Enjoy this electronic issue of The Bulletin. Thank you to all contributors for the following:

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President Elect Rob Silliman and Past President John Battista Attended Speak Out Day in March.

Advocating for quality health education and physical education with Senator Murphy was a highlight for Rob Silliman and John Battista at Speak Out Day.
Making Healthy Food Choices

By Maura Brum
Black Rock School, Bridgeport, CT
CTAHPERD Mini Grant Recipient

This year we introduced a healthy foods unit for our students with autistic spectrum disorder (asd) in grades 2-4. This unit was aligned with our district health curriculum, Health and Balanced Living. After giving an assessment the first month of school, we identified our students with asd did not grasp which foods are healthy and did not understand why their food choices mattered. Our goal was for students to learn the importance of choosing healthy foods, how eating healthy foods can positively impact their bodies and lastly, to be able to identify foods that are healthy.

Since many of our students with asd learn best using visual story boards and pictures, we created the unit around Gopher’s Nutrisystem Health in a Hurry Bean Bags. The bean bag set contained both healthy and unhealthy foods.

Throughout the unit we used stories, games, homework assignments, and responsive circles to implement the curriculum. For example, we read The Gulps, by Marc Brown and Rose Mary Wells. The story introduced the Gulps, a supersized family who only ate unhealthy food. Their car breaks down by a farm and that’s where the Gulps learn about healthy foods. They try lettuce, beans, and apples that are grown on the farm. After trying and enjoying fruits and vegetable, they change their eating patterns and start to feel better and have more energy. Students then used the bean bags to identify unhealthy foods the Gulps ate.

We ended the lesson by having a responsive circle, where students shared words to describe how they thought the Gulps felt when they ate junk food. The students generated the following words: “tired”, “sad”, “lazy”. Then they came up for words to describe how they thought the Gulps felt after they ate healthy food. The students shared the words “happy,” “playing” and “busy”.

After students were able to name and sort the healthy and unhealthy foods we played another game, “Health in a Hurry”. This was a relay style game where students had to run down and chose a bean bag. If the food on the bean bag was healthy, they put it in their shopping bag. If the food was unhealthy, they put it in another teams’ shopping bag. We then looked through every group’s shopping bags and sorted the bean bags into healthy and unhealthy piles.

Another assessment we used was having the students track the foods they ate over the course of a day. We then found bean bags with those foods and had them sort their personal food choices into healthy or unhealthy piles. This was great because the students could easily see if they were making healthy food choices.

Our students have made amazing progress and are now able to identify healthy foods and unhealthy foods. They also connected eating well helps your body feel well. We are planning a “Tasting Day” as the unit’s culminating activity. Students will generate a list of healthy foods they have never tried. We will then spend a class tasting the foods students are interested in trying.
The Importance of Mentorship: An Undergraduate Student Perspective

By David Samaroo and Dr. Catherine P. Abel-Berei, Southern Connecticut State University

According to Ingersoll (2003), 46% of all teachers in public schools will leave the profession within their first five years of teaching. Rikard and Banville (2010) identify many unique concerns related to this trend. These concerns are linked to a school environment that includes poor administrative and parental support, difficult teaching loads, heavy administrative loads, feeling powerless and isolated, and conflicts with colleagues. Undeveloped teaching skills, poor classroom management skills, management of student behavior, and inadequate lesson preparation can also deter teachers from continuing their careers as educators (Rikard & Banville, 2010). Research suggests additional concerns related to the struggles faced specifically by beginning physical education teachers; including the low status of physical education and the lack of respect given to the profession by members of the school community (McCormack & Thomas, 2003; Schempp, Sparkes, & Templin, 1993), physical isolation within the school setting, fewer colleagues available for support, and a lack of appropriate resources or teaching space (McCormack & Thomas, 2003). Mentorship is one strategy to help aid beginning teachers in alleviating these concerns, as well as coping with the stress related to a new career in education.

Mentoring is a relationship between an experienced person and someone who is not as experienced (Bierema, 1996; lancu-Haddad & Oplatka, 2009). It includes the process of nurturing and providing varying degrees of mental, emotional, and pedagogical support (Bierema, 1996; lancu-Haddad & Oplatka, 2009). When it comes to the mentoring relationship, Feiman-Nemser (2001) has suggested, good teachers are not necessarily good teacher educators, and may not be suited to effectively fulfill mentor roles. In fact, good teachers may know remarkably little about beginning teacher development and may even “withhold assistance due to the enduring belief that teaching is a highly personalized practice of finding one’s own style” (p. 1033). Knowing all great teachers may not be good candidates to fill mentor teacher roles, the question becomes, how do we identify the essential traits of an effective mentor for new, emerging teachers? This article will discuss the traits needed to be an effective mentor, the traits needed to be an effective mentee, and the benefits of engaging in a mentor-mentee relationship.

