*Future*Focus

Ohio Journal of Health, Physical Education, Recreation, and Dance

COACH

OAHPERD Leadership

The Ohio Association for Health • Physical Education • Recreation • Dance

CONTENTS

Make It Happen, Make It Matter

Sue Sutherland, OAHPERD President

I was sorry to miss the 2018 OAHPERD Convention and want to offer my sincere appreciation to everyone who stepped in to cover for me leading up to, during, and after Convention. In particular, thanks to Carol Falk and the convention committee, Kevin Lorson, Mary LaVine, Traci Grissom, Lisa Kirr, and Jessica Ballard. I know those of you who were able to attend Convention had a great time sharing best practices, networking, catching up with old friends and making new ones, socializing, and celebrating Health, Physical Education, Recreation and Dance in Ohio! If you were not able to attend, we look forward to welcoming you this coming year from December 4–6, 2019 at Kalahari for Convention.

The theme for this year's OAHPERD Convention, and indeed 2019, is *Make it Happen, Make it Matter.* I challenge each and every one of you to continue to build on the energy and engagement we saw and experienced last year, and commit to finding a way to help OAHPERD *Make it Happen, Make it Matter.* Are you looking to gain some new ideas or share some best practices? You can join us at Convention in December and/or at the OAHPERD Summer Institute on June 6, 2019 at Scottish Corner's Elementary School in Dublin, Ohio. Are you looking to become more engaged in OAHPERD? There are many opportunities to share your energy, enthusiasm, and skills with OAHPERD; just reach out to myself or Executive Director Lisa Kirr to explore the possibilities.

Celebrating the hard work and success of our members at all levels of the organization is important. On behalf of OAHPERD, I want to thank the Board of Directors for their tireless work and support this past year in the face of some tough decisions. The dedication of these professionals who work on behalf of the organization is to be applauded. For yet another year, Kevin Lorson has spearheaded the advocacy efforts of OAHPERD through his unrelenting work on Health Standards. As you will have seen via the Legislative Update email, legislation to support Ohio adopting health education standards have been introduced to both the Ohio House of Representatives and Senate:

- **Senate Bill 121** was introduced by Senators Vernon Sykes (D-Akron) and Stephanie Kunze (R-Hilliard). Over 350 letters and countless phone calls were made by health education stakeholders in support of the bill. These efforts helped to gain additional bipartisan support from co-sponsors: Sen. Nickie Antonio (D-Lakewood), Sen. Hearcel Craig (D-Columbus), Sen. Teresa Fedor (D-Toledo), Sen. Peggy Lehner (R-Kettering), Sen. Cecil Thomas (D-Cincinnati), and Sen. Sandra Williams (D-Cleveland).

- **House Bill 165** was introduced on Monday in the House of Representatives by Rep. Beth Liston (D-Dublin) and Rep. Tavia Galonski (D-Akron). Additional co-sponsors include: Rep. Kristin Boggs (D-Columbus), Rep. Randi Clites (D-Ravenna), Rep. Jeffrey Crossman (D-Parma), Rep. Catherine Ingram (D-Cincinnati), Rep. Michele Lepore-Hagan (D-Youngstown), Rep. Mary Lightbody (D-Westerville), Rep. Adam C. Miller (D-Columbus), Rep. Michael J. O'Brien (D-Warren), Rep. Allison Russo (Upper Arlington), Rep. Kent Smith (D-Euclid), Rep. Bride Rose Sweeney (D-Cleveland), Rep. Terrence Upchurch (D-Cleveland), Rep. Casey Weinstein (D-Hudson).

On behalf of OAHPERD, I want to recognize and thank Kevin for this work and look forward to the day that we have Health Education Standards in Ohio.

I attended the SHAPE America Convention in Tampa from April 9–13, 2019 and caught up with many OAHPERD members who were also be in attendance. We always have a strong showing of OAHPERD members at the National Convention and this year was no different. I want to congratulate the following OAHPERD Members for their achievements:

- Selene Kelley (Gahanna Middle School South) on representing OAHPERD and Midwest District as the Middle School Teacher of the Year.
- Dr. Stephen Harvey (Ohio University) for receiving the Midwest District Scholar Award.
- Dr. Pam Bechtel (Bowling Green State University) for receiving the Midwest Association for College and University Physical Education (MACUPE) Scholar Lecture Award.

Last, but by no means least, I would like to extend my sincere thanks and gratitude for all the energy, effort, commitment, and hard work that our Executive Director, Lisa Kirr, and our Executive Assistant, Jessica Ballard, put forth for OAHPERD. We would be lost without them!

#What's Your Story?

Tracy Grissom, OAHPERD President Elect

A big theme this year at my school has been "#What's Your Story?" It has been used both with students and teachers. I have found with this challenging year that I am using it more than ever to get to know my students and families. Most students are not afraid to answer that question, but as a teacher, when the question was asked at a retreat and we had to create a storyboard and share, I was out of my comfort zone. However, I realized our stories make us who we are and helps to create our passions and beliefs.

How does this relate to OAHPERD? Well, my name is Traci Grissom and I am your President-Elect. I am very excited about this position as my passion is teaching and advocating for Health, Physical Education, Recreation and Dance. I have been teaching elementary physical education for 26 years in Dublin City Schools. My teaching career started as a traveling teacher, so I got to work with some great mentors for 6 years, and the last 20 years, I have been at Scottish Corners. During this time, I have also had the privilege of working with health teachers and all levels of physical education as a teacher-leader.

Personally, I have two awesome children: Abbi (16) and Drew (13) plus our dog Bailey; they keep me busy when I am not at school. Both of my children enjoy my outside passion of jump rope. I have coached the Dublin Sparks Jump Team for the last 10 years. In the last 2, I have taken several jumpers to the World Championship. This year I will take 6 to the National Championship in June. I have taught and coached most of these jumpers since 2d grade.

In my spare time, I am working on our OAHPERD Summer Institute, helping plan next year's Convention at Kalahari in Sandusky, and, in addition to my role on the AMJRF (American Jump Rope Federation) Board, trying to get jump rope to be an Olympic sport. Last year's Convention was a great opportunity to hear/see some great presenters plus get to spend time to with colleagues. The planning committee is really working hard to listen to your feedback from last year and improve this year's Convention.

Well that's my story. I look forward to getting to know your story!!

OCA-WPES Scholarship!
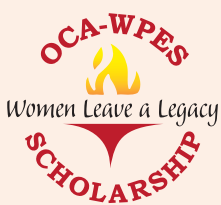
The OCA-WPES scholarship is to be awarded to either a female or male undergraduate student or young professional in HPERD-related fields. The fund must first reach $5,000 before the Awards and Recognition Committee can begin awarding money to deserving individuals. The funds are currently at $4,169.18. Read more about the legacy or make your donation at https://ohahperd.site-ym.com/page/wpesscholarship?

2019 OAHPERD Summer Institute

Registration Now Open!
June 6, 2019
Scottish Corners Elementary School, Dublin

Join your colleagues and friends for a day of professional development featuring sessions for Physical Education, Recreation, Adapted PE, Health Education & more!

Key Presentation Topics Include:
Health and Opioid Abuse Prevention
Education Curriculum
Social and Emotional Learning
Field Day Ideas
Innovative Health Education
Effective Health and Physical Education Curriculum
Adapted Physical Education
Technology in PE
Game Based Approaches

Cost to attend:
Student Members $25
OAHPERD Members $50
Non-Members $100
(Cost includes lunch)

Hotel Information:
Crowne Plaza Columbus-Dublin Ohio
Room Rate: $99 (includes breakfast for 2)
To make a reservation, please call
1-877-227-6963 OR use the OAHPERD booking link.

The reservation cutoff date is 5/22/2019

OAHPERD Association News

Lisa Kirr, OAHPERD Executive Director

Exciting things are happening in the OAHPERD office! In April, the Board of Directors approved a new website and member management software, scheduled to launch in June. I am excited to unveil the new website and hope it will lead to improved member communication and engagement. *Catch up with OAHPERD,* our monthly e-News, will continue to be delivered to your inbox each month and additional updates are sent out as needed in order to keep you well informed.

You can look forward to several new fundraising opportunities this year. OAHPERD has just collaborated with CATCH Global Foundation to pilot their new *Go Dough* fundraising platform this spring. Additionally, SHAPE America will begin their new *Health. Moves.Minds.* program in the 2019–2020 school year. Our members will receive information on both of these programs via email and through the website. In the meantime, you may contact the OAHPERD office with any questions.

The 2019 OAHPERD Summer Institute will take place on Thursday, June 6th at Scottish Corners Elementary School in Dublin, a suburb northwest of Columbus. This is a great chance to get together with your peers and other OAHPERD members for a day of professional development and fun! Dublin is a wonderful place to visit with great restaurants and shops, many of them brand new. I encourage you to spend extra time exploring the city. Registration for the Summer Institute will open in April.

The 2019 OAHPED State Convention planning is currently underway. You can look forward to another fun and educational convention December 2–6, 2019 at Kalahari Resort in Sandusky. Our keynote speaker this year will be Dan Tennessen, who has proven to be one of our most popular convention presenters over the past few years. The call for proposals will open in April and I encourage you to submit your compelling proposal. If you have never been a presenter and you are unsure of what to do, contact the OAPHERD office and we can assign you with a presenter mentor who will assist you along the way. Attendee registration for the Convention will open in September.

My responsibility as your Executive Director is to work with the members and Board of Directors to make the organization the best that it can be. The success of OAHPERD also depends on your support and involvement. If you have any ideas or improvements for the association please do not hesitate to email or call me at lisa@assnoffices.com or (614) 228-4715.

Make it happen and make it matter!
Sincerely,
Lisa Kirr

Corporate and Institution Recognition

Companies and organizations can support and be involved in OAHPERD. Corporate membership includes:

- Complimentary exhibit booth and special recognition at Annual Convention
- Complimentary Quarter page ad in *Future Focus*. Logo included in convention mobile app.
- Recognition on OAHPERD's website with link to company's website
- 10% discount on sponsorships

American Dairy Association Mideast

Arnold Fitness Kids & Teens Expo

G & G Fitness

Go Ninja

The following colleges and universities have committed to the HPERD profession by joining OAHPERD as an institutional member. Benefits include savings for students, student leadership opportunities, advertising opportunities, convention activity involvement, and much more.

University of Akron

Bowling Green State University

Ohio University

The Ohio State University, Health Science PAES

Wright State University

Youngstown State University

SHAPE America's New Service Learning Program!

SHAPE America is currently piloting their new service learning program called "Health. Moves. Minds." It will be ready for schools' participation during the 2019–2020 school year. The August launch of Health. Moves. Minds. was announced and celebrated at the SHAPE America's National Convention general session in Tampa. You too can see the catchy rap promotional video at https://youtu.be/egZNZ5jp4do.

Inspire healthy habits, fuel active minds, and teach kids to thrive physically and emotionally with this new, flexible service-learning program that students, parents, and the whole community will love!

Top 10 Reasons to participate in Health. Moves. Minds.:

1. You can choose your own physical activity theme like jumping, dance, obstacle course, or 5K, to name only a few, and participants can earn a t-shirt for school spirit days.
2. It's a program that starts in physical education but is geared for the whole child, whole school, and whole community.
3. This program has social emotional learning embedded in its standards-based lessons, activities and community-building ideas that can help kids live their best lives.
4. SHAPE America provides teacher-friendly, student-friendly, pre-made or editable professional looking teacher resources.
5. Program materials are complete for teachers and students in grade bands K–2, 3–5, and 6–8, including 4 lessons each.
6. Your entire district can participate because materials for high school are being developed. High schools still may participate by modifying the K–8 materials or by using the same themes in a spirit week format.
7. Up to 50% of the money raised comes back to your school in the form of a Gopher Sport Gift Card that does not expire. A charity-of-your-choice option is being piloted and more information will be available this summer.
8. You are helping your state and national professional organizations.
9. It is PE teacher tested and approved!
10. 2019–2020 is going to be a great year! Wouldn't you like to set the tone of your classes with these four words: KINDNESS, MINDFULNESS, EMPOWERMENT, and both physical and mental WELLNESS?

OAHPERD would like coordinators to sign up! Our goal is to have 200 Ohio schools participating in the 2019–2020 school year for the nationwide launch of Health. Moves. Minds.! Join us as we build a kinder, healthier future for our nation's youth. Are you interested? Sign-up to learn more at www.healthmovesminds.org!

If you have any questions, please email Sasha Taylor at Sasha.taylor@bss.k12.oh.us.

Sasha Taylor
sasha.taylor@bss.k12.oh.us

Traci Grissom
grissom_traci@dublinschools.net

Editor's Comments

Bob Stadulis

It has been almost a year since the previous issue of *Future Focus*. Due to budget concerns within the association, the Board of Directors felt it had to reduce the association's expenses in order to better balance its budget. The revised budget has been published on pages 68–69 for members to review.

Perhaps related to the reduction in the number of issues published each year, there are a record number of submitted and accepted articles in this issue. The six refereed articles begin with a review of characteristics of physical and health education in the state of Ohio in the first two articles. The next two articles focus upon physical activity within physical education classes and then extracurricular activity. These four articles speak to health and physical education teachers and are a must read (or so says one of the authors who is also an OAHPERD officer).

Knowing our members are also involved in coaching, Sheridan's next "Coaching Toolbox" offering in the series deals with using exercise as punishment—not! Then the fifth scholarly article provides a profile of strength and conditioning coaching in the state. And not to ignore the higher education association members, the final article by Strand provides a "best practice" example of using a "TED Talk" in a university graduate level leadership class of mostly physical education teachers and athletic coaches.

