohol			1	13.25	14.07	.000*	
	Meets	Mean					SD
	Did not meet	3.77					0.97
	3.63	0.97					
Tobacco			1	22.13	23.76	.000*	
	Meets	Mean					SD
	Did not meet	3.72					0.95
	3.50	1.03					

$P \geq 0.05$

Physical Health Status: 1 Poor, 2 Fair, 3 Good, 4 Very Good, 5 Excellent

A stepwise linear regression analysis was used to predict the impact of health behaviors (e.g. physical activity, nutrition, sleep, alcohol and tobacco usages) on physical health status. The second model, which included exercise and nutritional behaviors, was selected based on the two variables that had the most meaningful contribution to the regression, with an adjusted square of .105 and $F(2, 2573) = 151.621$. Beta coefficients were .263 for exercise and .157 for fruits and vegetable intake.

Mental Health Status

Similar to physical health, mental health status was impacted by each of the health behaviors (physical activity, nutrition, sleep, alcohol and tobacco usages) with a significant difference of $p < 0.000$ between students who reported engaging in safe or moderate amounts of a health behavior compared to those who reported engaging in unsafe amounts or did not meet national guidelines in

in regard to their mental health using one-way analysis of variance. Table 3 highlights the means and standard deviations for each variable.

A Stepwise linear regression analysis was used to predict the impact or influence that health behaviors (e.g. physical activity, nutrition, sleep, alcohol and tobacco usages) had on mental health status. After running the analysis, the linear combination of physical activity was significantly related, $F(1, 2569) = 57.732, p < 0.001$.

Table 3.
Difference between Health Behaviors and Self-Rated Mental Health Status by ANOVAs

		df	Mean Sq	F	Significance	
Exercise		1	49.50	57.45	.000*	
	Mean					SD
	Meets					4.06
Did not meet	3.78	0.98				
Fruits and Vegetables		1	27.33	31.12	.000*	
	Mean					SD
	Meets					4.08
Did not meet	3.87	0.95				
Sleep		1	4.40	4.97	.026*	
	Mean					SD
	Meets					3.96
Did not meet	3.89	0.97				
Alcohol		1	5.25	5.91	.015*	
	Mean					SD
	Meets					3.99
Did not meet	3.90	0.93				
Tobacco		1	8.78	9.96	.002*	
	Mean					SD
	Meets					3.95
Did not meet	3.81	0.96				

$P \geq 0.05$ Mental Health Status: 1 Poor, 2 Fair, 3 Good, 4 Very Good, 5 Excellent

Social Health Status

Social health status was impacted by only two of the health behaviors (physical activity and fruits and vegetables) using a one-way analysis of variance with a significant difference of $p < 0.001$ between students who reported engaging in safe or moderate amounts of a health behavior compared to those who reported engaging in unsafe amounts or did not meet national guidelines in regard to their social health. Table 4 highlights the means and standard deviations for each variable.

The influence was compared using a step-wise linear regression, which generated three models. The first model, with an adjusted square of .020 and $F(1, 2563)$ and $p < .001$, included exercise behaviors and was selected because the other two factors had minimal contribution.

Table 4
Difference between Health Behaviors and Self-Rated Social Health Status by ANOVAs

		df	Mean Sq	F	Significance	
Exercise		1	30.59	36.618	.000*	
	Mean					SD
	Meets					4.09
Did not meet	3.87	.096				
Fruits and Vegetables		1	19.57	22.92	.000*	
	Mean					SD
	Meets					4.11
Did not meet	3.93	0.94				
Sleep		1	.316	.366	.545	
	Mean					SD
	Meets					3.99
Did not meet	3.897	0.9596				
Alcohol		1	7.24	8.41	.004*	
	Mean					SD
	Meets					3.92
Did not meet	4.02	0.89				
Tobacco		1	.832	.965	.326	
	Mean					SD
	Meets					3.99
Did not meet	3.84	0.97				

$P \geq 0.05$ Social Health Status: 1 Poor, 2 Fair, 3 Good, 4 Very Good, 5 Excellent

Discussion

Few studies examine health behavior variables in relation to perceived health status among college students. The purpose of the present study was to examine the impact of health behaviors (physical activity, nutrition, sleep, alcohol and tobacco use) on perceived physical, mental and social health status among college students. There were several health behaviors that had a significant impact on physical, mental and social health status.