Traits

Schein (1978) proposes a mentor fills eight roles, including teacher, sponsor, confidant, door-opener, role model, talent-developer, proctor, and leader. Regardless of the varying definitions and perspectives on what constitutes mentoring, it has been shown that the more experienced a mentor is, the more likely he or she is to be an effective mentor (Schein, 1978). In addition to simply experience, there are many qualities of an effective mentor. Batty, Rudduck, and Wilson (1999) and Knox and McGovern (1988) explain the critical characteristics of an effective mentor include someone who is reliable, approachable, a good listener, trustworthy, honest, competent, and encouraging; someone who is knowledgeable with experience and is willing to share their knowledge; someone who is willing to facilitate growth and give critical, positive, and constructive feedback; and someone who has the ability to deal directly with the protégé. When examining mentor teachers’ development of mentoring skills from the perspectives of pre-service teachers, mentor teachers should have six distinct skills in order to offer emotional support within the mentor-mentee relationship. These skills include summarizing content, showing attentive behavior, giving positive opinion, showing genuineness, summarizing feeling and giving
information (Hennissen, Crasborn, Brouwer, Korthagen, & Bergen, 2011). Additionally, pre-service teachers perceived their role to include five specific skills in order to offer task assistance within the mentor-mentee relationships. These skills include asking for concreteness, helping in finding and choosing alternatives, asking for something new, giving advice and giving information (Hennissen et al., 2011). Prior to engaging in a mentor-mentee relationship, each individual within the relationship should reflect upon several questions, both individually and together, in order to gain the full experience of working together:

- What is a mentor?
- What is the role of a mentor?
- What skill should an effective mentor exhibit?
- What are some benefits of mentoring?
- What does it mean to be mentored?
- What is the role of relationships in mentoring? (Russell & Russell, 2011)

**Benefits**

There are many benefits to engaging in a mentor-mentee relationship. Mentoring can increase self-esteem through individual attention that the mentee receives (Batty et al., 1999). Self-esteem can then affect the motivation of the mentee, and lead to enhanced achievement for the mentee (Batty et al., 1999). In turn, a mentee can enhance and “recharge” the teaching skills of a mentor (Russell & Russell, 2011). The mentor-mentee relationship can promote self-reflection for both individuals (Russell & Russell, 2011). Last, a mentor and mentee can develop a friendship over the course of their time together. Rikard & Banville (2010) found almost all of the first year teachers within their study considered their mentors a friend.

Both the mentor and mentee should be gaining from the experience of helping a beginning teacher grow into their career. For example, in a study by Bullough (2005) related to mentoring, one participant who was a mentor teacher stated, “I don’t know about the rest of you, but I can promise you that everyday something goes far beyond my reach. Every day, the interns, bring something to me that’s interesting and that I’ve never seen before. I have a lot of experience to share, but I can’t share expertise I don’t have” (p. 152). In addition, Purkey and Siegel (2002) explain the mentor-mentee relationship on a university campus, “The student is...The most important person on the campus. Without students there would be no need for this institution. Not a cold enrollment statistic, but a flesh-and-blood human being with feelings and emotions like our own. Not someone to be tolerated so that we can do our thing. They are our thing. Not dependent on us. Rather, we are dependent on them. Not an interruption of our work, but the purpose of it. We are not doing them a favor by seeing them. They are doing us a favor by giving us the opportunity to do so.”

These perspectives can also be applied in a beginning teacher setting. Experienced and beginning teachers can create relationships where both individuals contribute to the relationship, and rely upon one another to learn new ideas, provide advice to each other, and grow as teachers.

Retrieved from:
https://www.holmen.k12.wi.us/departments/mentor-information.cfm

**An Undergraduate University Student’s Perspective**

My name is David Samaroo and I am a senior undergraduate student studying Physical Education Teacher Education at Southern Connecticut State University (SCSU). Throughout my four-year journey learning how to become a physical education and health education teacher, I have sought professors with certain qualities to mentor me. I look for qualities such as the professor’s organizational skills, passion for their craft, motivation to further their career, and willingness to challenge their students to be the best they can be. In the
past, my previous mentors displayed these traits and I feel I have excelled tremendously. Dr. Abel-Berei has been a mentor from me since my first semester at SCSU. Having Dr. Abel-Berei as a professor has showed me what a true professional should be. Her organization was the best I have ever experienced. Her directions were clear, providing me with more than enough information to complete each assignment. This set the tone for what all teachers should be doing. Dr. Abel-Berei also seeks advancement in her career. Dr. Abel-Berei has been a speaker at CTAPHERD conferences, as well as writing and publishing articles. During our student teaching, Dr. Abel-Berei observed me teaching and only interrupted when she could offer a tip or strategy to help my teaching. Other than that, she watched from afar and allowed me to make the mistakes that are normal to make when learning how to become a teacher. She did not offer answers, rather she challenged us to think systemically and put in effort to solve issues we were having. This challenge helped develop me into a well-rounded student teacher.

From my perspective as an undergraduate student, there are specific qualities I look for in a mentor. I recommend the following qualities for professors who may fill mentor roles in the future, or those who already fill mentor roles, in order to maximize your experience with a mentee.

- Professors should be available for their students. For example, allow multiple ways for the mentee to reach you. If you are unable to be reached, then you cannot provide help to the mentee.
- Professors should allow students to fail to gain their own experiences, yet be available to guide the mentee throughout these experiences. The mentee needs to be able to go through growing pains. By doing this, the mentee can learn much needed lessons in their career.
- Professors should set an example through their organizational skills, communication skills (open and positive), provide honest feedback, and be able to recognize and work with the strengths of the mentee.
- Professors should realize the smallest gestures matter. For example, I have a professor, Dr. Misasi, who sends frequent emails and reminders for class announcements and assignments. She checks in on me after any meeting we have. She always is asking for updates, and is always going above and beyond to ensure her students are set up for success.