Given the diversity and quantity of manuscripts submitted for publication, the Editorial Board could use some new members to help authors improve their submitted efforts. I would urge members to consider offering their services to review an article or two in 2019–2020. Questions or interest? Contact the editor (futurefocus.res@gmail.com).

As of now, the next issue's publication is projected for next March or April. Authors wishing to submit manuscripts for consideration and review need to be received **no later** than **December 15, 2019.**

Tell Us About Your Successful HPE Programs

Easy-to-submit, easy-to-read! SHAPE America is creating a series of two-page summaries of inspiring projects and programs that exemplify best practices.

As an educator, you know that well-designed health and physical education programs are important to student success. Yet many in your community may not be aware of what you do and how effectively you can help children embrace a lifetime of physical activity, adopt healthy habits, cope with stress, and improve the quality of their lives. That's why SHAPE America is building a series of case studies that highlight best practices in health education, physical education and physical activity programs.

SHAPE America's new case study series supports its 50 Million Strong by 2029 commitment. Approximately 50 million students are currently enrolled in America's elementary and secondary schools (grades pre-K to 12). SHAPE America wants to ensure that by the time today's youngest students graduate from high school in 2029, all of America's children are empowered to lead healthy and active lives through effective health and physical education programs.

SUBMIT A CASE STUDY

A simple, online submission process makes it fast and easy!

Do you have an innovative, results-oriented health, physical education, or physical activity program to share?

Gain visibility and publicity for your program, your school, your community, and your district by sharing examples of HPE programs that illustrate best practices.

It's easy to submit a case study for consideration — just fill out the online form at **shapeamerica.org/casestudies**.

Read sample case studies at **shapeamerica.org/casestudies**

shapeamerica.org

Updating Your Coaching Toolbox:

Bridging the Gap Between Coaching Research and Practice

By Michael P. Sheridan

What is this column all about?

This column is the 19th in a series of articles in *Future Focus* written for coaches by a coach. The goal of this column is to provide information to coaches about recent research that is related to coaching in a user-friendly format. With this in mind, the author will briefly review a recent research article from a professional journal, critique it, and offer practical applications for coaches to use in their everyday coaching. It is the author's intent to encourage a realistic bridging of coaching science to coaching practice through discussions of realistic applications of research. This column will be written with coaches as the intended audience with the following assumptions:

1. Some coaches are interested in applying recent research from coaching science to their coaching.

2. Most coaches do not have easy access to professional journals that provide scholarly research on coaching science, nor do many coaches have time to read, understand, and digest articles in these publications.

3. Many of the scientific articles are written in a language that is appropriate for scholarly (academic) publications, but many of the writings are difficult to understand, thus making the application of the results to coaching practice difficult.

"Bridging the Gap between Coaching Research and Practice" is intended to offer coaches access to recent research in an easy-to-use set-up so that coaches may apply this knowledge to their coaching. If coaches also learn how to dissect and analyze research from reading this column, then this would be beneficial. Questions, comments, or suggestions about current and/or future articles and topics are welcomed at msheridan@tvschools.org.

Using Exercise as Punishment: It Works!

Now that I have your attention, you should know that I do not support the claim made in the title of the article. However, let's face it, despite many national organizations who dissuade the use of exercise as punishment (American Academy of Pediatrics Committee on Psychosocial Aspects of Child and Family Health, 1998; National Education Association, 2010; SHAPE America, 2009), many physical education teachers and coaches still use push-ups, wind sprints, extra laps, etc., to punish lazy effort, mistakes or to control athletes' misbehavior.

Why do otherwise knowledgeable professionals continue to use this archaic practice in their coaching methods?

Because it works.

With some small exceptions, in the short term, almost all punishment works. I often challenge my graduate students with the following scenario:

> **Sheridan:** "Have you ever been caught speeding and received a speeding ticket from a state patrolman?"
>
> **Student response:** "Yes."
>
> **Sheridan:** "Did that stop you from speeding immediately after the law enforcement officer let you go?"
>
> **Student response:** "Yes."
>
> **Sheridan:** "Did that stop you from speeding the next time you drove?"
>
> **Student response:** "No."
>
> **Sheridan:** "That is because punishment almost always works in the short term in the presence of the punisher. However, as soon as the punisher is absent (i.e., when the state trooper drives away), the unwanted behavior often returns (speeding)."

In coaching, we face a similar dilemma: when we punish athletes with exercise, they almost always immediately stop what they were doing. Perhaps they were lazy trying to recover a loose ball or they found themselves in an angry confrontation with a teammate or opponent because of rough play. The coach blows his whistle and screams "everybody on the line." This admonition is followed by players performing wind sprints until the coach determines that he or she has finally re-established control and that the unwanted behavior (laziness, emotional outbursts) is discontinued. When the coach discovers how easily he or

she was able to extinguish the behavior using exercise as punishment, the coach is convinced to use the strategy again. Coaches are reaffirmed that this behavior management strategy (Exercise as Punishment; EAP, Richardson, Rosenthal, & Burak, 2012) works because he or she quickly gets exactly what he/she desires (extinction of the unwanted behavior) and this often occurs without any pushback to his or her authority. No player wants to confront the coach out of fear of being forced to run even more. Unfortunately, this approach is very short sighted and we know that, instead of using EAP, there are much better behavior management strategies for educators and coaches to use that increase desired behaviors (e.g., being supportive to teammates, demonstrating on-task behavior, attention to detail, devoting great effort despite short term failure, etc.). Still, EAP is a popular strategy that is used by coaches and is a phenomenon that has just started to receive attention from researchers. Therefore, this article will review recently published research on the topic and provide applications for coaches.

Most coaches who support the use of exercise as punishment rationalize their behavior due to several factors. For example, coaches who use exercise as punishment believe that it makes athletes mentally tougher; almost immediately corrects athletes' misbehavior; teaches athletes that their behaviors have consequences; and that it establishes the coach as the authority figure in the team environment (Richardson et al., 2012). In fact, in Richardson et al.'s study of 189 physical education teachers and coaches attending a professional health and physical education state convention, over half (60%) of the participants surveyed indicated that they used exercise as a form of punishment to manage students' and athletes' behavior. Furthermore, some scholars support the use of physical activity as punishment (Seifried, 2008). For example, Seifried stated, "Punishment appears to be acceptable because it does not simply aim to inflict pain or suffering on an individual or group but to share information with the wrongdoer that their action was unacceptable and that it should not occur again for their benefit and others. Penalties, suspensions, fines, and corporal punishment can often serve this objective in an

> When the coach discovers how easily he or she was able to extinguish the behavior using exercise as punishment, the coach is convinced to use the strategy again.

acceptable manner" (pp. 373–374). Most coaches who use EAP defend their use of the strategy because it is "easier to control athletes' behavior." Anecdotally, we know that many coaches are embedded in a culture that values and promotes the use of exercise as punishment. In order to look more closely at this subject, the following article will be summarized. This research is one of the first published manuscripts that has sought to investigate coaches using exercise as punishment.

Article Review

Kerr, G., Stirling, A. E., MacPherson, E., Banwell, J., Bandealy, A., & Preston, C. (2016). Exploring the use of exercise as punishment in sport. *International Journal of Coaching Science, 10*(2), 34–52.

The authors (Kerr et al., 2016) wanted to examine the use of exercise as punishment within sport. This was an exploratory study that surveyed 335 college undergraduates enrolled in a university kinesiology/physical education program who had experience in competitive sport (mean years of experience playing sports = 12 years with average of 4 years at the highest levels of sport). Part 1 of the study included in-depth interviews with 12 retired male American university football players. These interviews established the necessary background to develop questionnaires for Part 2 of the research where information about the topic was collected from a larger sample of participants. Of the 335 respondents, 57% were female and 43% of the participants were male. Forty-five different sports were represented in the sample; the ages of the respondents were between 17 and 24 (mean = 19.92). Responses indicated that 88% (n = 296) of the athletes had experienced exercise as punishment in their sport. The most common types of punishment reported were continuous running, swimming, cycling, skating, and extra weight lifting, chin-ups, push-ups or sit-ups. Almost half of the participants (47%) indicated that they had to perform exercise as punishment occasionally and most often (74% of responses) the penalties were administered by the head coach. Most of the reprimands reported were experienced as a group punishment where one individual misbehaved and subsequently the entire team was punished.

Occasionally, individual athletes were singled out for punishment. Punishment most often occurred in a public place where other teams, spectators or staff members could observe the participants. Reasons cited for punishment included: "as a penalty for poor play from a previous game, being late, making errors, lacking focus, poor attitude, gloating, or displaying inadequate effort" (p. 45). Some players either observed or experienced exercise as punishment which caused them to vomit or pass out. Other players were made forced to participate in physical conditioning activities despite aggravating a pre-existing injury. Many respondents indicated that experiencing exercise as punishment led to feelings of discouragement, decreased enjoyment for the sport and poor relationships with the coach. Humiliation and embarrassment were also feelings that were reported by the participants. This was especially true when an individual was held responsible for a group punishment of the team. Fatigue, irritability, apathy and decreased enthusiasm were also reported by many athletes in this study. Despite these undesirable outcomes, the authors concluded that punishment through exercise is a normal part of sport training.

Applications for Coaches

The following are some facts for readers regarding the use of exercise as punishment:

- Corporal punishment is defined as "the use of physical force with the intention of causing a child to experience pain but not injure, for the purpose of correction or control of the child's behavior" (Imbrogno, 2000, p. 125)
- Although corporal punishment in schools is legal in 21 states in the U.S.A., it is prohibited in almost every other industrialized country in the world (National Coalition to Abolish Corporal Punishment in Schools, 2006).
- In 29 states, exercise used to punish is considered a form of corporal punishment that is illegal. (Dupper & Montgomery Dingus, 2008).

I can hear it now: old school readers thinking, "After all this time and too many years with his nose in the books, Sheridan has gone soft; he weeps for the weak." Well, maybe that is partially true. However, like most young coaches, I ran our kids for punishment. After all, it worked! There were some practices where we did not even get the basketball rack out of the equipment closet. We just ran until I determined that I had reestablished my position of authority or was able to assuage my anger at our team's sloppy performance from the previous night's game. I thought, "I showed them; how dare they play so poorly under my watch. I taught them better. How dare they embarrass me." Then I would dismiss the team, thinking that I had taught them a valuable lesson. Boy, was I wrong. I could tell from the players' reactions that mostly all I accomplished was to create resentment and hostility. I could sense that I did not improve team cohesion or respect, nor did I create mental toughness or reduce unwanted poor performance. I had it backwards: The lesson that should have been learned was one that I missed.

Ironically, we know that most athletes desire conditioning because they know that it helps them improve as athletes and it helps them push through comfort zones where growth can occur in areas such as strength, speed and agility. Most athletes

accept this part of conditioning as a required part of athletics. However, many coaches use exercise to punish players at practices following a poor performance from the previous night's game. Coaches assume that, if they punish the athletes 24 hours following a poor game performance, that this will result in improved play the next game. Think of the skewed logic behind this: you play poorly; I wait one day until the next practice to get back at you for embarrassing me; I scold you, admonish you, and torture you by making you run until you vomit. I publicly punish you thinking that this will inspire you to be eager to get back out on the court to proudly play again for your punisher, someone who just emotionally and physically berated you. Furthermore, using exercise as punishment serves to develop exercise/conditioning avoidance behavior. When the athlete leaves the competitive environment,

it seems futile to "punish oneself" by exercising. Can you imagine a fitness trainer demanding that you "drop and give me 10 push-ups" because you were late to your fitness class?

Unfortunately, we know that, instead of focusing on skill development and fun, many youth and interscholastic coaches try to emulate the professional sports model where winning is the only priority. By adopting this approach, and using exercise as punishment, coaches miss the opportunity to teach to young athletes the importance of developing healthy behaviors over the lifespan.

There has *got* to be a better way.

Dr. Jim Thompson, the founder of the Positive Coaching Alliance (PCA), suggests several strategies to use that are alternatives to punishment. For example, Thompson (Davis, 2017) suggests developing contracts between players, coaches, and parents about what is and is not

acceptable (e.g., using exercise as punishment); then 1) reward what you desire; 2) ignore what is undesirable and 3) if you cannot ignore some behavior because it is unsafe, dangerous or disrespectful, then intervene with the least amount of public attention possible. Table 1 outlines these suggestions and provides suggestions for practical application of these concepts.

We punish because it works-right? Actually, the results of the currently reviewed research (Kerr et al., 2016) shows that punishment fails to achieve many of the intended goals that we are looking to develop (e.g., more cohesive teams, willingness of athletes to buy into team philosophies, sacrificing individual goals for team goals, etc.). In fact, Dr. Anne Smith (former Wimbledon tennis champion and sport psychologist), stated, "Punishing athletes indicates a deficiency in coaches' ability to encourage, empathize and communicate" (Davis, 2017, p. 52). Let's hope that coaches challenge some of their mental models that still ascribe to the belief that using exercise as punishment is an effective pedagogical strategy and instead adopt more effective behavior management strategies with their athletes.

Readers are invited to email comments and/or questions about this article to: msheridan@tvschools.org

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TABLE • 1

Alternatives to Using Exercise as Punishment	
Alternative Concept	**Practical Application**
Reward behavior that you desire	Involve athletes in shaping their own performance goals (e.g., be the first to the floor for loose balls 100 % of the time) and behavioral goals (praise teammates for great effort that failed at least 3 times per game). When these goals are met, allow players to choose a favorite drill or game to play in practice and stretch them with new goals.
Ignore behaviors that are undesirable	If an athlete is speaking during the middle of your instructions, pause, wait until he or she becomes aware of the interruption, then begin again after posing a question: "Are we ready now?" If you have good leadership, the group leaders will often admonish their peers to "keep quiet" before moving on.
Privately intervene with any dangerous or disrespectful behavior	My days of publicly embarrassing kids are over. It makes the punisher feel remorseful and instills hostility and resentment in the coach-athlete relationship. However, it is essential to eliminate behaviors that are dangerous or disrespectful toward teammates, opponents, officials and others. Sometimes a private reprimand is needed followed by a warning that unacceptable behavior has consequences and will not be tolerated. If the behavior is repeated, the athlete should understand that consequences may result in a loss of playing time, removal from practice participation or dismissal from the team.