Physical Health Status

Results of this study suggest that college students who reported engaging in safe or moderate amounts of a health behavior compared to those who reported unsafe behaviors or did not meet national guidelines and their self-reported physical health status. It would be expected that physical activity, nutrition and sleep behaviors would have a significant impact on one's physical health; there is plenty of evidence to support that relationship (Bauman et al., 2012; Wellman, Kamp, Kirk-Sanchez, & Johnson, 2007).

However, alcohol and smoking usages were not anticipated to have such a significant impact. While these behaviors are destructive to one's health, college students are still being newly exposed to these behaviors and thus, have not experienced long term effects on their health with regard to alcohol and tobacco usage. However, this study also revealed that there is a significant

difference in physical health between those who engage in low risk usage compared to those engaging in higher risk usage. This finding is consistent with previous research as negative consequences from heavy drinking were associated with poor physical, mental and social health status (LaBrie, Kenney, & Lac, 2010).

Mental Health Status

Similar to physical health, mental health status was impacted by each of the health behaviors; however, not with the same degree of significance. While both exercise and nutrition had a significance level of .000, tobacco had a significance level of .002, alcohol had a significance level of .015, and sleep had a significance level of .026. The influence was compared using a linear regression, and it was found that exercise behaviors were a major contributor to positive mental health. Although, several other studies have investigated the relationship between mental health status and alcohol and tobacco usage, the consensus is that moderate amounts seem to have a positive impact on mental health, while excessive consumption is associated with a negative impact on mental health status (Tanihata et al., 2012; LaBrie et al., 2010).

Social Health Status

Social health status was impacted by only three of the health behaviors (physical activity, fruits and vegetables and alcohol usage) with a significant difference of $p < 0.000$ for exercise and fruits and vegetables; alcohol had a .004 level of significance. Therefore, those physically active and eating and drinking appropriately were more likely to report higher social health status. The levels of alcohol consumption were not investigated in this study; however, based on previous research with social and mental health status it would be expected that the relationship between alcohol and adverse health would exhibit a J-shaped curve such that, compared to abstainers, light to moderate drinking may actually confer beneficial physical, mental, and social effects while heavy drinking may pose detrimental health risks (Agarwal, 2002; Doll, Peto, Hall, Wheatley, & Gray, 1994).

Limitations

There were several limitations to this study. First, nonprobability sampling methodology limits the generalizability of findings. Further, when participants volunteer for a study, motivations for these actions need to be investigated. However, only a limited amount of incentives were given for participating, minimizing the impact of this concern. Additionally, in studies that use self-reported information, participants may give socially desirable responses. Honest responses were an expectation of this study. The

cross-sectional research design may also constitute a limitation of this study for this type of research methodology only ascertains what was currently happening at a particular point in time. Consequently, temporal implications and interpretations of the data are limited.

Conclusion

The present study suggests that students achieving the recommended amounts of physical activity, fruits and vegetables, sleep, and refraining from excessive alcohol and smoking had higher ratings of both perceived physical and mental health. However, perceived social health was significantly different between those who met the physical activity and nutritional recommendations and those who exceeded safe alcohol consumption. Physical activity and nutrition appeared to have the greatest influence on all three health status ratings, indicating the importance of addressing physical activity and nutrition in lifestyle behavior interventions in order to impact individuals' health status.

It is important for health education specialists to help students reach outlets for both learning about and achieving recommendations for physical activity and nutrition. Most universities and college have recreational centers or fitness centers on campus for their students. It is vital to have a referral system in place to help link students to university resources such as registered dietetics or fitness professionals. In addition, health education specialists ought to advocate for both health and physical activity curriculum requirements at the university level; this way all students receive the essential information and develop skills to continue their fitness for a lifetime.