Professors should edit their program to improve their overall abilities. Professors should try not to be stuck or happy with your current skill set. Professors, no matter how experienced, should show desire to improve in their own career. For example, my professors are actively engaged in professional development opportunities that contribute to the health and physical education field: Dr. Abel-Berei frequently presents at the CTAPHERD conference on technology, Dr. Fede continuously looks for new methods to improve her Physically Active School Systems (PASS) Program, and Dr. Swartz is a speaker at the CTAPHERD conference on preschool physical education activities.

- Professors should be able to read their students. They should seek to discover what their students are uncomfortable doing and help figure out how to address and fix the concerns and struggles. As students, sometimes we cannot see or realize what we are doing; we need a "spotter" to pick up signals that we normally may not be able see.
- Approachability! Students cannot talk to you as professors if we cannot approach you. It is important for professors to create a safe environment where students can talk to you about anything. From my perspective, providing compassion and empathy goes a long way for students.

As stated earlier, the mentor-mentee relationship is a two-way street. While there are specific qualities of an effective mentor, there are also specific qualities of an effective mentee. I recommend the following qualities to all of the students who may fill the role of mentee throughout their careers as students or beginning teachers. Please consider the following traits in order to maximize your experience with a mentor.

- Students should recognize their needs to grow. You should find a mentor who can help you grow by making the things you are good at great, and making the things you are ok at good. Ultimately, the mentor should help the mentee grow, learn and improve to be the best of their abilities.
- Students should have a willingness to learn. You should come into any situation open and ready to listen. You should be ready and willing to grab ideas related what your mentor is saying and to
modify it to what you are good at doing. Students should show the desire to go beyond what the professors are just teaching in class. How do you do that? Take initiative, ask questions, be actively engaged, and discuss ideas you have.

✓ Students should be able to see something and then ask themselves, “How can I make this better?” That is where brilliance is.

✓ Students should actively observe and take notes during observations and in class; this is crucial to understanding why things work. When in the moment, you will never relive that moment, and since it wasn’t you doing that experience, you tend to forget the information. Documenting the experience witnessed will help you keep track of what happened, replay the information accurately, and gain those skills witnessed during the observation or learned in class.

Conclusions
It is important that teacher education programs continue to work collaboratively with schools to develop and implement effective mentoring programs for new, emerging teachers (Russell & Russell, 2011). Mentorship has the potential to provide young teachers emotional support, a sense of trust and care, positive support, offer empathy, and provide detailed feedback, all of which helps develop the teachers of the future (Hennisen et al., 2011). It will also help the mentors in their own career by giving them a sense of “recharge” for their own career, as well as the satisfaction of know they helped shape a young teacher’s career (Russell & Russell, 2011). I know for myself, I would not be where I am today without the help of my mentors. My mentors keep me highly motivated, interested in learning new ideas and concepts, and provide me with feedback to help promote my growth as a young physical education professional.

References
Pre-Service Professional Development Day

By: Connor Hill - Students from all levels of our program came, and participated in many activities that helped to improve both their “model” teaching dispositions, and overall outlook on developmentally appropriate and safe Physical Education practices. We thank CTAHPERD for assisting in funding this event. I know I can speak for the rest of us when I say that this event will not be the last one like it at Eastern, where it is student run and alumni facilitated!

Photos by: Abigail Moran, Social Media Assistant, School of Education and Professional Studies/Graduate Division
Apps Du Jour

By Mike Ginicola
Nichols Elementary School, Stratford
CTAHPERD Vice President Dance

Gif Me (Free/$1.99)

Gif Me! is a great way to create and share short video in animated GIF or MP4. With it you can set up skills stations in class and run on a phone or tablet that shows students how to perform without you having to be present. You can also project multiple GIFs via projector or TV that allows students to refer to when practicing any skill. The app itself is easy to use, being very streamlined and from start-to-finish takes hardly any time at all. You do need to pay for the full app to get rid of the ads and watermark, but it's inexpensive at $1.99. The app comes loaded with many options such as:

* Capture frames with camera
* Import photos from your album
* Import a video file
* Import a live photo
* Real time color filters
* Add a frame, text on the animation
* Stop motion or video mode
* Send by email
* Share on social networks (Facebook, Twitter, Instagram)
* You can remove watermark in settings
* You can create stop motion, time lapse, slideshow or wiggle gifs

PodOmatic (free)

With over so many physical education-based podcast episodes and mixes published, The Podomatic Podcast Player makes it easy to tap into any one of those episodes quickly so that you can explore in the car on the way to work, while out for a jog or at the gym. You can create playlists to group your favorite podcasts & music mixes, all for free!

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- Mini Player - Play an episode then minimize the player to keep the episode playing in the background with the all new Mini Player. You can pause and play the episode from here while you navigate through the app.
- Notifications - Get notified when a podcaster publishes a new episode, or when a new Facebook Friend joins PodOmatic.