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Michael P. Sheridan, Ph.D. has more than 30 years of experience in education as a head college and high school coach, teacher, and administrator. Sheridan is an editorial board member and Associate Editor of the International Sport Coaching Journal (ISCJ), *a peer-reviewed journal for coaching education professionals. Sheridan is also a member of the editorial board of* Future Focus, *a refereed journal for the Ohio Association of Physical Education, Recreation and Dance (OAHPERD). Dr. Sheridan recently co-authored a book chapter titled* Career Decision Making *in Gould and Mallett's (in press)* Sports Coaching Handbook. *Sheridan is an elementary physical education teacher in the Tri-Valley School District.*

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Profile of Middle and High School Physical Education in Ohio[1]

Kevin Lorson, Brian Rider, James D. Ressler, Lezlee Ware, Holly Raffle,
Bethany Blinsky and Alexandra Wainwright.

Physical education plays a key role in improving Ohio's health status and to meet the goal of a healthy and physically active Ohio. Ohio middle and high school physical education teachers (*N* = 227) completed a survey that sought to describe teachers, course offerings, curriculum and how other stakeholders' value physical education. Teachers self-reported their undergraduate major was health and physical education (80.6%) while only 7.9% reported physical education (K–12 or 6–12). Only 14.4% reported holding the Adapted Physical Education Endorsement. Physical education course offerings in middle and high school were reported to be typically a semester in length. Teachers (88.9%) reported their curriculum was aligned with the Ohio Physical Education Standards and Evaluation. Sports and games were the most common topics, while dance and adventure education the least common topics included within the local curriculum. Teachers reported similar levels of perceived importance and teacher confidence with those topics. Teachers rated those stakeholders closer to their work environment as having a higher value for physical education than those outside of the school (state and local policy makers).

Keywords: physical education, teachers, curriculum, assessment, advocacy

Physical education plays a key role in developing a healthy and physically active Ohio. The Ohio Department of Education's (ODE) new strategic plan (ODE, 2019a) has focused on meeting the needs of the Whole Child and highlights the connection between health and education outcomes. The Whole School, Whole Community, Whole Child (WSCC) model is the American Society of Curriculum Director's and the U.S. Centers for Disease Control and Prevention's (CDC) recommended framework for improving students' learning and health in our nation's schools (American Society of Curriculum Directors, 2018). The WSCC Model highlights the School Health Components which every school should have to ensure the health, safety, and well-being of their students, staff, as well as provide a safe environment. The plan prioritizes four learning domains including "Well-Rounded Content" that includes physical education. As Ohio prioritizes health and education outcomes, the role and importance of health and physical education continues to evolve. It is important to understand Ohio physical education including policy, curriculum, practices and teachers. A better understanding of the current context for physical education will help to identify challenges and opportunities to meet our goal of a healthy and physically active Ohio.

Ohio teachers can become licensed by completing a bachelor's degree, an approved licensure provider program, and passing examinations including the Ohio Assessment for Educators (OAE) in physical education and pedagogical knowledge (ODE, 2019b). The ODE (2019c) currently lists 22 universities offering Baccalaureate or Post-Baccalaureate programs in physical education with 18 of those universities also offering health education licensure program. Another pathway to licensure for those holding a bachelor's degree may seek Alternative Resident Educator License. Prospects must request an evaluation from the department, pass designated Ohio Assessment for Educators content assessments, enroll in an approved Alternative Educator Resident Educator Institute, and be hired by a district, then complete additional requirements for a five-year professional license. The Adapted Physical Education (APE) endorsement

requires a Physical Education license, plus completion of an APE endorsement program. Ohio currently has three APE endorsement programs.

The ODE School 2016 Report Card Data reported 4,210.1 physical education teachers with an average of 2.8 teachers per 1,000 students (SD = 1.44). The 2017 Report Card Data identified 4,116.3 with 2.8 teachers per 1,000 students (SD = 1.49). For Adapted Physical Education (APE) Endorsements schools reported only 39.98 teachers in 2016. In 2017, the number increased to 123 APE Endorsed teachers or a rate of 0.2 APE teachers per 1,000 students in 2017 (ODE, 2018).

Ohio Revised Code (3313.603) requires high school students to complete one-half unit credit of physical education (ODE, 2015). The minimum hours of physical education to earn the one-half unit credit is 120 hours, whereas all other subjects are 60 hours. Students have a variety of paths to complete this requirement via the substitution/waiver, summer school, or credit flexibility. For the students to complete the substitution/waiver option the local school districts can adopt a policy where students can waive out of the high school physical education requirement by participating in two full seasons of interscholastic athletics, cheerleading, marching band or the Junior Reserve Officers' Training Corps (JROTC) and completing one-half unit in another curricular area (ODE, 2015). Students also have the Credit Flexibility option where students can earn their one-half unit by demonstrating the knowledge and skills needed within the course through a credit flexibility plan (ODE, 2017). In the summer school option students complete their required 120 hours during a summer class.

For students in grades K–8, schools are required to provide physical education as part of their course of study, but no minimum minutes are required by the state (ODE, 2008). The Ohio Physical Education Survey Report to the General Assembly (ODE, 2008) summarized the average duration and frequency for students in Grades 1–5 as approximately 60 minutes per week during 1.5 class meetings. Students in Grades 6–8 received approximately 80 minutes per week during approximately 2.1 classes per week. Advocacy efforts to increase physical education time requirements at the elementary or secondary levels have been unsuccessful.

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Ohio has a unique requirement for schools to evaluate students' progress towards using the Ohio Physical Education Evaluation (Lorson & Mitchell, 2016). Ohio is the only state that requires schools to report assessment data for each standard and benchmark to the ODE. Lorson and Mitchell (2014) summarized the first year of data from 2012–13 and found most schools were rated "Moderate" (85.36%) while only 13.14% were rated "Low" and 1.5% rated "High." Lorson, Musick and Mitchell (2016) reported similar rating for districts in the following year. The scoring system makes it very challenging for students and schools to earn a "High" rating. Lorson and Mitchell (2016) surveyed Ohio teachers to examine their perceptions of the impact of the Physical Education Evaluation, professional development, and the credibility of the profession. Descriptive data from the surveys suggested teachers felt the Ohio Physical Education Evaluation changed their approach to teaching, clarified the student learning outcomes, and led to new ideas or modified lessons (Lorson & Mitchell, 2016). Teachers did not perceive the assessments to be too difficult for students or to implement in their classes. In terms of overall impact of the evaluation on the profession, results were mixed. Since the study was completed after the first year of implementation the teachers did not identify significant impact on the standing of physical education within the district or a positive impact on the profession. However, teachers' responses suggest the evaluation led to change in their local curriculum. The purpose of this article is to examine the current status of middle and high school physical education in Ohio as it pertains to course offerings, planned curriculum, and perceived value of physical education in education.

Method
Participants

The researchers conducted a web search of all Ohio school districts and all middle and high school physical education teachers identified were included in the sample to receive the survey link. A total of 413 public middle and high school teachers responded to the online survey, representing 239 different schools. Of those, 351 (84.9%) reported teaching physical education, 303 (86.3%) were teaching middle or high school physical education, and the remainder

teaching elementary physical education. Teaching experiences of respondents averaged 16.7 years (SD = 9.1). After removing respondents who discontinued the survey early, the analysis was limited to the 227 teachers who reported teaching a required physical education course at the time the survey was completed.

Data Collection

The survey was created by using and adapting the Kentucky Health and Physical Education Profile Survey (Vorbeck, Ballard, & Holcomb, 2013) and the Efficacy for Standards-based Instruction (ESBI) survey (Buns & Thomas, 2015) to gain a better understanding of physical education teachers' experience, curriculum, and self-confidence for a wide range of topics. Survey items targeted information about teaching experience, education, district requirements for physical education, perceived value of physical education, perceived importance of topic, and self-confidence in teaching topic, and a self-assessment in demonstrating the 2017 National Standards for Initial Physical Education Teacher Education (Society of Health and Physical Education, 2017). Items regarding curriculum were modified to align with the Ohio Physical Education Standards and Evaluation.

Data Analysis

Survey items were analyzed using frequencies and descriptive statistics. No pattern differences or additional insights were found among the survey items when looking at the original five-point, Likert-like scales. Therefore, the original 5-level response items were collapsed into three categories where "high" represented responses 4 or 5 and responses of 1 or 2 were classified as "low."

Results

Teacher Profile

A majority (80.6%) of teachers responding reported holding an undergraduate degree in *both* health education and physical education in either K–12 (66.7%) or 7–12 (13.9%). The highest level of education reported by teachers was a Master's Degree (76.2%), Undergraduate Degree (23.1%) or Doctoral Degree (0.7%). Teachers typically completed a traditional path (90.7%) to licensure with fewer completing an alternative (5.8%), out of state (3.1%) or supplemental license (0.4%). An Adapted Physical Education Endorsement was reported by 14.4% of teachers responding.

School Profile

The majority of middle school teachers (grades 6–8) reported only one semester or one quarter of physical education offered in a year; a limited number of year-long physical education offerings were reported (see Table 1). High school teachers reported that most students enroll in a one-semester course. More teachers reported students enrolled in physical education in Grades 9 or 10. Teachers

<div align="center">TABLE • 1</div>

Percentage of teachers reporting physical education offered in each grade.							
Weeks	Grade 6 n = 77	Grade 7 n = 104	Grade 8 n = 106	Grade 9 n = 136	Grade 10 n = 120	Grade 11 n = 68	Grade 12 n = 67
Quarter	39.0%	34.6%	29.2%	2.2%	3.3%	5.9%	6.0%
Trimester	10.4%	8.7%	6.6%	1.5%	1.7%	1.5%	3.0%
Semester	35.1%	46.2%	51.9%	77.2%	82.5%	77.9%	77.6%
Year	15.6%	10.6%	12.3%	19.1%	12.5%	14.7%	13.4%

reported class sessions ranging from 30–90 minutes with an average class length of 45 minutes.

Teachers reported 72.8% of their schools offered the Credit Flexibility option and estimated an average of 25% of students in their school utilized Credit Flexibility. Based on teacher estimates, summer school is only offered in 39.5% of respondent's schools with teachers estimating an average of 11.6% of students elected this option. From the teacher self-report, the substitution waiver was offered in 58.1% of schools with teachers estimating 35.75% of students selected this option. Teachers reported most of their schools (77.9%) did not offer middle school students the high school credit.

Curriculum

Teachers reported their district physical education curriculum was updated within the last five years (46.8%), while 28.9% reported it has been more than five years since the last update. The remaining 24.2% of teachers did not know when their curriculum was last updated. A majority (88.9%) of teachers reported they felt their curriculum aligned with the Ohio Physical Education Standards, while 7.4% reported it was not aligned, and 3.7% did not know if their curriculum was aligned.

Curriculum Content.

Table 2 summarizes the physical education topics teachers reported were included in the district's curriculum or graded course of study for the required physical education course at the middle school (grades 6–8) level. Sports and games were the most common topics addressed followed by fitness skills. Among sports and games, target games were the least prevalent. Dance and adventure education were the least common in middle school. High school had similar results for the topics included in the curriculum.

TABLE • 2

Topics included in the Middle School and High School Curriculum

Standard Benchmark	Topic	Middle School n	Middle School %	High School n	High School %
1A	Fitness Skills	153	72.9%	165	79.3%
1A	Individual Performance Skills	110	52.4%	130	62.5%
1A	Adventure Education	25	11.9%	37	17.8%
1A	Dance	88	41.9%	82	39.4%
1B	Invasion Games	188	89.5%	175	84.1%
1B	Net/Wall	188	89.5%	175	84.1%
1B	Strike/Field	183	87.1%	170	81.7%
1B	Target	135	64.3%	141	67.8%
2A	Tactics/Strategies	175	83.3%	168	80.8%
2B	Critical Elements Skills & Biomechanical Principles	146	69.5%	143	68.8%
3A	Physical Activity Plan	151	71.9%	157	75.5%
3A	Healthy Eating	113	53.8%	127	61.1%
3B	Health-Related Fitness Plan	137	65.2%	152	73.1%
3B	Applying Tech. to Monitor & Implement a Fitness Plan	113	53.8%	131	63.0%
4A	Personal Responsibility	168	80.0%	166	79.8%
4B	Social Responsibility	182	86.7%	171	82.2%
5AB	Reasons to Value Physical Activity	179	85.2%	170	81.7%

TABLE • 3

Standard Benchmark	Topic	Importance (n = 205)			Confidence (n = 200)		
		High	Medium	Low	High	Medium	Low
Teachers' Confidence and Importance Ratings for Physical Education Topics							
1A	Fitness Skills	68.3%	31.2%	0.5%	85.5%	13.0%	1.5%
1A	Individual Performance Skills	36.1%	54.1%	9.8%	71.0%	20.5%	8.5%
1A	Adventure Education	8.8%	45.9%	45.4%	32.0%	20.0%	48.0%
1A	Dance	8.3%	49.3%	42.4%	24.5%	22.0%	53.5%
1B	Invasion Games	49.8%	48.8%	1.5%	88.5%	11.0%	0.5%
1B	Net/Wall	53.2%	44.9%	2.0%	92.0%	7.5%	0.5%
1B	Strike/Field	45.9%	51.7%	2.4%	91.0%	8.5%	0.5%
1B	Target	37.6%	53.2%	9.3%	74.5%	18.5%	7.0%
2A	Tactics/Strategies	51.2%	45.4%	3.4%	83.5%	15.0%	1.5%
2B	Critical Elements & Biomechanical Principles	40.0%	49.3%	10.7%	65.0%	24.5%	10.5%
3A	Physical Activity Plan	53.7%	42.9%	3.4%	81.0%	17.5%	1.5%
3A	Healthy Eating	52.2%	40.5%	7.3%	84.5%	14.0%	1.5%
3B	Health-Related Fitness Plan	54.6%	41.5%	3.9%	80.5%	17.5%	1.5%
3B	Applying Tech.to Monitor & Implement a Fitness Plan	36.6%	53.7%	9.8%	66.0%	25.0%	9.0%
4A	Personal Responsibility	64.4%	32.7%	2.9%	86.5%	12.5%	1.0%
4B	Social Responsibility	69.8%	29.3%	1.0%	89.5%	10.5%	0.0%
5AB	Reasons to Value Physical Activity	73.2%	25.4%	1.5%	88.0%	12.0%	0.0%

Teachers rated each of the content areas based on importance to include in the curriculum and their confidence to teach each of these topics (see Table 3). Topics rated most often as "very important" in middle and high school included: fitness, personal and social responsibility, and appreciation of physical activity. Topics rated most often as "not important" included dance and adventure education. Teachers rated topics most often as "high confidence" were fitness, personal and social responsibility, and sports/games. Those rated with "low confidence" were adventure education (48.0%) and dance (53.5%).