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Developing Professionalism as a Student by Joining Health and Physical Education Professional Organizations

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Abstract

Student involvement in Health and Physical Education professional organizations can be a valuable experience. There are numerous benefits for students and faculty that make it worthwhile for the time, effort and money expended by the Health and Physical Education major, faculty, department, and professional organization. Some of these benefits include setting students apart from their student peers (Trulock, 2011), networking with peers and other professionals and gaining experiences that translate into their professional careers. Drawbacks of membership by students may be perceived when funds to pay for fees are non-existent or their available time to participate is monopolized by other activities such as course work, family commitments and employment. Providing financial support and modeling the value of professional membership is one of the first steps to assist the student in considering the possibilities of joining the Health and Physical Education professional organization. Membership in a professional organization offers leadership opportunities and the chance to be mentored by a future fellow professional which creates meaningful experiences for students as they transition toward their respective career paths.

Student membership in Health and Physical Education professional organizations can be beneficial to students' growth as well as the organizations they support. According to Astin (1984), student involvement is the energy exerted in scholarly and extracurricular activities, such as involvement in professional organizations. Trulock (2011) indicated that employers are seeking students who can demonstrate involvement in experiences in their field. This involvement sets students apart from their peers (Trulock, 2011) while making a difference in their professional growth.

Being involved in a Health and Physical Education student organization may help build a conduit to the professional organization as the two often go hand in hand with community involvement, forming networks at multiple professional levels (local, state, regional, national and international) and getting involved in events that benefit students, the university, professional organizations and the profession at large. Intentionally engaging in their professional growth from the first year in college until they graduate also fosters

personal growth. Students gain confidence in speaking about their major and staying abreast to changes in the field. They also gain the knowledge and skills necessary for job opportunities. Employers seek candidates who are willing to learn, yet are self-assured in their ability to network and develop partnerships.

Benefits of Involvement in Health and Physical Education Professional Organizations

There are numerous benefits students may gain by becoming involved in a Health and Physical Education professional organization, such as the opportunity to network with professionals and other students in the Health and Physical Education field. This could lead to procuring a job, student teaching placement, internship attainment, and opportunities to generate innovative research ideas (Petrini, 2014). Group cohesiveness, professionalism and ethical behavior can be developed as well. Students can also gain up-to-date knowledge in Health and Physical Education by reading professional journals from the organization's scientific databases (Academy of Nutrition and Dietetics, n.d.) and attending sessions at conferences and workshops (Kelso, 2014).

Benefits can be gained by students giving back to the profession through service opportunities available in professional organizations. An example would be by serving as an officer in a Health and Physical Education professional organization which can be a great leadership experience (Diekman, 2011). This experience may provide the student with leadership, time management and organizational skills when done well. These are transferable skills that can be exemplified in the classroom, student teaching, internships and future employment. Another example would be serving on a student advisory committee, which gives students a voice to raise concerns about various issues that impact their lives as a student and future employee. Opportunities may also be given to students to publish/write for student newsletters/journals and to read about what other students are doing to serve or participate in their profession (Academy of Nutrition and Dietetics, n.d.). They can also submit articles to the organization's journals which is an effective way to share one's expertise about a current topic or problem that needs to be solved in the profession. Valuable experiences can be gained by

presenting or working at conferences and workshops too, while building a more inclusive resume (Trulock, 2011). This is particularly important if a student wants to attend graduate school. Having a publication record as an undergraduate student is a great way to set the student apart from other applicants. There is also the sense of satisfaction for the volunteer's effort (Crossman, 2013).

Involvement in a Health and Physical Education professional organization provides the student with the opportunity to apply the classroom experiences to practice (Clark & Kemp, 2008). The application of concepts learned further reinforces the ability to think uniquely and creatively by participating in projects and in turn hones skills needed by Health and Physical Education professionals.