Popular podcasts with great P.E. content:

https://voxcast.podomatic.com/ (Jorge Rodriguez)

https://peumbrella.com/ (Ryan Ellis)

https://www.shapeamerica.org/prodev/podcast.aspx?hk ey=5b5a8484-4956-41bd-9223-efa676b445fa (SHAPE America)

Apps Du Jour is an ongoing column for the bulletin. If you are excited about an app, and would like to share how you have incorporated the app into your class or professional life, please contact me at ginicolam@stratk12.org or on Twitter @PhysEdDepot.
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Promoting Physical Activity through Measurement and Assessment

By Dr. Tan Leng Goh
Central Connecticut State University

Children are recommended to engage in at least 60 minutes of physical activity (PA) per day to acquire health benefits. Unfortunately, only 20% of adolescents in the U.S. reportedly engaged in sufficient activity to meet the relevant PA guidelines (Physical Activity Guidelines Advisory Committee, 2018). Unsurprisingly, physical inactivity is one of the causes of the obesity epidemic in the U.S., leading to cardiovascular diseases, diabetes, certain cancers, and weight-related health problems (National Center for Health Statistics, 2011). Thus, increasing PA among children and adolescents through school wide PA promotion has been gaining momentum in the U.S. To that end, schools are encouraged to implement Comprehensive School Physical Activity Programs (CSPAP) which encompasses quality physical education, before, after and during school activities, as well as activities that engages school staff, family and community (Centers for Disease Control and Prevention, 2013).

Physical Education programs across the country are strongly encouraged to incorporate the SHAPE America’s National Standards to develop or revise existing standards, frameworks and curricula. Particularly, Physical Education Standard 3 states that, “The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness” (SHAPE America, 2013). One strategy for achieving Standard 3 is through the effective measurement and assessment of students’ PA levels, which could serve as a baseline measurement and a motivator to encourage students to be more physically active. Three forms of PA measurements that can be easily adopted in schools are: 1) PA logs, 2) pedometers, and 3) heart rate monitors.

PA logs are an easy way for students to self-record the amount of time they engage in PA within and outside school, with a goal of achieving 60 minutes of PA per day. While PA logs are easy to use and cost nothing, one disadvantage is that it cannot accurately measure PA in the moderate to vigorous PA levels. See sample log below:

<table>
<thead>
<tr>
<th>Day &amp; Date</th>
<th>Activity # of minutes</th>
<th>Activity # of minutes</th>
<th>Activity # of minutes</th>
<th>Total # of minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>PE (30minutes)</td>
<td>Soccer (20 minutes)</td>
<td>Walking (10 minutes)</td>
<td>60 minutes</td>
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<td>4/18/19</td>
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<tr>
<td>Sunday</td>
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</tr>
</tbody>
</table>
Pedometers offer an accurate and inexpensive method to measure and assess students’ PA levels. According to Tudor-Locke et al. (2011), primary/elementary school children should accumulate 13,000-15,000 steps/day for boys, and 11,000-12,000 steps/day for girls, while adolescents should accumulate 10,000-11,700 steps/day. Students can use their PA logs to record their pedometer step counts and teachers can subsequently use the PA logs to educate students on the strategies to increase their daily step count, and ways to purposefully incorporating more walking/running throughout the day. While pedometers can accurately measure ambulatory movements, it is limited in its function to measure aquatic activities and other cardiorespiratory activities such as rowing and cycling.

Finally, heart rate monitors provide an effective measurement and assessment of students’ engagement in PA in the moderate to vigorous PA levels. Schools may use heart rate monitors during physical education classes, before and/or after school programs to record students’ PA levels. Heart rate monitors allow teachers to view, analyze and evaluate students’ PA easily online, and use the results to motivate them to live a healthy lifestyle. While heart rate monitors can accurately measure students PA levels in moderate to vigorous activity levels, it can be costly and are rarely used outside of the school setting, and hence may not be able to measure students’ out-of-school PA levels.

In view of rising levels of PA inactivity among children and adolescents, PA measurement and assessments among students can be an effective strategy to promote PA through education and motivation. The 3 different PA assessment techniques suggested in this article can be used in conjunction and/or separately to measure/assess students PA levels within and outside schools. Finally, strategies to engage in more PA through comprehensive PA programming with students’ family and the community can also be introduced during physical education.

References


SHAPE America (2013). Grade-level outcomes for K-12 physical education. Reston, VA.


CTAHPERD Regional Workshop Windsor, CT ~ March 21, 2019

Our speakers for this day long health workshop included: Dan Weidmann, Everfi; Rene Carfi, The Brain Injury Alliance of CT; Lori Mediate, Fairfield Public Schools; and Dr. Patricia McDiarmid, Western CT State University.
Sexual Health Activity - STI Scramble

By Dr. Patricia McDiarmid
Western Connecticut State University

Materials needed:
1. STI cards (see below)
2. Questions and questions with answers documents

Time: 15 – 20 minutes

Description of the Activity: This activity challenges the students to showcase knowledge related to STIs in a “guess-who” interactive response to verbal questions posed by the teacher moving to one of the four corners of the room. This is designed to teach participants some basic information about sexually transmitted infections, including their causes, symptoms, and treatments. It can be used as a pre-test of current knowledge, a review of the STI information presented in an instructional session or can stand on its own as a way to teach about various STIs.

Steps to Execute:

1) Distribute STI cards to all or small groups of participants. Tell them “this is “who” or “what” you are for this activity." (somewhat like a role play). Depending upon class size, students might play multiple roles, students might play 1 role, or in small groups share the same role making a collective decision as to which segment of the room to move to when responding to posed questions.

2) Ask participants to stand up or report to a section of the room to answer each question. For example, if they think “they” are caused by a virus, have them move to the corner. After each question pause, ask if everyone agrees with where they are. Does anyone need to move or sit down?

3) Share the answer to each question after decisions are made to move to segments of the room interjecting content.