TABLE • 4

Stakeholder	Value Physical Education			Change in Support			
	Low	Medium	High	Reduced	No Change	Increased	Don't know
Other Physical Educators in my District	29.6%	35.0%	35.4%	1.9%	52.9%	38.3%	6.8%
Other Health Educators in my District	3.9%	16.5%	79.6%	1.9%	58.3%	32.5%	7.3%
School Administrators	1.5%	11.7%	86.9%	15.0%	51.5%	26.2%	7.3%
Other Teaching Staff in my District	28.6%	43.2%	28.2%	6.3%	74.8%	11.7%	7.3%
Parents	29.6%	52.9%	17.5%	10.2%	75.7%	6.8%	7.3%
Community Members	28.6%	55.3%	16.0%	7.8%	75.2%	7.8%	9.2%
State Policy Makers	52.4%	36.4%	11.2%	19.4%	60.2%	10.7%	9.7%
Local Policy Makers	44.2%	43.7%	12.1%	17.0%	65.0%	8.3%	9.7%

Teachers' ratings of perceived physical education values from stakeholders and change in support.

Support for Physical Education

Teachers were asked to perceive how much education stakeholders (e.g., administrators, school board members, non-physical education colleagues and lawmakers) value physical education (Table 4). Those rated highest were health and physical educators within the district. Those rated lower included school administrators, other staff, parents and community. State policy makers and local policy makers had the lowest ratings for perceived value for physical education. A follow-up question asked if the level of support has changed since the Ohio Physical Education Evaluation was introduced. While a majority of teachers reported no change, the groups with the highest rates of increased support were with school administrators and other health and physical educators within the district. Local and state policy makers were rated as having reduced their support for physical education.

Discussion

Teachers

Health and physical education in Ohio mainly operate as two separate programs, as only six of the 22 undergraduate programs are arranged as combined, four-year degrees. The majority of teachers responding to the survey completed an undergraduate degree in health and physical education. A combined program can highlight the connections and priorities shared by the two related topics including advocacy, content, outcomes and skills. A small number of teachers reported having the Adapted Physical Education endorsement, suggesting a potential need to bolster local training in the discipline.

Schools

Course offerings in middle school are relatively unchanged since the ODE (2008) study of course offerings and time allocated to middle school physical education. High school physical education is still primarily offered to Grade 9 and 10 students. Substitution/Waivers, Credit Flexibility, and Middle School for High School Credit, which allow students to avoid high school physical education, are prevalent throughout the state and continue to erode opportunities for students to learn the knowledge and skills to be healthy and physically active. The Ohio Physical Education Evaluation data (Lorson & Mitchell, 2014; Lorson, et. al., 2016) indicates that most schools report they have met these important outcomes to build skills for lifetime physical activity despite substitutions and waivers. Future research must address whether students completing the other options develop the essential knowledge and skills for lifetime physical activity. Advocacy efforts must continue to share the importance of learning how to be healthy and physically active during the important teenage/early adult phase of development when lifelong behaviors are established.

Curriculum

In Ohio middle schools and high schools, the physical education curriculum appears to be updated as regularly as other content areas, notably health education. Since Ohio recently updated physical education standards in 2016, that 46.8% of teachers would report the local curriculum was updated in the last five years was expected. Updating curriculum often lasts an entire academic year, so it is possible some districts were in the process of updating the curriculum when asked about its status. Teachers reported their curriculum was aligned with the Ohio Physical Education Standards, an expected outcome due to the accountability and data reporting requirements of the Ohio Physical Education Evaluation.

Ohio is a local control state and while there are clear standards, benchmarks, indicators and assessments to measure those outcomes, local school districts and the teacher ultimately decide what activities or content is included. With the wide scope of possible content, it is a challenging endeavor for teachers to balance the needs and interests of students and achieve all of the Ohio Physical Education Outcomes within the limited allocated time to middle and high school physical education. Common curriculum content in middle and high school includes sports and games and fitness. These topics have traditionally been a major focus in the curriculum. Themes such as Teaching Personal and Social Responsibility (TPSR) and Teaching Games for Understanding (TGFU) were identified as commonly included, which suggest a possible influence of the Physical Education Evaluation upon the topics selected for inclusion in the curriculum. Dance and adventure education were two topics that were not commonly included and were each rated low on importance and confidence.

Additional investigation is needed to determine why these two were not included. There appears to be a connection between topics included,

perceived importance and value, and self-confidence in teaching in each area. Topics identified as very important with high levels of confidence were commonly included in the curriculum while those rated less important or less confident were not included. Further inquiry can better determine this relationship, as well as accountability as a mitigating factor on the inclusion of additional topics in local curricula. Variables to consider include the existing curriculum, teacher knowledge, motivation, professional development, advocacy and accountability.

Advocacy

Physical education teachers perceive those individuals closer to their work environment have a greater value of physical education than those outside of the school environment. This could be due to legislation, policy or practices that seem less than supportive of physical education. Teachers reported they perceived little change in support from other education stakeholders as a result of the Ohio Physical Education Evaluation, but teachers seemed to feel there was an increase support from other health and physical educators in their district. While outside of the scope of this study, it is possible an unintended outcome of the evaluation is that

colleagues and administrators might be more supportive because of the clear direction for student learning outcomes from the evaluation. While it is unclear the reasons for teachers to feel about the support from policy makers at the state and local levels, it suggests a need to develop advocacy skills and awareness of policy so teachers can better understand policy, how to influence policy and promote change to support physical education for various stakeholders.

Limitations

There are several limitations to the study, first being the survey was limited to only middle and high school physical education teachers in Ohio. The data regarding substitution/waiver, credit flexibility and summer offerings was limited to self-report and teacher perception of the percentage of students using these options. For the questions about local curriculum, it is unclear if the teacher or district is driving curricular decisions for including content.

Future Directions

The profile of secondary school physical education was examined to better understand current practices and make suggestions for future students' experiences. The researchers believe the added examination of elementary physical education programs is necessary. It would offer a full, K–12 profile of physical education in Ohio and tender similarities and differences among variables and contexts. Necessary steps appear to include a closer monitoring of course offerings for physical education, how substitutions and waivers are granted, learning about the full gamut of credit flexibility practices in physical education, and the structure and content of summer school physical education. Future research should examine the interaction between content and teachers' perceived importance of, and confidence in, teaching necessary

content. Further, how this interaction is influenced by accountability measures, professional development and teacher education would better inform physical education curricular leaders' decision making. Lastly, an understanding is needed across all districts related to the adoption and integration of Whole Child teaching and its relationship with health and physical education.

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Kevin Lorson is a Professor and Program Director of the Health and Physical Education Program at Wright State University.

Brian Rider is a Lecturer and Clinical Educator in Physical Education Teacher Education at Ohio University.

James Ressler is the Director of the Physical Education Teacher Education program at Northern Illinois University.

Lezlee J. Ware is a Social Psychologist and Research Associate at Ohio University's Voinovich School of Leadership and Public Affairs.

Holly Raffle is an Associate Professor at Ohio University's Voinovich School of Leadership and Public Affairs. Additionally, she is a Master Certified Health Education Specialist and taught health in Ohio's public school system.

Bethany D. Blinsky is a Master of Public Administration Candidate at Ohio University's Voinovich School of Leadership and Public Affairs, where she works as the Graduate Assistant on the Community Health, Prevention, and Promotion Team.

Alexandra Wainwright is a student at Ohio University studying Business Administration. She also serves as a Research Scholar for the Voinovich School of Leadership and Public Affairs' Community Health Prevention and Promotion Team.

A Profile of the Current State of School Health Education in Ohio[1]

By Holly Raffle, Lezlee J. Ware, Kevin Lorson, Bethany Blinsky, & Alexandra Wainwright

School health education can promote the adoption of healthy behaviors and prevent risky decision making in youth. In Ohio, little is known about what content is being included in health curriculums and how that content is being delivered to students due to the current policy landscape. This study investigated the status of school health education in Ohio to determine course delivery, course content, the level of self-efficacy and importance teachers have for instructing on different topics, as well as their perceptions of their own abilities and stakeholder support. We found some of the topics required in the Ohio Revised Code are taught with high frequency, while others are not always included in health classes, particularly at the middle school level. We also discovered a pattern among the less frequently included topics where teachers assigned those topics lower importance and reported they were less confident to teach them. While teachers reported high self-efficacy for traditional teaching roles, they were less confident in community engagement and policy, which are roles being emphasized in state and national models. The findings of this study suggest that adopting health education standards and having a model health education curriculum could help to align classroom content with requirements, support a skills-based approach to health education, as well as identifying potential areas for preservice teacher education, teacher professional development, and ongoing support at the district level.

Keywords: school health education, education standards, health curriculum, teacher self-efficacy

Did Ohio is ranked 39th in the nation for health (United Health Foundation, 2018), in part because of poor health behaviors. In Ohio, more adults report no physical activity during leisure time compared to the nation (26% vs 23%), more Ohio adults are current smokers (23% vs 17%), and more of Ohio's adults are obese (32% vs 28%) (County Health Rankings, 2018). In an effort to improve health outcomes and behaviors, the Ohio Department of Health ([ODH], 2017) created the State Health Improvement Plan (SHIP). The SHIP outlines strategies to improve three major health priorities: chronic disease, mental health, and maternal and infant health. These priorities directly relate to the high chronic disease prevalence, such as diabetes and cancer, in Ohio (Centers for Disease Control and Prevention [CDC]), 2015; U.S. Cancer Statistics Working Group, 2015). Ohio is also in the midst of a behavioral health crisis, having the 19th highest rate of mental illness in the country (Mental Health America, 2018), with the suicide death rate per 100,000 at 14.2, exceeding the national rate of 13.5 (CDC, 2016b). Ohio also has the second highest age-adjusted drug overdose death rate in the country (CDC, 2016a).

One way to improve these outcomes is through prioritizing and strengthening school health education, a strategy that many states are adopting to try to positively influence public health (Birch, Priest, & Mitchell, 2015). We surveyed health teachers across Ohio to better understand what is occurring in health education classrooms, identify potential professional development needs, and advocate for health education standards that would improve health education and health outcomes for years to come. School health education can increase healthy decision-making and long-term health and teachers have the potential to positively influence students' health behaviors (Cohall, Cohall, Dye, Dini, Vaughan, & Coots, 2007). A teacher's sense of self-efficacy, or confidence, in their teaching also influences student outcomes (Tschannen-Moran & Woolfolk Hoy,

2001). Ideally, teachers feel confident in the topics they teach and the roles they play to maximize the positive influence they have upon students' health behaviors. However, in order to capitalize on the positive impact of health education, we must first understand what is being included, and more importantly, not included, within health education curriculums in Ohio. This has proved to be difficult, as health education is the only content area that Ohio does not have academic content standards (Ohio Rev. Code §3301.0718). In fact, Ohio is the only state in the country without health education standards.

Under the Ohio Rev. Code, the State Board of Education is not permitted to adopt health education standards (Ohio Rev. Code §3301.0718), though legislation does mandate the inclusion of particular content within health education courses (Ohio Rev. Code §3313.60). Further complicating the identification of what is taught in health education is the issue of local control. Ohio is a local control state, which means that school districts can decide what to include beyond the Ohio Rev. Code requirements, as well as how to teach content (Ohio Rev. Code§ 3314.47).

The Ohio Rev. Code §3313.60 requires the following topics be taught: nutrition (including natural and organically produced foods), drugs of abuse, alcohol, tobacco, prescription opioid abuse prevention, organ donation, first aid, venereal disease*, personal safety and sexual abuse prevention*, and sexual violence prevention* (* indicates parent exemption allowances). However, the lack of health education standards allows curriculum and instruction to occur without a focus on skills-based approach, increasing the likelihood that required and additional topics are not taught to current best practices in health education. Further,

without knowing how and which required topics are presented in classrooms, we do not have the information necessary to better support health education teachers through trainings and professional development that would improve their experiences. Education and support are necessary to ensure teachers'

> Ohio is implementing a new Strategic Plan for Education (ODE, 2018), which prioritizes health education as part of the delivery of well-rounded content that focuses on the whole child.

confidence in teaching and prevent teacher burnout (Tschannen-Moran & Woolfolk Hoy, 2001). Teachers who feel confident in what they are teaching are better at impacting students in the classroom (Lai, Wu, Lee, & Jhang, 2018).