Potential Drawbacks/Barriers that Deter Students from Joining Professional Organizations

Initially students may not be involved in a professional organization due to the lack of awareness that a professional organization exists. They may not know the name of the organization or how to join and have little understanding about how they might be an effective member of the group. Confidence may also play a role in joining a professional organization as it may be intimidating at times to work alongside future career professionals when the student may be lacking perceived knowledge to successfully participate in an event. Students who are more out-going may readily join an organization while students who are shy may withdraw due to perceived demand and public attention.

The lack of time may be a drawback or barrier for joining a professional organization. Students may feel overwhelmed with all of the current responsibilities required of pre-professionals and may wonder why or how they might expend more time and effort to become involved in professional organizations. Family commitments and employment outside of the classroom, along with other important activities such as spiritual, child care and other obligations may be all the student is able to manage.

Students may see the cost of belonging to a professional organization as a barrier. Fees to join organizations, although they are discounted for students, may still be unaffordable even when or if the fees are subsidized by the students' university department. Students may not see the value in paying for a membership and determine that what they may potentially gain is not worth the cost.

Encouraging Students to Become Involved in Health and Physical Education Professional Organizations

Students may not understand the value and benefit of becoming involved in a professional organization. It is the responsibility of the Health and Physical Education advisor and faculty members to outline and emphasize the importance of student involvement. Advisors and faculty members serve as role models by being actively involved in professional organizations. When students see that their faculty members are officers in an organization, attend and present at conferences and workshops, and submit articles to the organization's journals, it sets the tone for students to follow. Students will be more inclined to be involved when their faculty members are involved.

There are numerous ways faculty members and advisors can support students' involvement in Health and Physical Education professional organizations. Assignments in class can be designed to require or encourage membership and involvement in the Health and Physical Education professional organization. Providing extra credit opportunities may also be an incentive for organizational involvement. During advisement times and class time students can be given information about organizations with the updated events and asked for commitments to attend.

If a Health and Physical Education Department has a major's club, setting goals for the membership to include active involvement in the Health and Physical Education professional organizations is key. The major's club can be instrumental in funding the professional involvement endeavors (Pickett, 1989). This involvement will be seen on a University level as well and also offers students the opportunity to partner with local and community projects. Developing partnerships with the local community will build bridges that benefit students, the institution and community for the future. Working with professionals in the community helps students practice the skills learned through their active membership with a professional organization.



Health and Physical Education Organizations to Join

The below organizations are specifically for Health and Physical Education majors:

- SHAPE America (Society of Health and Physical Educators) formerly AAHPERD (American Alliance for Health, Physical Education, Recreation, and Dance). This national organization's membership is primarily Health and Physical Educators. There are state and district SHAPE America associations for student membership (Society of Health and Physical Educators, n.d.).
- ASHA (American School Health Association). This association promotes school health and draws membership mainly from health educators, school nurses and doctors (American School Health Association, n.d.).
- SOPHE (Society for Public Health Education). Health education professionals and students from the United States and other countries belong to SOPHE and the local chapters (Society for Public Health Education, n.d.).
- APHA (American Public Health Association). This organization focuses on creating public health opportunities for all communities (American Public Health Association, n.d.).

Students can extend their interest to professional organizations in areas such as wellness, education, exercise science, and more. If students are unsure what organizations to join, becoming a member of the Health and Physical Education Department major's club is a great start.

What Can Organizations do to Increase Student Interest in Becoming Involved?

Organizations can create opportunities and activities specifically for students during the Health and Physical Education conferences and workshops. Sessions at conferences and workshops tailored for students' learning and professional needs are usually attractive to students who may be considering attending. Opportunities can also be developed for students to be the presenters for sessions. Inviting students to work at the conference or workshop as presiders, room hosts, recorders, and registration helpers is another method to peak students' interest (Pickett, 1989). A reception and job mart designed for students can be provided at the conference or workshop (Pickett, 1989). Student leadership conferences can be offered once a year as well (Pickett, 1989). Student scholarship awards can also be given during the conference (Kelso, 2014). Having recognition for the university with the highest student attendance at conferences is another effective way to encourage participa-

tion. Students should also be recognized by their respective institution for their participation in conferences.