4) Questions to Pose:
1. What is transmitted by sexual intercourse (anal, oral, or vaginal)? Who is treatable?
2. What is transmitted skin-to-skin
3. What is NOT transmitted skin-to-skin
4. What is treatable?
5. Who is curable?
6. Who causes a discharge?
7. Who causes itchy, bumpy and/or open sores?
8. Who may not cause any symptoms at all?
9. Who is transmitted by IV drug use?
10. Who is vaccine-preventable?
11. What is caused by a bacterium?
12. What is caused by a virus?
13. What is caused by an organism/parasite?
14. What can be tested for with a blood test?
15. What can be tested for with a urine test (i.e., no vaginal or penile swab!)?

5) Answers for Each Posed Question:
1. What is transmitted by sexual intercourse (anal, oral, or vaginal)? All of them!
2. What is transmitted skin-to-skin? Genital Herpes, HPV
3. What is NOT transmitted skin-to-skin? Hepatitis B, HIV, Syphilis, Gonorrhea, Chlamydia
4. What is treatable? HIV, Genital Herpes, HPV, Hepatitis B, HPV
5. What is curable? Syphilis, Gonorrhea, Chlamydia, Trichomoniasis
6. What causes discharge? Chlamydia, Gonorrhea, Trichomoniasis
7. What causes sores/bumps/lesions? (itchy, oozy) HPV, Syphilis, Genital Herpes
8. What might have no recognizable symptoms at all? HIV, Trichomoniasis (in men), HPV, Gonorrhea, Genital Herpes
9. What is transmitted by IV drug use? HIV
10. Which ones are vaccine-preventable? HPV, Hepatitis B (Hepatitis A)
11. What is caused by a bacterium? Syphilis, Gonorrhea, Chlamydia
12. What is caused by a virus? Hepatitis B, HPV, HIV, Genital Herpes
13. What is caused by an organism/parasite? Trichomoniasis
14. What can be tested for with a blood test? Hepatitis B, Syphilis, HIV
15. What can be tested for with a urine test (i.e., no vaginal or penile swab!)? Chlamydia, Gonorrhea, Trichomoniasis, all in both men and women at a campus health center, walk-in clinic, etc.

Ways to Process/Access the Activity:
1. When all questions have been posed process as follows asking participants (verbal exchange or worksheet)
   • What surprised them most
• What they knew least about
• How they can protect themselves and their partners from contracting the STIs

1. Use a KWL formatted document to elicit information from participants

2. Use a Ticket-to-Leave at the conclusion of the activity

<table>
<thead>
<tr>
<th>Hepatitis B</th>
<th>HPV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syphilis</td>
<td>HIV</td>
</tr>
<tr>
<td>Genital Herpes</td>
<td>Gonorrhea</td>
</tr>
<tr>
<td>Chlamydia</td>
<td>Trichomoniasis</td>
</tr>
</tbody>
</table>
Stepping into Fitness

TLC Pedometer Program

By Deb Petuzzello

Middletown Public Schools

Teaching our special needs students various ways of staying fit is important. Thanks to a CTAHPERD grant, pedometers were purchased for that reason. Since fitness activities are not a part of the program, the pedometers were used to show the students a way to monitor the number of steps taken at different job sites with the understanding that movement can help attain or maintain fitness levels. The disabilities of the students include intellectual disabilities, learning disabled, autism spectrum, speech and language impaired, emotionally disturbed and multi-handicap - with a wide range of comprehension and communication skills of the students. The mission statement of TLC is as follows: Middletown Public Schools’ Transition to Life Center (TLC) provides students, age 18 – 21, with opportunities to increase their awareness of their own skills in the areas of independent living, careers, community resources, and day-to-day academics. Students then receive training in these areas, in order to enhance their skills and knowledge toward increased independence and improved quality of life. Experiences are designed around individual student’s needs as identified in each student’s transitional goals within his/her Individualized Education Plan (IEP).

Daily pick up of the pedometers and recording the numbers of their steps demonstrated to the students the daily habit of walking and monitoring the exercise level during the school day. Wearing the pedometers to their different work sites, the students documented their step count at the end of their day. I met with the group at the beginning of the program to discuss the purpose of the pedometers and how to use them (how to open, close, read and attach). The job coaches were also included in the lesson. After speaking to the school administrator, he had ideas on the pickup and use of the documented information for the students and was excited for the program to begin, thinking of ways to store, distribute and excite the students on the use of the pedometers.

Issues

After some trials, a form was developed that needed the signature of the job coach as well as the recorded student steps. It took some time to determine what skills the students possessed and if they could be transferred to picking up their pedometers and recording the data. The students needed reinforcement not only getting their pedometers every morning and returning them at days’ end, but recording their steps, as well.

The pedometers were placed in an area next to the student’s ID badges (the students had to get their badges every morning and return them at the end of the day) making it easier to get the pedometers at the same time.

A new form, which included daily work hours along with the pedometer readings, with assistance and corrections from the job coaches, solved the problem and the data was routinely obtained and recorded daily.

Another issue was the pedometers did not work for a student using a wheelchair. After going to the bike shop and explaining the situation, I was shown a measuring device that could be attached to the wheel of the wheelchair. We discussed the idea of getting one and it will soon be attached to the student’s chair once the student returns to school.

On a visit to the school, the coordinator, Mr. Burns, shared a spreadsheet and charts he had developed. The charts showed the job sites and number of steps taken at each site among other usable data. For example, the data showed that one student was more active working at the school kitchen than stocking at a store. Another showed that a student was more active alone than with a job coach. Not only was the pedometer project good for the students, but Mr. Burns was able to use that information to put his students in the best situation for them – a student who needed to move more because of hyperactivity could be assigned to the sites that kept him moving; another was assigned to those sites where he was more active to increase his level of activity.