The Ohio Department of Education ([ODE], 2018) released a strategic plan for K–12 education guiding the development of education policies in four learning domains

between 2019 and 2024: "foundational knowledge and skills, well-rounded content, leadership and reasoning skills, and social-emotional learning." Health education is included in the "well-rounded content" domain to encourage students' exposure to broader knowledge. The social-emotional learning component encourages community-building skills and behavior in an effort to improve students' health and health behaviors (ODE, 2018). This dovetails changes at the federal level being put forward by the CDC.

In 2013, the CDC and ASCD developed the Whole School, Whole Community, Whole Child (WSCC) model, expanding the previous coordinated school health (CSH) model to include a student-centered focus (Lewallen, Hunt, Potts-Datema, Zaza, & Giles, 2015). The WSCC encourages adherence to the National Health Education Standards and a broad inclusion of health promotion and prevention topics. It promotes student and community health needs assessments and community stakeholder involvement to guide student health education, increasing topic relevance, and including health in a broad, community perspective.

Including the local community, both by identifying local health issues and increasing community engagement into school health education will require health education teachers to take on different roles (Lewallen et al., 2015). Completing and using health needs assessments to identify local health issues to guide classroom content requires a number of different skills health teachers may or may not have. As the role of health teachers evolves due to research, changes in health threats like the rising opiate epidemic, and a push for collaborative community involvement, we need a better understanding of what school health teachers do, where they feel confident, and where they need

additional support. A lack of self-efficacy around a particular issue would identify a need for professional development and/or improved curriculum support.

School health education has long-term implications for improving the health of Ohio residents (Bandura, 2004), such as the prevalence of chronic health concerns including cancer, and behavioral health issues, such as addiction, depression, and suicide. However, we need to determine how to strengthen the impact of school health education by ensuring effective health education is being taught. That means health education should include functional health information, positively shape personal values and beliefs to form healthy behaviors, be the basis for creating norms that put value on healthy lifestyles, and develop skill sets to practice and maintain health-enhancing behaviors (CDC, n.d.).

This paper examines the status of school health education in Ohio's public school systems. We sought to determine how health education is delivered, what content is being presented, how health teachers feel about health education topics, the self-efficacy teachers have for their current and expanding roles, and what levels of support they perceive with a variety of different stakeholders. This information is timely as Ohio is implementing a new Strategic Plan for Education (ODE, 2018), which prioritizes health education as part of the delivery of well-rounded content that focuses on the whole child.

Method

Participants

A total of 413 middle and high school health and physical education teachers responded to an online survey, representing 239 different schools[2]. Among those respondents, 225 (54.5%) reported teaching health, representing 165 different

schools. After removing respondents who discontinued the survey early, 213 surveys were kept in the health instructor analyses.

Data Collection

The online survey was created by using and adapting the Kentucky Health and Physical Education Profile Survey (Vorbeck, Ballard, & Holcomb, 2013) and the Efficacy for Standards- based Instruction (ESBI) survey (Buns & Thomas, 2015) to gain a better understanding of health and physical education teachers' experience, course content, and self-efficacy for a wide range of topics. Items from these surveys were modified to pertain to health education and health educators, as no existing health education surveys were identified. This study was approved by the Ohio University Institutional Review Board (IRB), Protocol 17-E-147.

Email addresses for middle and high school health and physical education teachers within Ohio's 895 school districts were compiled from public school websites. This study is limited to public schools because some of the questions relate to the prescribed health education curriculum explicated in the Ohio Rev. Code §3313.60. Email invitations containing a link to the survey were sent to 1,577 emails. A total of 99 email addresses were either no longer in use or bounced back, resulting in 1478 successfully sent email invitations. The initial survey invitation went out in the spring at the end of the school year, and two reminders were sent out at one-week intervals. Due to the timing of the first survey invitation, the survey was reopened in the fall and followed the same IRB-approved procedure as in the spring. This second attempt to

survey was limited to working email addresses and only sent to teachers who had not previously responded to the survey.

Data Analysis

Survey items were analyzed using frequencies and descriptive statistics. While reliability is a critical concern in instrumentation, the analyses for this article did not utilize any composite scores; therefore, reliability coefficients were not calculated. No pattern differences or additional insights were found among the survey items when looking at the original five-point, Likert-like scales and the same response items collapsed into three categories. For example, the questions about level of confidence combined the two high response options (completely confident with quite confident), the neutral option was not recoded, and the two lowest response options (slightly confident and not confident) were combined together. As there are no composite scores, for simplicity only the recoded three-point response categories are discussed.

Footnote

[2]The survey contained sections for both physical education and health education; the physical education responses were the data for the preceding article profiling physical education by Lorson et al.

TABLE • 1

	One quarter (9 weeks)		One trimester (12 weeks)		One semester (18 weeks)		Entire academic year (36 weeks)		Total Responses by Grade
Grade	N	%	N	%	N	%	N	%	N
6th Grade	17	73.9%	0	0.0%	5	21.7%	1	4.3%	23
7th Grade	25	41.7%	2	3.3%	30	50.0%	3	5.0%	60
8th Grade	22	43.1%	1	2.0%	26	51.0%	2	3.9%	51

Course Duration by Grade for Middle School: How long is the required health education course?

Note: Teachers responded for each grade they teach.

Results

Teacher Profile

The 213 health teachers held undergraduate degrees in K–12 health and physical education (69.5%), secondary health and physical education (14.1%), other degrees such as counseling (13.6%), and secondary health (2.8%). The majority of teachers (73.2%) had a Master's degree. Almost all health instructors (94.4%) were licensed in Ohio, with most (86.6%) reporting following traditional licensure paths. All taught in public schools. Half (50.2%) reported teaching in a rural location, 41.8% described their school's location as suburban, and the remaining 8% reported teaching in an urban location. Among the teachers who completed the demographics items (N = 157), the average age of respondents was 44.59 years with a range of 24 to 64 years of age. Respondents reported teaching health education for an average of 13.41 years. Most (75.1%) reported also teaching physical education.

Course Delivery Options

We assessed how school health education is delivered across Ohio. This included the course options for health classes, the duration of courses, in what grade students are completing required courses, as well as differences between middle and high school.

A considerable percentage of health teachers (39.9%) reported an online option for completing required health classes in their school district, with an average estimate of 14.54% of students taking that option. Summer courses were available within 16.6% of school districts, and an average of 10.7% of students were estimated to utilize this option.

Table 1 presents the course duration by grade for middle school students. Nearly three-fourths of sixth grade health classes were taught in quarters whereas seventh and eighth grade health classes were nearly evenly split between quarters and semesters. Considerably fewer sixth grade responses were provided because sixth grade is included in elementary school rather than middle school in many school districts.

Health classes within high school (not included in the table) were almost exclusively a semester long, which is in line with the one-half unit (one semester) requirement for high school graduation (Ohio Rev. Code §3313.603).

TABLE • 2

Health Classes Taught by Grade within High School

Grade	N	%
9th Grade	103	42.0%
10th Grade	73	29.8%
11th Grade	34	13.9%
12th Grade	35	14.3%
Total Responses for High School	245	100.0%

Note: Teachers responded for each grade they teach.

The division of required health classes within high school (Table 2) shows that almost three quarters of high school students receive health instruction in ninth or tenth grade.

When asked "When was your district's health curriculum updated?" 42.2% of respondents reported it was within the last 5 years. Another 30.6% reported it had been more than 5 years since the health curriculum had been updated at the school district level. The remaining 27.2% of the respondents reported "I don't know."

Course Content

Table 3 presents the content teachers currently teach in required health education classes, how important they consider these topics to be, as well as how confident they feel about teaching each topic (i.e., their level of self-efficacy). Topics required by the Ohio Rev. Code §3313.60 were not specified, and it is unknown if teachers were aware of these topic requirements.

Across middle and high school, organ donation and sexual orientation were the least likely topics to be included in required health education curriculum. All topics are included in the middle school curriculum in a lower percentage of school districts compared to high school. Only five topics are included in middle school curriculums at frequencies approaching the high school percentages (within 15%): alcohol use; harassment, intimidation, and bullying; injury prevention;

TABLE • 3

Topic	Included in MS Yes		Included in HS Yes		Importance Very Important		Confidence High Confidence	
	N	%	N	%	N	%	N	%
Physical Activity	113	63.5%	137	77.4%	114	64.4%	155	88.6%
Alcohol Use‡	125	70.2%	148	83.6%	136	76.8%	148	84.6%
Tobacco Use‡	125	70.2%	145	81.9%	125	70.6%	146	83.4%
Drug Use‡	123	69.1%	151	85.3%	153	86.4%	144	82.3%
Nutrition (including natural and organically produced food)‡	116	65.2%	148	83.6%	125	70.6%	141	80.6%
Dating and Violence Prevention**	105	59.0%	147	83.1%	137	77.4%	137	78.3%
Eating Disorders	102	57.3%	140	79.1%	90	50.8%	136	77.7%
Harassment, Intimidation, Bullying	119	66.9%	139	78.5%	130	73.4%	134	76.6%
Safety/First Aid	73	41.0%	117	66.1%	54	30.5%	132	75.4%
Mental Health	109	61.2%	143	80.8%	131	74.0%	131	74.9%
Teen Pregnancy	89	50.0%	142	80.2%	122	68.9%	131	74.9%
HIV/AIDS	100	56.2%	148	83.6%	81	45.8%	130	74.3%
Prescription Opioid Prevention**	101	56.7%	140	79.1%	145	81.9%	129	73.7%
Injuries Prevention	85	47.8%	111	62.7%	39	22.0%	126	72.0%
Venereal Disease‡	96	53.9%	148	83.6%	112	63.3%	124	70.9%
Contraception	63	35.4%	118	66.7%	98	55.4%	123	70.3%
Suicide Prevention	98	55.1%	136	76.8%	130	73.4%	123	70.3%
Communicable Diseases	104	58.4%	137	77.4%	78	44.1%	120	68.6%
Chronic Diseases	92	51.7%	122	68.9%	55	31.1%	113	64.6%
Personal Safety and Assault Prevention**	82	46.1%	112	63.3%	70	39.5%	109	62.3%
Consumer Health	82	46.1%	113	63.8%	31	17.5%	103	58.9%
Death and Dying	48	27.0%	90	50.8%	32	18.1%	98	56.0%
Sexual Orientation	47	26.4%	80	45.2%	47	26.6%	87	49.7%
Organ Donation**	34	19.1%	87	49.2%	39	22.0%	84	48.0%

Note: Topics are ordered by reported confidence in their instruction.
‡Denotes topics required in K–12 curriculum by the 33 Ohio Revised Code § 3313.60 (2017).
**Denotes topics required in 7–12 curriculum by the 33 Ohio Revised Code § 3313.60 (2017).

physical activity; and tobacco use. Alcohol use, dating violence prevention, drug use, HIV/AIDS, nutrition, venereal disease, teen pregnancy, and tobacco were topics most frequently included in high school curriculums, included in required health education curriculums in more than 80% of school districts.

The topics with the highest rated importance were alcohol use, dating violence and prevention, drug use, harassment and bullying, mental health, nutrition, opioid abuse prevention, suicide prevention and tobacco use. This aligns with topics explicated in Ohio Rev. Code §3313.60 (please see Table 3 footnotes for additional

details). Teachers indicated sexual orientation, organ donation, injuries prevention, death and dying, consumer health and chronic disease are the least important topics to be included in health curriculum.

The subjects that teachers reported having the highest confidence in teaching were alcohol use, drug use,

TABLE • 4

Frequency of Guest Speakers for Select Topics			
Topic	**N**	**%**	**Total**
Drugs, alcohol, tobacco	129	62.3%	207
Dating violence prevention	123	59.4%	207
Venereal disease	88	42.5%	207
Prescription opioid prevention	84	40.6%	207
Organ donation	75	36.2%	207
Personal safety and assault prevention	48	23.2%	207
Nutrition (including natural and organically produced food)	34	16.4%	207

Figure 1. SHAPE Essential Components. Reproduced with permission from the Society of Health and Physical Educators (2015).

and nutrition. By contrast, teachers reported having the lowest confidence in teaching organ donation and sexual orientation.

We did investigate differences in geography, and found that urban and suburban school districts tended to be more inclusive in their topic inclusion then rural school districts. All topics had a higher percentage of inclusion in health education curriculums, and a correspondingly higher rating of importance and self-efficacy. However, there were no meaningful differences or other patterns to report in this regard.

Guest Speakers

We asked teachers how frequently they brought guest speakers in for selected topics (Table 4). Nearly all school districts (98.1%) permit guest speakers to teach units/lessons within required health education. Only 7.2% of respondents do not use guest speakers. Among the seven topics included in the survey, health educators report using guest speakers to educate on drugs, alcohol, and tobacco more than any other topic, with dating violence prevention a close second and opioid prevention the third most frequently reported topic. Only a small percentage of respondents invited guest speakers to talk about nutrition.