If the Health and Physical Education department has a student association, this venue can be used to stay in contact with students and inform them of events. Arranging students to meet other mentors in their profession to partner with when participating in professional organizations is beneficial. Work may be shared with other students in the local clubs as a way of reinforcing the value of their presentations, posters or experiences in the professional group. Taking photos of students at events when appropriate is a way to archive their accomplishments and promote their work and important contributions.

Faculty members can help students to become "mini" experts by demonstrating and teaching the use of equipment at health fairs and events so that they have the opportunity to practice skills with faculty oversight and gain confidence about working in their future profession. Encouraging students to create their own topics based on needs they see in the profession or surrounding current themes in the profession is another effective way to reinforce faculty support.

Ways to Fund Student Professional Involvement

Once students understand the importance of becoming actively involved in professional organizations the question may arise, *how will they afford to be involved?* Often-times if the Health and Physical Education Department realizes that students are enthusiastic about being professionally involved, funds may be obtained from the department and/or student government association. The major's club can also create projects that will fund the cost of membership, travel, lodging, and registration fees for conferences. To strengthen commitment, programs can have students pay for the registration and event on their own, when possible, then reimburse after attending. These projects will be a valuable learning experience and opportunity for professional growth as well. Examples of some fund raising projects include:

- Ushering and running concession stands at university athletic events (Pickett, 1989);
- Selling shirts, candy, coolers, and mugs (Pickett, 1989);
- Sponsoring an event such as a fun run, triathlon, local food drive or other types of activities.

Summary

Student involvement in Health and Physical Education professional organizations can give students additional opportunities and enhance the college experience. It is the Health and Physical Education faculty, department and professional organization's

obligation to create an environment so that student involvement in organizations is seen as a valuable experience. Student participation in professional organizations has the potential to create a multitude of opportunities for them to learn, grow and benefit in their future work sites by gaining knowledge and experience in the field with their future peers. This involvement also allows students to partner with community entities at the local, regional, national and international level. These organizational contacts are often with individuals from other backgrounds. Membership and participation are vehicles to prepare students for the world they will encounter in their future careers. This engaging mentality will also encourage them to become active members of the professional organization as a colleague and in turn provide support to their alma mater. Professionals in the Health and Physical Education field, faculty and administrators, have a duty to inform their students about how to join, what costs will be reimbursed, the benefits and drawbacks to becoming a member and how they can be effective participants in their future professional organization.

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Advocacy Column

Progress Report:

Convened Stakeholders at Southern District Convention and developing joint action planning for 2015-2016. Members in attendance included:

Doug Joiner (Metro Atlanta safe routes), Debbie Kibbe (Georgia Health Policy Center), Daryl Rice (Atlanta Public Schools), Theresa McGuire and Mike Tenoschok (Ga. DOE), Marsi Thrash (American Heart Association), Brent Heidorn, Brian Mosier, and Kimberly Thompson (GAHPERD), Christy Kay and Adria Meyer (HealthMPowers), Kelly Cornet (Georgia Department of Public Health- Georgia Shaper), Sharon Rhodes and Julia Wilkinson (SUDIA- Power up to play 60), Chuck Truett (Gwinnett Co Schools), Nicole Hollis (Ga Safe Routes to School), Evelyn Cunningham and Detrius Jones (Georgia PTA), Kym Evans. RN (Ga PTA Health and Wellness Committee), Mark Anderson (Moderator and GAHPERD Advocacy), Brenda Segall (note taker and GAHPERD Advocacy)

Will represent the “Association” and serve on the 2015-2016 GAPTA Health and Wellness Committee and utilize this relationship to advance the causes of the “Association”.