Assumptions that needed to be explored were also made from reading the data: e.g. a student achieved more steps alone than with a job coach – was the job coach offering more help? Was the student more dependent on the job coach – maybe more than needed?
The goal of the program has changed. The students’ ability to understand the goal differed because of each student’s ability to comprehend. The fact that the pedometers have become a part of the students’ daily routine imparts the importance to the students of keeping those stats while tracking their steps. For the students, routine is important for learning. The unforeseen piece of the program is the use of data for the coordinator. What was shown with the data could be used to place students according to their needs and individualized programs. The coordinator was excited with that knowledge and its’ use in the program – as was I.

Evaluation

The pedometer program for the Middletown Transition Center was a success – not necessarily for reaching all the objectives, but for the use of the information that was obtained and the habits that were formed during the process. The objectives for the program are stated below:

1. The student will be able to record and chart steps daily.

Results: All the students were able to record their steps daily. After some trials and errors, the students were all able to record their steps daily – some with help from the job coaches. A form was devised that added the steps to other information that was needed for the school. The forms were shared with me as well as the data taken from them.

2. In their journal, the student will record and list in order of least to most active job sites (according to step counts) demonstrating understanding of the activity level required for the different job sites.

Results: A journal was not kept – the students returned to the school at different times from their job sites making it difficult to keep a journal. Each student kept a simple log of their steps, while the director of the school, Mr. Burns, charted the steps for each job for each student. Many of the students were unable to comprehend the differences in step count with the different job sites, but were able to record their steps daily. The supervisor was able to see the differences with the step count and use that information to individualize the jobs for the students according to their needs.

3. The student will be able to demonstrate the use of the pedometer.

Results: The students were able to put on the pedometers, were able to read them and return them to their proper place. The range of disabilities made the objectives change somewhat, but all did learn how to use the pedometers. The fact that the use of the pedometers became part of their routine showed that using the pedometers had become a learned behavior. Many knew the purpose of the pedometer was to count steps but I am not sure many understood the importance of taking more steps could improve their health. When asked, some could respond, others could not. That is another step that could be taught at another time for some of the students.

The students who will be at the school next year have learned how to use the pedometers. I would like them to continue with the program and circle the largest number of steps each week – working up to keeping their own journal. Replacement pedometers purchased should be the clip on type – they are easier to attach than the sliding ones purchased. The director was excited with the information he had gained from the students’ logging in their steps and was able to use that information. He created charts showing the steps the student had at their different job sites. The next step is getting some of that information to the students for their use - small pieces at a time.

CTAHPERD Mini Grant applications for the 2019-2020 school year are due June 1 and available on our website - https://ctahperd.org/grants/
Criteria include: membership for one year prior to the application; project must relate to health, physical education, recreation or dance; benefit CT students and/or teachers; project must supplement or enhance the existing school/agency curriculum; project will be judged by the degree the project will meet stated needs of students and/or teachers; Project must be sustainable. Applicants may have not received a grant in the previous year.
Use of Technology for Physical Activity and Physical Education

By Doug Carley and Dr. Michelle Ferrer
Eastern Connecticut State University

In the Physical Activity Guidelines for Americans, it states that being physically active is one of the most important actions that individuals can do to improve their health. It is recommended that children and adolescents engage in 60 minutes or more of moderate to vigorous physical activity daily (CDC, 2018). We know that both individuals with and without disabilities struggle to hit this goal. Only 18% of adults with disabilities reported achieving their regular moderate to vigorous physical activity goal compared with 33% of adults without disabilities (CDC, 2007). These numbers are similar to youth and adolescents with disabilities who also tend to be less physically active and engage in physical activity 4.5 times less than peers without disabilities (Rimmer, 2008).

By looking closely at the relationship between physical activity and health, we can see that individuals who engage in physical activity less tend to have negative health-related conditions such as cardiovascular disease, cancer and diabetes (CDC, 2011). As it is, children and adolescents with disabilities already have a higher prevalence of being overweight, which can lead to chronic conditions such as high blood pressure, hyperlipidemia, and insulin resistance (Rimmer, 2007). Low levels of physical activity can also present a higher risk of creating secondary conditions to their disability such as mobility limitations, extreme levels of deconditioning, fatigue, pain, pressure sores, depression, and social isolation (Tsan-Hon, 2005).

It is important for Physical Educators to advocate for physical activity as much as possible in, and out of, their classes. The CDC School Health Guidelines suggest that students get the majority of their daily amount of physical activity from Physical Education class (CDC, 2011). This puts a heavy emphasis on Physical Educators to provide students with disabilities the opportunity to develop skills and improve physical fitness through physical activity.

Since students with disabilities are getting less physical activity than their same age counterparts, motivation and increased time engaging in physical activity in Physical Education is a top priority. This is where the use of assistive technology can provide significant benefits and aid in functional capabilities. Assistive technology is defined under the Individuals with Disabilities Education Act (2004) as any item, piece of equipment, product, service, or system that is used to increase, maintain, or improve the functional capabilities of students with disabilities. Assistive technology ranges from mobility aids such as wheelchairs, prosthetics, ramps, and walkers to sport equipment, specialized grips, and computer software. Assistive technology can have a significant positive impact on a student’s physical education experience if the student is interested in it, has the ability to utilize it, has awareness surrounding the assistive technology (AT), and has the training to use it. Each student is going to have different needs and interests, so finding out what style and kind of equipment that fits the individual best is key.