Health Educator Roles

SHAPE America defines four essential components to provide structure for physical education: curriculum, appropriate instruction, student assessment, and policy and environment (Figure 1; Society of Health and Physical Educators,

2015). No parallel structure could be found to present our findings related to health education in a straightforward manner. Therefore, we utilized the SHAPE America's four essential components to present health teacher's self-efficacy within health education in Figure 2. It should be
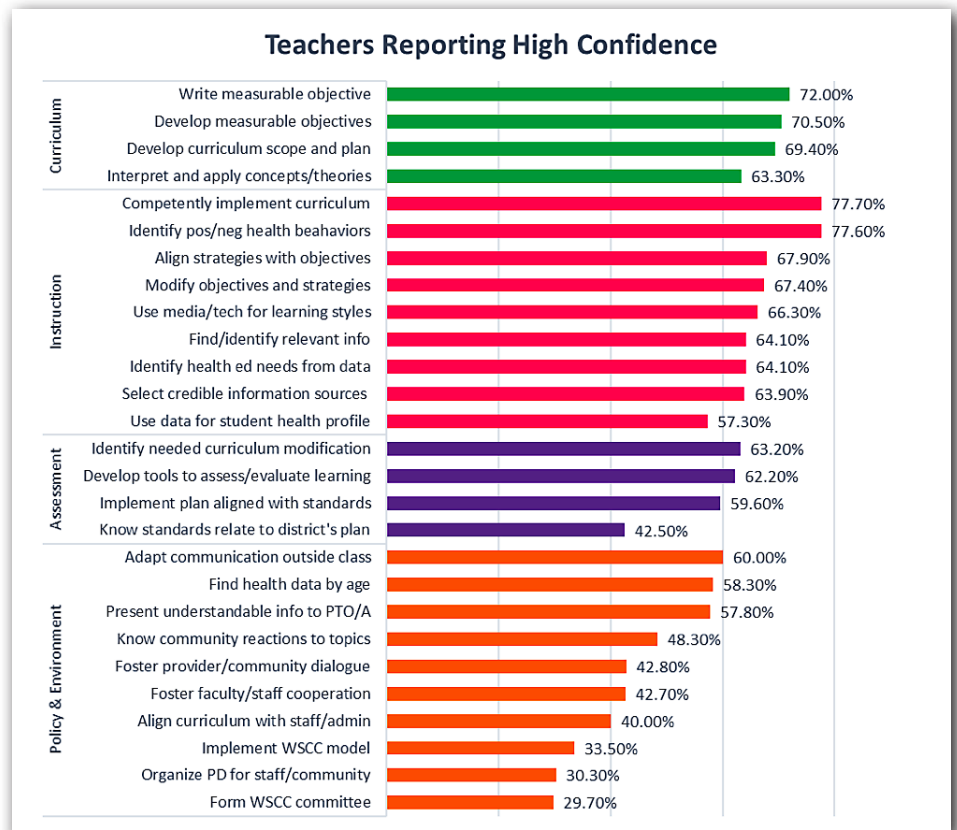
Figure 2. Teacher Self-Efficacy within SHAPE America's Essential Components

noted that these categories capture many of guidelines provided regarding curriculum appraisal for health education detailed in the Health Education Curriculum Analysis Tool (HECAT) (CDC, 2012), developed by the CDC to ensure comprehensive student learning.

Health teachers feel confident in their ability to develop curriculum with identifiable and measurable objectives, develop a scope and educational sequence, as well as interpret the purpose of health education. Teachers reported the highest levels of confidence related to instruction, especially competently implementing planned health education curriculum and identifying behaviors that are health-enhancing as well as detrimental to health. Within instruction, teachers were less confident in their ability to find and select data on their own, or create products from available data. The majority of teachers reported having high confidence in developing and implementing assessments based on district and national health education standards; however, less than half of teachers reported having high confidence that their district curriculum includes an assessment plan aligned with national health education standards. Teachers reported the lowest confidence in the area of Policy and Environment. These questions asked about working with fellow faculty, administrators, and community members. A third or less of teachers reported having high confidence related to the implementation of the WSCC model, organizing professional development for staff and community members, or recruiting stakeholders to serve on a WSCC committee.

Stakeholder Support for Health Education

Table 5 presents teachers' perceptions of the value of health education across various stakeholder groups that influence health education

(e.g., parents, other teachers, school administrators, policy makers). Health teachers reported that health education was most valued by other health educators and physical education teachers (many of whom instruct both courses). Perceived support dropped considerably, to 50%, for school administrators, and then much further for the other groups asked about within the survey. Health teachers reported believing that compared to other stakeholders, local and state policy makers placed the lowest value on health education, with more than one-third of health teachers believing that state and local policy makers place low value on health education.

Discussion

Based on teacher's responses, though many school districts offer online and summer course options, most students complete health

classes in a traditional classroom. Sixth grade classes are predominantly shorter duration than higher grade levels. High school courses are meeting the Ohio Rev. Code §3313.603 graduation requirement of a one-half-unit (single semester). Over 40% of students are completing this requirement in ninth grade, and based on teacher reports we can infer most students stop taking health classes after completing their minimal requirement.

We found some differences between what is taught in middle school and high school. This is likely influenced by generally shorter course duration for health classes in middle school compared to high school, which requires instructors to prioritize what to include in middle school. The Ohio Rev. Code §3313.60 specifies that certain content is to be taught within particular grades. The most recent update to

<div style="text-align:center">TABLE • 5</div>

	Low Perceived Value		Medium Perceived Value		High Perceived Value		Total
Stakeholder	**N**	**%**	**N**	**%**	**N**	**%**	**N**
Other Physical Educators in My District	7	3.6%	30	15.4%	158	81.0%	195
Other Health Educators in My District	14	7.2%	32	16.4%	149	76.4%	195
School Administrators	42	21.5%	55	28.2%	98	50.3%	195
Other Teaching Staff in My District	36	18.5%	85	43.6%	74	37.9%	195
Parents	31	15.9%	92	47.2%	72	36.9%	195
Community Members	31	15.9%	99	50.8%	65	33.3%	195
Local Policy Makers (e.g., local school board)	66	33.8%	82	42.1%	47	24.1%	195
State Policy Makers (e.g., State lawmakers, State Board of Education, Ohio Department of Ed.)	81	41.5%	75	38.5%	39	20.0%	195

Perceptions of the Value of Health Education across Stakeholder Groups

Rate the perceived value of Health Education among the following groups of people:

the prescribed curriculum of health education was effective in 2017 (viz., the addition of instruction on organ donation) coincided with the timing of the survey, so school districts may not have modified their curriculum to meet this requirement at the time the data was gathered. However, this does not explain the high percentage of teachers who report not including other prescribed content. Approximately 15-20% of high school teachers are reporting that they are not including most required topics in their curriculum. The percentage of teachers who reported not including required content was particularly high for three topics: organ donation (50.8% high school, 80.9% middle

school), personal safety and assault prevention (36.7% high school, 53.9% middle school), and venereal disease (in middle school especially, 16.4% high school, 46.1% middle school).

The topics that are taught with less frequency were also assigned the lowest level of importance by health teachers. The topics that were included with least frequency within middle and high school curriculums were: death and dying, sexual orientation, and organ donation. These topics were assigned correspondingly low levels of importance and teacher self-efficacy of instruction. This same pattern occurs across topics, with low inclusion topics frequently perceived

to be of lower importance along with lower perceptions of teaching self-efficacy. This survey cannot address the causal direction between this relationship: Are teachers less confident teaching these topics because they think they are less important and therefore teach them less often or are teachers teaching these topics less often and assigning them less importance because they are less confident? A qualitative study designed to explore this issue may be able to help shed light on this phenomenon.

We asked teachers how frequently they brought guest speakers in for selected topics. The survey was limited to topics required by the current Ohio Rev. Code, due to survey length and scope. The majority of the teachers who utilized guest speakers were inviting them to speak about drugs, alcohol, and tobacco (62.3%) and dating violence prevention (59.4%). Interestingly, though nutrition was included in the majority of health classes, only 16.4% of teachers reported using guest speakers for that topic. While we found these results interesting, the design of our research limited our ability to investigate if a relationship exists between low confidence and the use of a guest speaker. We did not ask teachers if guest speakers were used to supplement or to provide primary content on these topics. We also did not ask teachers how they identified guest speakers that were invited into the classroom. We were unable to investigate if a relationship exists between low confidence on a topic and using a guest speaker. These are all areas that could be explored in more depth in future research.

There seems to be a lack of clarity in Ohio's health education requirements. This is evidenced by health teachers' lower confidence and knowledge around curriculum updates, requirements, and standards. Our findings suggest a more methodical

way of informing teachers would help to align what is prescribed with what is occurring in the classroom. Ohio has a physical education consultant at the Ohio Department of Education that could discuss requirements with teachers (ODE, n.d.), but no similar position in place for health education (ODE, n.d.). The addition of a state-level health education contact would provide teachers with instructional support.

The HECAT recommends school districts hire a program coordinator to oversee curriculum assessment and evaluation, and coordinate a community stakeholder group to assist curriculum development (2012). Though a program coordinator would help reduce the number of roles taken on by health teachers and possibly assist with necessary professional development to enhance teacher self-efficacy in areas where teachers need additional support, it is possible that health teachers would prefer a more direct role. Further, supporting health teachers to take on these roles would strengthen stakeholder engagement, which in turn could increase the positive impact of health education on the community (Birch, et al., 2015). Although this is an ideal situation, we recognize that hiring a program coordinator may not be an affordable option for smaller school districts; perhaps Ohio's Educational Service Centers could fulfill this role on a more regional basis.

According to the CDC School Health Profiles, between 2014 and 2016 there was an increase in interactive teaching methods, from 51.8% to 58.5% (Brener, N. D., Demissie, Z., McManus, T., Shanklin, S., L., Queen, B., & Kann, L., 2017). This may explain the high confidence the majority of health teachers reported in their ability to adapt media and technology to various learning styles, pull and utilize data, and create student health profiles from available

data. Interactive learning, especially when individualized, has been shown to improve the positive impact of health education (Bandura, 2004). Though our survey did not ask if teachers were actually implementing these strategies in the classroom, their high level of self-efficacy suggests that is the case.

The CDC School Health Profile also reported that 84.4% of schools have a health council, committee or team that communicates the importance of health and safety to administrators, parent-teacher groups, and community members (Brener et al., 2017). The teachers we surveyed reported relatively low confidence in their ability to provide professional development for school staff or community members or to form a WSCC committee, which seems out of alignment with this national finding. This low self-efficacy may reflect the specificity of the task. Specifically, the survey questions asked about these topics in relation to the WSCC, and teachers reported knowing less about the WSCC. This could be an area where teacher preparation programs in Ohio could add the WSCC to their courses of study to better prepare health teachers to feel confident with this expanded role.

Another national finding that may help explain some of the lower confidence levels we found among health teachers in the policy and environment items include a national decrease in schools referring students to health care professionals outside the school setting, a decrease in parent volunteers related to health education, and a decrease in parent engagement strategies (Brener et al., 2017). A decrease in the trend to tie health education to resources in the community may help to explain why teachers report low-confidence in their ability to undertake these types of activities, primarily by implying teachers have less experience

undertaking these roles. This may be especially true for teachers who have less years of teaching experience. An alternative explanation is that teachers are less willing to try and engage the community because they perceive low support for health education. Either way, this national trend, reflected in our findings, is at odds with both the SHIP priorities (ODH, 2017), as well as the WSCC (Lewallen et al., 2015), which seek to increase community stakeholder engagement within school health education. Again, this an opportunity for teacher preparation programs to incorporate school-community partnerships related to health education into their courses of study to better prepare health teachers to navigate this nuanced and sometimes political territory.

There are a number of limitations to these survey findings. The survey was limited to middle and high public school health educators who elected to complete the survey; private schoolteachers were not surveyed. The survey did not ask teachers about their confidence related to teaching health standards, as Ohio does not have health education standards in place. There is a relationship between topic inclusion, confidence, and perceived topic importance that needs to be further investigated. We would also recommend further investigations into why teachers are not including required content into their curriculums. Some teachers may appreciate additional support as they look to include required topics in their courses; having a model curriculum for health education in Ohio could provide teachers some support.

Future investigations should consider identifying the directionality of the relationship between topic inclusion, perceptions of topic importance, and teachers' self-efficacy related to teaching a particular topic. Similarly, the authors suggest identifying what,

if any, relationship there is between teacher self-efficacy around a topic and guest speaker utilization for that topic. We would also recommend a more broad exploration of how guest speakers are being utilized within health education. Finally, we would recommend asking teachers about their professional development needs as they relate to the expanding roles of health education teachers, both within and outside of the classroom.

Conclusion

Our survey sought to determine the current state of Ohio's health education. This included a better understanding of the duration and

format health education is taking, the content within the classrooms, and the perceptions health teachers have of the topics, roles, and value of health education.

There are some large gaps between what is being taught and what is being prescribed at the state and federal levels. We found that neither mental health nor chronic disease are topics required by Ohio Rev. Code §3313.60, though these are two of the three priorities identified by the SHIP (ODH, 2017). These topics had varying levels of inclusion within the classroom, with lower inclusion reported in middle school

compared to high school. While we are not advocating for more topical areas to be added to the Ohio Rev. Code, we believe that findings show that Ohio's teachers are responsive to local needs, as evidenced by the inclusion of mental health (61.2% at the middle school level and 80.8% at the high school), chronic disease (51.7% at the middle school level and 60.9% at the high school level), and consumer health (46.1% at the middle school level and 63.8% at the high school level) into the curriculum.

Using SHAPE's four essential components as a framework to investigate self-efficacy amongst health teachers demonstrated some patterns that reflect health teachers' familiarity with traditional and new roles. The highest levels of confidence were reported for curriculum and instruction reflecting teacher's comfort with teaching, curriculum development, and modification. The lowest levels of confidence were reported in relation to policy and environment, with assessment falling in between. This reflects the shift in health teachers' roles, with lower levels of self-efficacy demonstrating the lower experience and training teachers are likely to have related to these roles. Given that teachers who completed the survey

had an average of 13.41 years teaching experience, many of our respondents may not be educated in assessment and community engagement.