Every Child Achieves Act Passes in Senate July 29, 2015

The Every Child Achieves Act passed the Senate with a bipartisan vote and supermajority to include health and physical education as core subjects and the reauthorization of the PEP grant. The Student Success Act passed the House on a last minute vote on strict party lines. The conference committee with education leaders from the House and Senate is expected to be assembled soon to come up with a compromise bill. Since the Senate bill was overwhelmingly bipartisan, it's likely that much of the bill will be retained during conference.

Anticipated Plans:

- Continue encouraging professionals and future professionals to join GAHPERD and attend the convention.
- Develop talking points/Info Graphic for teachers to use promoting “non-food-based fundraisers to be shared with principals and teachers.
- Explore the part-time funding of a legislative liaison/advocate consultant.
- Develop talking points for when contacting legislators.
- Incorporate advocacy initiatives in all GAHPERD Divisions where appropriate.
- Develop Honor Advocacy Honor Roll (Admin. Or Teachers).
- Organize and contact legislators (2015) and plan Advocacy Day on the Hill (2016).



Special thanks to Mark Anderson and
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submitting the content on this page



2015 Governor's Shape Honor Roll

PLATINUM

Elementary Schools

- *Avery Elementary - Cherokee
- *Barnwell Elementary—Fulton
- *Bells Ferry Elementary - Cobb
- *Big Shanty Intermediate - Cobb
- *Blackwell Elementary - Cobb
- *Boston Elementary - Cherokee
- *Buford Academy - Gwinnett
- *CB Watson Primary School - Houston
- *Chestnut Mountain - Hall
- *Chickamauga Elementary
- Chicopee Woods Elementary - Hall
- *Clark Creek Elementary - Cherokee
- *Clay Elementary - Cobb
- *Clubview Elementary - Muscogee
- David C. Barrow Elementary - Clarke
- Deerwood Academy - APS
- Dobbs Elementary - APS
- Dunbar Elementary - APS
- *E.C. West Elementary - Fulton
- E. Rivers Elementary - APS
- *Esther Jackson Elementary - Fulton
- Fourth District Elementary - Appling
- *Friendship Elementary - Hall
- Garden Hills Elementary - APS
- Gideons Elementary—APS
- *Grayson Elementary - Gwinnett
- *Greenbrier Elementary—Columbia
- *Hayes Elementary - Cobb
- *Hembree Springs Elementary - Fulton
- High Point Elementary - Fulton
- Hilltop Elementary - Houston
- *Holly Springs STEM Academy - Cherokee
- *Indian Knoll Elementary - Cherokee
- *Jackson Road - Griffin-Spalding
- *Keheley Elementary - Cobb
- *Knox Elementary - Cherokee
- *Lake Forest Elementary - Fulton
- *Lake Windward Elementary - Fulton
- *Largo-Tibet - Savannah-Chatham
- *Lyons Primary - Toombs
- M. Agnes Jones Elementary - APS



2015 Governor's Shape Honor Roll

PLATINUM

Elementary Schools

Meadowcreek Elementary - Gwinnett
Mirror Lake Elementary - Douglas
Morris Brandon Elementary - APS
Morrow Elementary - Clayton
*Mountain View Elementary - Cobb
*Mulberry Elementary - Gwinnett
Myers Elementary - Hall
*North Columbia Elementary - Columbia
*North Harlem Elementary - Columbia
Northwood Elementary - Fulton
Oakwood Elementary - Hall
*Ocee Elementary - Fulton
Pearl Stephens Elementary - Houston
*Pine Grove Elementary - Lowndes
*Pleasant Grove Elementary - Henry
*Riverbend Elementary - Hall
*River Ridge Elementary - Columbia
*Rocky Mount Elementary - Cobb
Sand Hill Elementary - Carroll
*Sardis Enrichment School - Hall
Shiloh Point Elementary - Forsyth
*Sixes Elementary - Cherokee
*Spout Springs - Hall
*State Bridge Crossing - Fulton
*Still Elementary - Cobb
*Sugar Hill Elementary - Hall
*Susan Stripling Elementary - Gwinnett
Tadmore Elementary - Hall
Tobacco Road Elementary - Richmond
Venetian Hills Elementary - APS
Villa Rica Elementary - Carroll
*Wauka Mountain - Hall
*W.C.Britt Elementary - Gwinnett
West Manor Elementary - APS
*Westmont Elementary - Columbia
*Westside Elementary - Lowndes
Whitefoord Elementary - APS
*Woodward Mill Elementary - Gwinnett
W.T. Jackson Elementary - APS