This is why the AT process and a unified Individualized Education Program (IEP) team go hand in hand. All of the individuals on the IEP team need to work together to support the AT needs of the student. It is essential for the physical educator to have wide-ranging knowledge of the available devices and services for their students. A thorough understanding of AT options will allow the physical educator to determine what devices or equipment meet the individualized needs of each student and assists them in meeting SHAPE America National Standards and Grade Level Outcomes for Physical Education. AT can range from visuals such as task cards, picture or written cues, to auditory devices such as beeper balls.

![Image of visual aids]
Whether the assistive equipment is purchased commercially, modified or customized, the devices will aid functional capabilities supporting the students' learning, independence, self-esteem and quality of life (Reed, 2007). For example, a student who struggles with communication can benefit from visual supports such as a “first/then” card. This can consist of colored photos of objects used and line drawing symbols to the reinforcer, or “reward”. The individual can visually see what needs to be done first in order to gain the reinforcer that they desire (Cohen, 2018).

Another example is the use of the beeper ball or a custom variation that can easily be created such as a whiffle ball with a bell placed inside. Students who have visual impairments may not be able to participate in many physical activities that involve striking, kicking or throwing due to not being able to see the ball. With these purchased or custom-made balls they will have the ability to hear where the ball is and actively participate resulting in them being more physically active. Because the ball utilizes the student’s auditory abilities it allows them to participate in a variety of activities, they may others not have the opportunity to engage in. The use of such equipment can aid in increasing time engaged in physical activity, thus mitigating the health conditions associated with decreased physical activity.

References


Sound the Alarm!
A new paradigm needs implementation now

By Dr. Robert Axtell
Southern Connecticut State University

I recently attended the New England Chapter of the American College of Sports Medicine Spring Meeting in New Britain, CT (4/26/19) and heard Dr. Avery Faigenbaum speak and raise awareness about pediatric physical activity, pediatric dynapenia, and whether or not young athletes are strong enough for sport. Dr. Faigenbaum spoke about the global epidemic of physical inactivity during childhood and adolescence and how the consequences lead to increased levels of cardiometabolic, musculoskeletal, and psychosocial risk factors. Faigenbaum, Rebullido & MacDonald introduce a pediatric inactivity triad which includes physical illiteracy, exercise deficit disorder (<60 minutes of moderate to vigorous physical activity daily (MVPA), and pediatric dynapenia (decreased muscle strength and power) (2018).

Physical literacy is defined as the “motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life” (Whitehead 2013). A recent systematic review identified that the development of movement competency is a key concept embedded within the construct of physical literacy (Edwards et al., 2017). The sooner a foundation of movement competency can be laid through exposure to fundamental movement patterns, the more likely an individual will maintain high levels of physical activity throughout their lifespan. Faigenbaum and Bruno (2018) suggest a new paradigm as it relates to where muscle fitness resides on the youth physical activity pyramid (currently 2nd to last rung of the ladder so to speak). They suggest that muscular strength is the key component of fitness that holds the other components of fitness together. Faigenbaum and Bruno suggest that a new youth strength fitness pyramid with strength being the center component with aerobic power, skills, and mobility flanking to the right and left of the centerpiece (strength). These two authors present forty different strength activities they title Animals in Motion (an example of FUNdamental Integrative Training) that I have addressed in this column previously. The Animals in Motion example incorporates safe progression so all participants have the opportunity for small successes. The majority of the FIT exercises engage the body as a unit (mind and body). By using the animal theme, the teacher can “talk the child’s talk” while painting a picture of the desired movement pattern (Faigenbaum and Bruno, 2018). Utilizing a game-like approach teaching style places the class focus on having fun which is a key component of youth fitness programs.

The new Physical Activity Guidelines (2018) demonstrates physical activity levels continue to decline in this country. The new guidelines continue to emphasize MVPA that focuses attention on aerobic activity. Now is the time to act and try something different...a new paradigm with a focus on muscle strength and power which allow all other aspects of fitness to be developed. Physical Education teachers can have a profound impact on developing young competent movers and should not overlook the importance of integrating engaging strength activities that incorporate fundamental movements such as squatting, lunging, jumping, and running into their classroom activities (Roetert, 2019).
References


SHAPE AMERICA NATIONAL CONVENTION – COLLEGE BOWL – APRIL 10, 2019
Top Row CCSU teams & Bottom Row ECSU teams

Congratulations on your participation!
CCSU Student Leadership Workshop

By Arielle Hall
CCSU PE Club President

Plans were made by the executive board of our PE club to organize the event with sponsorship by CTAHPERD. We invited Matthew Demarco, a recent CCSU graduate, to speak about how to be a successful student in our program, about student teaching, handling edTPA, and the do’s and don’ts of the first year of teaching. The Keynote speaker, Chris Wanner, spoke on how to be a successful teacher in the field, how to be a leader in public/private school systems, how to handle coaching, extra circulars, and teaching. We invited all the CTAHPERD Executive Council members to join us for a panel at the end and answer some questions from the students! The executive board of our PE club ran the activities and was responsible for setting up and organizing the very successful event. THANK YOU!