The WSCC provides a framework for teachers to increase their work beyond teaching student to interacting with different stakeholder groups, and greatly increasing their contact with the community (Lewallen et al., 2015). However, we see that teachers do not have high self-efficacy for this type of engagement. Further, teachers perceive that their community does not highly value school health education. We asked questions related to the WSCC because it is the model being championed by the CDC to help increase the impact of school health education. The idea of assessing local needs and utilizing data in the classroom is in line with the local control environment in Ohio, and helps bring evidence-based practices into health education. Engaging community stakeholders with health education could also positively impact the broader health of the community, while simultaneously increasing stakeholder support for health education. However, our data demonstrates that health teachers are less confident in these roles.

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Holly Raffle is an Associate Professor and Program Lead for the Community Health, Prevention, and Promotion Team at Ohio University's Voinovich School of Leadership and Public Affairs.

Lezlee J. Ware is a Social Psychologist and Research Associate on the Community Health, Prevention, and Promotion Team at Ohio University's Voinovich School of Leadership and Public Affairs.

Kevin Lorson is a Professor and Program Director of the Health and Physical Education Program at Wright State University. He was a member of the Ohio Physical Education Standard and Physical Education Evaluation Teams.

Bethany D. Blinsky is a Master of Public Administration Candidate at Ohio University's Voinovich School of Leadership and Public Affairs, where she works as the Graduate Assistant on the Community Health, Prevention, and Promotion Team.

Alexandra Wainwright is an undergraduate student at Ohio University studying Business Administration. She also serves as a Voinovich Research Scholar for the Voinovich School of Leadership and Public Affairs'

Physical Activity Levels by Activity Type and BMI during Secondary Physical Education Classes in Rural Southeast Ohio Appalachian Region

By Hyun-Ju Oh and Sharon Perry

The purposes of this study were to objectively assess whether pedometer-based moderate-to-vigorous intensity of physical activity (MVPA) engagement differed by activity type and body mass index (BMI) category during secondary physical education (PE) in rural southeast Ohio Appalachian region. Participants were 236 youth recruited from four schools (110 boys & 126 girls: 13.6 ±1.8 years old). Pedometer-based MVPA engagement was assessed using a NL-1000 pedometer for three consecutive PE classes in each school, and the average pedometer-based MVPA was reported as steps/class, MVPA time/class, and step-counts/min per class. Three 3×10 ANOVAs were performed to analyze differences for pedometer steps, MVPA time, and step-counts/min between activity type and BMI category. Greater MVPA engagement was evidenced dependent the activity type as walking produced higher response in all three measured variables than the other activities; dodgeball, floor hockey and flag football were next in evidencing greater student response. The participants with normal BMI category had higher physical activity engagement than the participants in overweight groups. Implications for future research to improve physical activity within the context of physical education will be discussed.

Keywords: BMI, MVPA, Physical Activity Types, Secondary Physical Education, Rural Appalachian region, Youth

Regular participation in quality physical education (PE) classes has several health benefits (Ballard et al., 2005). It is recommended that all school–age youth should engage in at least an hour of daily moderate-to-vigorous physical activity (MVPA) (Strong et al., 2005); however, many school–age youth do not meet the current MVPA guidelines (Strong et al., 2005). Especially, youth from lower income families are not as physically active as those from higher income families (Borak, Salipante-Zaidel, Slade, & Fields, 2012; Oh & Rana, 2014; U.S. Department of Health and Human Services [USDHHS], 2000).

Youth living in impoverished and under-resourced areas of a community are typically inactive (Borak et al., 2012; Oh & Rana, 2014). Appalachia is one of the poorest and most medically challenged regions in the U.S., having the highest level of mortality rates, obesity, and inactivity (Behringer & Friedell, 2006; Borak et al., 2012; Gregg et al., 2009; Wewers et al., 2000). The most recent study using the 7-day recall of physical activity reported that physical activity amounts for high school students living in rural Appalachian region are relatively low (Hortz, Stevens, Holden, & Petosa, 2009). Hortz and researchers (2009) reported that

only 5% of Appalachian high school students met the currently recommended 60 minutes of daily MVPA guidelines. The majority of students did not participate in PE; only 16% received PE or sport participation (Hortz et al., 2009). Consistent with previous research findings, a recent pedometer-measured assessment of MVPA conducted in the southeast Ohio Appalachian region reported that secondary school youth demonstrated insufficient MVPA while approximately 50% of these youth were classified as overweight (Oh & Rana, 2014).

Regularly-scheduled quality and active PE can play a significant role

in improving lifetime health-related physical fitness and helping preventing hypokinetic diseases in youth (e.g., obesity& diabetes) (Pate et al., 2006). No studies have yet assessed how school youth, especially residing in the southeastern area of Appalachian Ohio, engage in physical activity through their PE classes. Consequently, there is a need to assess the current status of youth physical activity performed during PE classes in this representative impoverished and under-resourced area.

Many preventable health disparities have been related to income, educational attainment and region (Halverson, Barnett, & Casper, 2002). The southeastern area of Appalachian Ohio, where the current study was conducted, is under-resourced and economically disadvantaged (Oh & Rana, 2014; US Census, 2017). Median household income for 2012–16 during the current study was lower compared to the U.S. median household (i.e., $32,867 vs. $55,322) and only 26.7% of those 25 years or older have a Bachelor's degree or higher (US Census, 2017).

To the best of our knowledge, no previous studies have examined the relationship among physical activity levels, activity type, and overweight status in southeast Appalachian students during PE classes. Therefore, the purposes of this study were to objectively assess whether pedometer-based MVPA engagement differed by activity type and body mass index (BMI) category during secondary PE classes in rural southeast Ohio Appalachian region.

Methods
Participants and settings

All students in grades 6 to 12 in the four participating schools located in rural southeast Ohio Appalachian region were given an opportunity to participate in this study. Participants

were 236 youth recruited from four schools (110 boys & 126 girls), who were 13.6 ±1.8 years old. The participants' pedometer-based MVPA engagement were measured in three consecutive PE classes in each school. The current study did not alter participating schools' PE curriculum and grading policy. Students in the participating schools received 45 minutes

> Regularly-scheduled quality and active PE can play a significant role in improving lifetime health-related physical fitness

of PE daily in a coeducational setting. The participants in this study were introduced to a new PE activity for three consecutive classes during the data collection period. The participants in a given class performed three different activities, but not all participants performed all 10 activities and the data analysis was based on the number of observations, not the number of participants. A total of 645 observations were obtained for the entire study, of which 308 were for participants in the normal weight category, 168 were in the at risk of overweight category, and 169 were in the overweight category. However, the number of observations per activity

varied based on the number of participants in a given day at each participating school. The four PE teachers in these schools supported the implementation of this study, especially the use of pedometers during the study. The university institutional review board approved the study protocol. Parents of participants 11 to 17-years-old and participants 18-years-old or older signed a consent form to participate in this study. Data sources for this study included a demographic questionnaire, student engagement in physical activity as measured through pedometers, and BMI (i.e., weight & height).

Pedometer-Assessed Physical Activity

Researchers have reported pedometers to be valid and reliable when used with youth (Hart, Brusseau, Kulinna, McClain, & Tudor-Locke, 2011; McMinn, Rowe, Stark & Nicol, 2010). The NL-1000 pedometer employs a piezoelectric accelerometer mechanism that can automatically record step counts for up to 7 days MVPA time in 1-day epochs. Unlike traditional spring-levered pedometers, piezoelectric pedometers have been found to count steps within ±3% actual steps accumulated, 95% of the time, regardless of weight status and walking speed (Crouter, Schneider, & Bassett, 2005; Schneider, Crouter, Lukajic, & Bassett, 2003).

Prior to data collection, the research team changed each NL-1000 pedometer battery used for this study and performed a series of shake tests to check for defects. The research team would shake the pedometer 100 times and if the number of steps detected fell within < 5% error, the pedometer was determined as properly functioning. The participants also received a brief familiarization pedometer session regarding how to correctly wear their assigned pedometer prior to data

collection. The participants' physical activity was then assessed using a NL-1000 pedometer for three consecutive PE classes, and the average pedometer-based MVPA engagement was reported as steps/class, MVPA time/class, and step-counts/min per class. Activities assessed included mat ball, volleyball, dodgeball, kickball, softball, indoor soccer, floor hockey, walking, flag football, and basketball.

Body Mass Index (BMI)

Height and weight measurements were conducted in a private room with students dressed in light clothing and no shoes. Participants height was measured to the nearest 0.1cm using a stadiometer (Seca Road, Rod, Seca Corp, Hanover, MD), and weight was measured to the nearest 0.1kg using a calibrated digital scale (Tanaka Corp, Tokyo, Japan). Two measures were obtained and the average value was used for final analysis. The BMI was calculated for participants as the weight in kilograms divided by the square of the height in meters. The participants' weight status was identified from his or her BMI-for-age and sex percentile (Kuczmarski et al., 2002). Participants were classified as overweight if their BMI was at or above the 95th percentile for their age while at risk for overweight if their BMI was at or above the 85th percentile and below the 95th percentile. They were classified as normal weight if their BMI was at or above the 5th percentile and below the 85th percentile (Kuczmarski et al., 2002).

Study procedure

After receiving permission from school personnel to conduct the current study, the primary investigator and research staff visited the schools to introduce the students to the importance of the study and distributed the forms and demographic questionnaire to the students. The demographic questionnaire included household income, parents' education, and participants' age. Research staff taught students how to wear the sealed New Lifestyles NL-1000 pedometer and asked them to wear the pedometer on the right side of their belt or their waistband at the midline of the thigh during each class time period.

Each student was assigned an ID number that corresponded to the number on his or her pedometer. Students were informed about their assigned pedometer numbers, and they were asked to wear only their assigned pedometers during each PE class. At the end of each class,

numbered pedometers were always placed on the designated area, which included each student's name and assigned number. The physical activity time of each class and pedometer data were recorded by the research staff. During the data collection period, trained research staff were present at all times to ensure participants wore the pedometers correctly and to answer questions when needed. All students in each PE class were asked to wear their assigned pedometers; however, pedometer data were collected only from those who submitted required forms.

After the completion of obtaining pedometer data, BMI data were collected within two weeks. Assuring confidentiality, each of the participants' height and weight were measured in individualized settings by the researchers and trained research staff. Students' pedometer data were provided to the participating schools' PE teachers at the completion of the study.

Statistical Analysis

Descriptive data were calculated as means and standard deviations as well as frequencies. Three, 3×10 mixed factor ANOVAs were performed to analyze differences for pedometer steps, MVPA time, and steps/min between BMI category and activity type. If a significant interaction was found, the interaction was analyzed by performing two between group ANOVAs for activity types and BMI categories. If no significant interaction was found, the main effects for both activity type and BMI category were analyzed, with LSD post-hoc analyses. All statistical analyses were performed with an alpha level of 0.05 using SPSS version 24 (IBM SPSS Statistics software, IBM Corporation).

TABLE • 1

Pedometer steps, MVPA time & steps/minute ($M \pm SD$) by BMI category

Activity	Pedometer Steps	MVPA time	Steps per minute
Total*	1899 ± 784.7	7.4 ± 4.99	55.3 ± 24.08
Normal	1997 ± 821.5	8.0 ± 5.10**	58.0 ± 24.56
At risk of OW	1910 ± 752.6	7.3 ± 4.59	55.9 ± 23.34
OW	1710 ± 714.8*	6.4 ± 5.01**	49.8 ± 23.12*
Mat Ball, total	1589 ± 604.5 [C]	5.7 ± 3.15 [H]	45.4 ± 17.36 [N]
Normal	1749 ± 603.3	6.7 ± 3.28	49.7 ± 17.39
At risk of OW	1562 ± 604.3	5.6 ± 2.81	44.5 ± 17.42
OW	1388 ± 550.9	4.4 ± 2.78	40.0 ± 15.90
Volleyball, total	1325 ± 464.0 [D]	3.8 ± 2.23 [G]	36.9 ± 12.21 [M]
Normal	1429 ± 519.0	4.3 ± 2.71	39.6 ± 13.54
At risk of OW	1049 ± 361.3	2.8 ± 1.33	29.3 ± 9.73
OW	1312 ± 365.7	3.7 ± 1.50	36.7 ± 9.64
Dodgeball, total	2129 ± 576.8 [B]	8.7 ± 4.04 [F]	59.0 ± 16.71 [L]
Normal	2322 ± 520.8	10.3 ± 3.81	64.5 ± 15.30
At risk of OW	2149 ± 548.0	8.7 ± 3.81	58.6 ± 15.40
OW	2129 ± 576.8	6.4 ± 3.57	51.2 ± 17.35
Kickball, total	1717 ± 721.4 [C]	7.0 ± 4.38 [H][I]	49.7 ± 19.95 [N][O]
Normal	1711 ± 748.7	7.2 ± 4.40	49.3 ± 20.87
At risk of OW	2087 ± 715.0	8.3 ± 5.37	58.4 ± 20.44
OW	1301 ± 391.5	4.8 ± 1.77	40.9 ± 12.98
Softball, total	1698 ± 858.2 [C]	6.2 ± 5.11 [H]	50.1 ± 25.06 [L][N]
Normal	1763 ± 842.7	6.4 ± 4.65	51.7 ± 24.76
At risk of OW	1660 ± 941.2	6.3 ± 6.05	49.4 ± 27.38
OW	1202 ± —	4.0 ± —	36.4 ± —
Indoor Soccer, total	1620 ± 724.1 [C][D]	5.7 ± 4.05 [G][H]	46.7 ± 23.07 [N]
Normal	1621 ± 717.2	5.5 ± 4.05	48.3 ± 24.07
At risk of OW	1893 ± 718.0	7.3 ± 4.34	53.5 ± 23.22
OW	1107 ± 504.7	3.0 ± 1.41	30.6 ± 12.69
Floor Hockey, total	2072 ± 920.4 [B]	7.1 ± 5.02 [F][H]	56.2 ± 23.16 [L][O]
Normal	2290 ± 941.6	8.3 ± 4.60	62.5 ± 23.86
At risk of OW	1940 ± 897.1	6.6 ± 5.58	52.0 ± 21.96
OW	1442 ± 742.5	2.7 ± 2.08	39.1 ± 16.13
Walking, total	2631 ± 897.3 [A]	13.1 ± 8.36 [E]	79.5 ± 26.66 [J]
Normal	2668 ± 916.8	13.7 ± 8.13	79.8 ± 26.87
At risk of OW	2575 ± 1020.9	10.9 ± 7.85	80.8 ± 31.97
OW	2599 ± 817.4	13.7 ± 9.33	78.0 ± 23.68
Flag Football, total	2161 ± 678.6 [B]	8.2 ± 3.79 [F][I]	65.9 ± 23.98 [K]
Normal	2202 ± 826.7	8.2 ± 4.17	66.7 ± 26.04
At risk of OW	2160 ± 558.7	8.4 ± 3.22	70.5 ± 18.97
OW	2094 ± 476.2	8.2 ± 3.63	61.2 ± 23.74
Basketball, total	1462 ± 1142.8 [C][D]	5.9 ± 4.99 [G][H]	47.0 ± 36.88 [M][N]
Normal	1470 ± 1178.7	5.4 ± 5.29	47.3 ± 38.06
At risk of OW	1556 ± —	6.0 ± —	48.6 ± —
OW	1422 ± 1396.3	6.8 ± 5.62	45.9 ± 45.04