Middle Schools

Arthur Williams Middle School - Wayne

High Schools

*East Hall High School - Hall



2015 Governor's Shape Honor Roll

GOLD

Elementary Schools

- *Birmingham Falls Elementary - Fulton
- *E. Lovin Elementary - Gwinnett
- Johnston Elementary - Cherokee
- *Lake Park Elementary - Dougherty
- *Lewiston Elementary - Columbia
- Marlow Elementary - Effingham
- *Sherwood Acres Elementary - Dougherty
- *Stonewall Tell Elementary - Fulton
- Washington Wilkes Primary School
- Whigham Elementary - Grady

Middle Schools

- *Creekland Middle School - Cherokee
- *Dacula Middle School - Gwinnett
- *Duluth middle School - Gwinnett
- *East Hall Middle School - Hall
- *E.T. Booth Middle School - Cherokee
- *Freedom Middle School - Cherokee
- *J.E. Richards Middle School - Gwinnett
- *Mill Creek Middle School - Cherokee
- *North Hall Middle School - Hall
- *Osborne Middle School - Gwinnett
- *River Trail Middle School—Fulton
- Snellville Middle School - Gwinnett
- *South Hall Middle School - Hall
- *Woodstock Middle School - Cherokee

High Schools

- *Lowndes High School - Lowndes



2015 Governor's Shape Honor Roll

SILVER

Elementary Schools

- *Alice Coachman Elementary - Dougherty
- *B.B. Harris Elementary - Gwinnett
- *Ball Ground Elementary - Cherokee
- *Bascomb Elementary - Cherokee
- *Beaver Ridge Elementary - Gwinnett
- *Benefield Elementary - Gwinnett
- Blandford Elementary - Effingham
- *Burnette Elementary - Gwinnett
- *Camp Creek Elementary - Gwinnett
- Canton Elementary - Cherokee
- Clarkedale Elementary - Cobb
- *Clayton Elementary - Cherokee
- Corley Elementary - Gwinnett
- Crabapple Crossing Elementary - Fulton
- *Craig Elementary - Gwinnett
- Dacula Elementary - Gwinnett
- *Dr. M.H. Mason Jr., Elementary - Gwinnett
- *Early County Elementary - Early
- Ebenezer Elementary - Effingham
- *Euchee Creek Elementary - Columbia
- *Ferguson Elementary - Gwinnett
- *Free Home Elementary - Cherokee
- *Freeman's Mill Elementary - Gwinnett
- *Garrison Mill Elementary - Cobb
- Grove Park Intermediate - APS
- Grovetown Elementary - Columbia
- Guyton Elementary - Effingham
- *Hannan Magnet Academy - Muscogee
- *Harmony Elementary - Gwinnett
- Hephzibah Elementary - Richmond
- Kanoheda Elementary - Gwinnett
- *Lake Joy Elementary - Houston
- *Lawrenceville Elementary - Gwinnett
- *Level Creek Elementary - Gwinnett
- *Live Oak Elementary - Dougherty