SCSU Student Leadership Workshop

By Steven Samela and Lindsey Witte
SCSU PE Club Treasurer and Secretary

The PE Club hosted a Professional Development Workshop on April 30, 2019. The workshop was available to all SCSU Physical Education Teacher Education students and faculty. We invited Jay Cebula, Hamden Physical Education Teacher, to visit as our guest speaker. He taught physical education activities content and talked to undergraduates about teaching Physical Education and the profession as a whole. We also invited the current SCSU student teachers to talk about their student teaching experiences and provide their advice! Thank you CTAHPERD for your sponsorship of the event!
CTAHPERD MEMBERS HONORED AT SHAPE AMERICA NATIONAL CONVENTION

Dr. Catherine Abel-Berei
SHAPE America Mabel Lee Award

John Battista
Eastern District Linda Woods Huber Acknowledgement Award
Eastern District Outstanding Professional Leadership Award

Ellen Benham
Eastern District Honor Award

Dr. Jan G. Bishop
North American Society of Health, Physical Education, Recreation, Sport and Dance Professional Fellows
Eastern District President’s Citation

Carol Ciotto
SHAPE America Joy of Effort Award
Eastern District Tilia J. Fantasia Service Award
Eastern District President’s Citation

Dr. Tan Leng Goh
SHAPE America Helen Heitmann Young Scholar Award
Eastern District Margaret Paulding Lecturer Award

Joseph Maffiolini
Eastern District Robert M. Pate Scholarship

Dr. Daniel Swartz
Eastern District Outstanding Professional Leadership Award
Executive Director’s Message

By Connie Kapral

At the end of each fiscal year Executive Council members review and evaluate their role in meeting our stated mission:

Our mission is to advocate for healthy lifestyles by providing leadership and professional development opportunities that increase knowledge and sound professional practices.

We advocated for healthy lifestyles by providing full color banners to schools that participated in Project ACES in May. If you have not contacted Ellen Joly (ejoly@lisbonschools.org) for your banner, please do so as soon as possible to ensure you receive one! Include your name, school name, and mailing address when contacting Ellen. Share a photo or two from your event if possible!

CTAHPERD provided leadership by contacting state and federal representatives regarding Title IV, Part A, funding, quality health education and physical education instruction, and adjusting the age of tobacco products purchase to 21. President Elect Robert Silliman traveled to Washington, D.C. to speak to our representatives in person during SHAPE America’s Speak Out Day.

CTAHPERD members lead the way in governance in the Eastern District of SHAPE America. Members-at-Large include Catherine Abel-Berei, Marybeth Fede and Tan Leng Goh and Executive Director Carol Ciotto. In the coming year, John Battista will serve as President Elect and Ellen Benham and Marybeth Fede as Members-at-Large for 2019-2020.

It was an honor to serve on the SHAPE America Organizational Review Task Force this year and carry out the General charge: This task force will conduct an organizational review as a follow-up to the reorganization that was implemented in 2013-2014, establishing SHAPE America. This review will consider the revised structure and function of the unified organization and make recommendations to the Board concerning revisions or adjustments, as needed, to maximize positive governance and organizational effectiveness. (SHAPE America Board of Directors, August 2017).

The Executive Council provided leadership by offering two new services to members – General Liability Insurance coverage and 10% discount for PE Central courses.

Professional development opportunities included:

Summer Workshop in New Haven on August 14, 2018
Regional Workshop in Shelton on November 6, 2018
Annual Fall Conference in Cromwell on November 15 & 16, 2018
Regional Workshop in Westport on March 7, 2019
Regional Workshop in Windsor on March 21, 2019
Regional Workshop in Middletown on May 6, 2019

To increase knowledge and sound professional practices CTAHPERD published a weekly electronic newsletter and one print issue of The Bulletin in October and two electronic issues – Winter and Spring.

Without the leadership provided by our Executive Council members, Regional Directors and Fall Conference Committee Chairs, fulfilling our mission would be very difficult! Sincere thanks to the following: Karen Bosworth, President; Robert Silliman, President Elect; Jan Bishop, Past President; Ellen Benham, Treasurer; Cindy Dysenchuk, Secretary; David Harackiewicz, Bulletin Editor; Kathy Nauber, Office Manager; Cathy Abel-Berei, Student Advisor; Kathy Marone, Community Service Coordinator; Mike Ginicola, VP Dance; Christie Lombardi, VP Health; Steve Pernal, VP Physical Education; Alicia Potash, VP Recreation; Ashley Caldeira, VP Elect Dance; Jon Adams, VP Elect Health; Mike Bantle, VP Elect Physical Education; Kate Petrella, VP Elect Recreation; Luke Clavet, Student Representative; Jennifer Marrone, Student Representative; John Battista, Senior Advisor; Laura Fiore, Regional Directors Coordinator; Amanda Amtmanis, Region I Director; Jennifer Mitteness, Region II Director; Lisa Galske, Region III Director; Barbara Brooks, Region IV Director; Steve Dreger, Region VI Director; Marybeth Fede, Conference Program Assistant; Amy Gagon, Exhibits Manager; Diane Wright, Conference Site Manager; Shirley Hughes, Awards Reception Manager; Janice Skene, Scholarships; Trish Pandolfo, E News Assistant. THANK YOU ALL!

Welcome Amy Gagon, President Elect and VP Elects Christie Lombardi, Melissa Patterson, Taylor Savage, and Tracy Stefano.

Contact me at any time to help us further our mission! ckapral@ctahperd.org