2015 Governor's Shape Honor Roll

SILVER

Elementary Schools

- *Lyons Upper Elementary - Toombs
- *Macedonia Elementary - Cherokee
- Margaret Winn Holt - Gwinnett
- *Matt Arthur Elementary - Houston
- McKendree Elementary - Gwinnett
- Mimosa Elementary - Fulton
- *North Columbus Elementary - Muscogee
- *Oak Grove Elementary - Cherokee
- *Parsons Elementary - Gwinnett
- *Rincon Elementary - Effingham
- *Rosebud Elementary - Gwinnett
- *S.L. Lewis Elementary - Fulton
- *Samuel E. Hubbard Elementary - Monroe
- *South Effingham - Effingham
- *Sugar Hill Elementary - Gwinnett
- Waresboro Elementary - Ware
- West Bainbridge Elementary - Decatur



Middle Schools

- *Couch Middle School - Gwinnett
- *Crabapple Middle School - Fulton
- *Creekland Middle School - Gwinnett
- *Dean Rusk Middle School - Cherokee
- *Gwinnett Online Campus - Gwinnett
- Holcomb Bridge Middle School - Fulton
- *Lee County Middle School - Lee
- Locust Grove Middle School - Henry
- Northwestern Middle School - Fulton
- *Trickum Middle School - Gwinnett



High Schools

- *Cherokee High School - Cherokee
- *Etowah High School - Cherokee
- *Evans High School - Columbia
- *Gwinnett School of Mathematics, Science, & Technology



2015 Governor's Shape Honor Roll

BRONZE

Elementary Schools

*Harbins Elementary - Gwinnett
Riverside Elementary - Gwinnett



Middle Schools

Barber Middle School - Cobb
*Blackmon Road Middle School - Muscogee
East Columbus Magnet Academy - Muscogee
Ebenezer Middle School - Effingham
Lanier Middle School - Gwinnett
Perry Middle School - Houston
Whigham Middle School - Grady



High Schools

*Heritage High School - Rockdale
Lanier High School - Gwinnett
North Hall High School - Hall
*River Ridge High School - Cherokee



Sound the Drums ... Strong States! Strong District!



Future Dates

October 25-27, 2015	Georgia AHPERD Annual Convention at the Hilton Atlanta/Marietta Hotel & Conference Center
October 27-31, 2015	SHAPE America PETE/HETE National Convention in Atlanta
January 21-23, 2016	Share the Wealth Physical Education Conference in Jekyll Island
February 10-13, 2016	SHAPE America Southern District Convention, Williamsburg, VA
April 5-9, 2016	SHAPE America National Convention & Exposition in Minneapolis, MN

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) or complete the membership form on the next page.

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.

GAHPERD Membership Form

Please print clearly and provide all information requested. This will help us serve you better. Make check payable to GAHPERD and send this form with payment to: Kim Thompson, GAHPERD Executive Director, 9360 Highway 166, Winston, GA, 30187.

Please include all requested information

New: _____ Renewal: _____ Female: _____ Male: _____

Last Name: _____ First Name: _____

Classification and Membership Dues (check one)	1-year	2-year	3-year
_____ Professional (includes full time grad student)	\$25	\$45	\$65
_____ Retired	\$12	n/a	n/a
_____ Future Professional (undergraduate student)	\$8	n/a	n/a

(please circle)

Preferred Mailing Address: (Street, Apt. #)

(City)

(State, Zip)

County of Residence:

County of Employment:

School/Organization/Employer:

Home Phone: _____ Work Phone: _____

Cell Number: : _____ AX Number: _____

Email Address: _____

Second Email: _____

Employment Classification:

- | | |
|---------------------|---------------------------------|
| _____ Elementary | _____ Two-Year College |
| _____ Middle School | _____ College/University |
| _____ Secondary | _____ City/County Administrator |
| | _____ Other |

Other Memberships:

AAHPERD _____ Yes _____ No GAE _____ Yes _____ No
 Membership #: _____ Membership #: _____

Areas of Interest:

Division (check one)

- _____ Dance
- _____ General
- _____ Health
- _____ Physical Education

Sections (check two)

- _____ College/University
- _____ NAGWS/Men's Athletics
- _____ Recreation
- _____ Future Professional (Students check here)
- _____ Elementary PE
- _____ Middle School PE
- _____ Secondary PE