Note. The values highlighted in purple serve as the comparison points based on the significant ($p < 0.05$) main effects ($N = 645$ observations, p. 4). When comparing BMI categories the results were as follows:

*OW (= Overweight) significantly different from other categories ($p < 0.05$);

**OW was significantly different ($p < 0.05$) from only the normal weight group, and the At risk of OW group did not differ significantly ($p \geq 0.05$) from the other two groups.

For pedometer steps, MVPA time, and steps/min, the results are grouped such that similar letters represent non-significant differences ($p \geq 0.05$) between activities, and significant differences from all other activities ($p < 0.05$).

Results

Participants were 236 youth (110 boys & 126 girls: 13.6 ±1.8 years old) recruited from four schools in rural southeast Ohio Appalachian region, yet as previously noted, the results are based on the number of observations gathered per activity since not all youth participated in all activities. In the normal weight category, there were 68 girls and 60 boys. In the at risk of overweight category there were 35 girls and 18 boys, and in the overweight category there were 23 girls and 32 boys. The sample consisted of 103 high school and 133 middle school students. Three 3 × 10 ANOVAs were performed to examine pedometer steps, MVPA time, and steps/min between 10 different activities and three BMI categories. Average minutes for PE were 33.6 for all classes.

Table 1 presents pedometer steps, MVPA time, and steps per minute during various PE class activities ($M \pm SD$), separated by BMI categories of normal weight (< 85th percentile), at risk of overweight (OW) (85th to 95th percentile), and overweight (OW) (> 95th percentile). No significant difference was found between overweight and normal weight for the 10 PE activities. Pedometer steps had a main effect for activity type ($F = 17.175$, (9, 29), $p < 0.001$) and BMI category ($F = 5.131$, (2, 29), $p = 0.006$), with post hoc tests showing volleyball as producing the least and walking producing the most total steps. MVPA time had a main effect for activity type ($F = 16.306$, (9, 29), $p < 0.001$) and BMI category ($F = 3.508$, (2, 29), $p = 0.031$), with post hoc tests showing volleyball as producing the

least and walking producing the most MVPA time. Steps/min had a main effect for activity type ($F = 20.245$, $(9, 29)$, $p < 0.001$) and BMI category ($F = 4.399$, $(2, 29)$, $p = 0.013$), with post hoc tests showing volleyball (35.2 steps/min) as producing the least, floor hockey (51.2 steps/min) an intermediate value, and walking (79.5 steps/min) producing the most steps/min (see Table 1 for significant differences in activity types). With respect to pedometer-based MVPA engagement on BMI, the participants with overweight category produced significantly less steps/class (1569.3 vs. 1922.6 steps/class), MVPA time (5.8 vs. 7.6 min), and steps/min (46.0 vs. 55.9 steps/min) ($p < 0.05$) than the participants with normal weight category.

Discussion

To the best of our knowledge, no studies have examined the relationship among physical activity levels, activity type, and overweight status in southeast Appalachian students during PE classes. With respect to the pedometer-based MVPA engagement on BMI category, the participants' total steps for each class period, MVPA time and steps/min were highly associated with the activity type and BMI category. Previous investigations reported that physical activity differed by weight status (Bengoechea, Sabiston, Ahmed, & Farnoush, 2010; Trost, Sirard, Dowda, Pfeiffer, & Pate, 2003). Trost and researchers (2003), using the same BMI criterion as the present study, reported that non-overweight children were more likely active than overweight children. The findings of the current study are consistent with previous studies, demonstrating that participants with normal weight category produced more steps (1922 vs. 1569 steps/class), MVPA time (7.6 vs 5.8 min) and steps per minutes (55.9

vs. 46.0 steps/min) than participants with overweight category. In addition, although previous researchers suggested an average of 2000 steps for 30 minutes of class (Pangrazi, Beighle, Vehige & Vack, 2003) or at least 82 steps/min (Scruggs, 2013) as acceptable, the participants of the current study accumulated fewer steps (35.2–66.1 steps/min except for walking).

The results of the current study reported that participants with overweight category are less likely to be active than their counterparts. Several studies reported that overweight

> ...physical educators should... carefully select curriculum... especially for overweight students

students might not fully, and at times refuse, to engage in physical activity because they likely feared negative emotional impact such as peer ridicule and teasing (Hayden-Wade et al., 2005; Odum, Outley, McKyer, Tisone, & McWhinney, 2017). In addition, another study using pedometers to measure MVPA levels of overweight and non-overweight high school students during PE classes found no significant physical activity differences between two groups (Hannon, 2008). In that study, the researcher demonstrated the importance of PE, emphasizing to provide

equal PE opportunities to both overweight and non-overweight students (Hannon, 2008).

One of the current study's aims was to identify how much southeast Appalachian students engage in different types of physical activity during PE classes. Although dodgeball should be banned in public schools (SHAPE America, 2017a), students engaged in dodgeball during the current study's data collection period. New national standards for initial physical education teacher education emphasize a more health-focused and lifetime activity approach (SHAPE America, 2017b). The findings of the current study report that dodgeball, floor hockey, flag football and walking produced more pedometer steps and MVPA time. Therefore, we suggest that PE and Physical Education Teacher Education programs consider instructing more lifetime activities and safe games and sports. A previous study reported that youth living in the underrepresented Appalachian Kentucky areas perceive physical activity as positive and exercise as negative (Swanson, Schoenberg, Erwin, & Davis, 2013). We therefore suggest that physical educators should understand their vital role in PE settings and should carefully select curriculum when developing and or modifying daily PE activity (e.g., dodgeball vs. lifetime activity), especially for overweight students.

More than 95% of American youth are enrolled in schools where they can participate in developmentally appropriate and structured PE classes (Simons-Morton, O'Hara, Parcel, Baranowski, & Wilson, 1990; USDHHS, 2018). The southeastern area of Appalachian Ohio where the present study was conducted is impoverished and under-resourced (Oh & Rana, 2014; US Census, 2017). A previous study reported that for many rural Appalachian youth,

PE may be the only place where they learn lifetime physical activity and recommended that youth spend more time in appropriate and enjoyable PE activities (Oh & Rana, 2014). The current study helps to support the use of a health-focused lifelong physical activity since walking produced significantly higher pedometer steps, MVPA time, and steps/min as compared to all other activities assessed. Future studies should include an assessment of both activity attainment and enjoyment to determine the best approach to increasing activity levels both in and out of the PE classroom.

A school-based intervention has shown that PE classes can play a vital role, providing students with opportunities to learn necessary physical activity skills and concepts to improve active and healthy lifestyles (Oh & Rana, 2017). As mentioned earlier, schools can provide appropriate physical activity programs that help meet students' interests and needs of all school youth. Therefore, the results of the current study support these suggestions and also the use of external activity monitors during PE classes as an educational tool (Oh & Rana, 2014). It is our hope that the use of external activity monitors could be a good opportunity to help southeast Appalachian students make informed decisions about developing healthy and active lifestyles. For example, students may learn which PE activities produce the most MVPA time and pedometer steps while encouraging them to engage in more physical activity outside the class (e.g., using physical education homework: Hill, 2018; Oh & Rana, 2017).

Limitations

There are several limitations of this study to acknowledge. The students who participated in this study were from areas and schools that were not randomly selected, which limits the generalizability of the results of this present study. Even so, the demographics suggest that the schools serve communities that are under-resourced and have lower income.

The study was also delimited to the 10 activities selected by the PE teachers in the participating schools. In addition, the current study is limited in comparing activity types, because the current study did not control curriculum and PE settings, as there was no control group or treatment group.

●

Overweight participants performed less MVPA time and steps/min than their counterparts during PE classes.

●

Students did not participate in all 10 activities. Comparing between activities could not be accomplished using a repeated measures design. A future study needs to address this limitation by implementing a design where participants experience all activities.

We found that pedometer-based MVPA engagement requires careful interpretation and depends on type of activity (e.g., fast-paced vs. slow-paced activities). Regardless of BMI category, participants of the current study might engage in higher levels of physical activity that go undetected by the pedometer. For instance, indoor soccer might potentially produce less steps compared to walking and volleyball even though it is a higher intensity activity. Students tend to use a longer stride for running and potentially fast-paced activities (e.g., indoor soccer), which tend to capture less steps.

Conclusion

Despite the above limitations, this study is unique to the current body of literature because no studies have been conducted to assess the relationship among physical activity levels, activity type, and overweight status in rural southeast Appalachian students. The participants of the current study performed less than the 2000 steps per 30 minute class or 82 steps/min in class as suggested as an acceptable level by Pangrazi, et al (2003) and Scruggs (2013), respectively. This study also found that there is an association between lack of participation on pedometer-based MVPA engagement and BMI category during PE classes. Overweight participants performed less MVPA time and steps/min than their counterparts during PE classes.

Although 10 PE activities were only introduced once to each class period and per PE program, future studies should consider assessing students' perception about their participation in the introduced PE activities. In addition, future studies also need to evaluate whether a longer period with more classes, including a control group and other assessment tools (e.g., heart rate monitor) to determine southeast Appalachian students' physical activity engagement, especially for overweight students' MVPA engagement (e.g., fast-paced vs. slow-paced activities).

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Hyun-Ju Oh, Ph.D., is an Associate Professor at Ohio University's The Patton College of Education Department of Recreation and Sport Pedagogy: Coordinator of Health & Physical Education (HPE) and Physical Activity and Sport Coaching (PASC) program. Her current research has focused on promoting healthier lifestyles for youth as part of an effort to reduce child obesity through school and community settings and designing effective interventions for youth living in rural Appalachian Ohio.

Sharon Perry, Ph.D., is an Associate Professor at Ohio University's School of Applied Health Sciences and Wellness. She is the Associate Director and Undergraduate Coordinator for the Division of Exercise Physiology. Her research interests include applied research in the area of exercise performance, neuromuscular responses during fatiguing activity, and collaborations in the area of physical activity levels in youth.

Exploring Influence of Extra-Curricular Sport Activity on Positive Youth Development

By Daekyun Oh, Euichang Choi & Sue Sutherland

Extra-Curricular Sport Activity (ECSA) is a student-centered initiative where students voluntarily participate in various physical activities outside the regular curriculum. Objectives of ECSA align with the concept of Positive Youth Development (PYD), which is a strength-based approach to childhood and adolescent development based on the premise that all people have strengths and potential for positive change. Among the various PYD programs, sport-based programs have been shown to be an effective vehicle for youth development. Using PYD as a theoretical framework, the purpose of this study was to gain further understanding of the benefits of participating in ECSA, and to explore implementation strategies to enhance these benefits. A qualitative case study approach was used to explore the benefits and implementation strategies. Six students (aged from thirteen to fifteen), three physical education teachers, and a school supervisor were selected as key informants. Three methods of data gathering were employed in this study: observations and field notes, in-depth interviews, and school documents. Data were analyzed using inductive analysis. Through these procedures, five themes represented the benefits of participating in ECSA: (a) character development, (b) leadership development, (c) positive relationships with others, (d) a sense of enjoyment, and (e) opportunities for career exploration. To maximize the positive benefits of ECSA program, the following implementation strategies are recommended: (a) opportunities for autonomy, (b) debriefing as a key content, (c) a task-oriented climate rather than an ego-oriented climate, and (d) teacher modeling.

Keywords: Sport activity, positive youth development, school physical education

During the last decade, adolescents increasingly spend more time on social media and less time actually engaged in face to face interaction with others (Greenberg et al., 2003). This decrease in personal interaction during adolescence has resulted in a number of concerning symptoms such as increased social isolation, cyber-bullying, depression, and other mental health issues (O'Keeffe & Clarke-Pearson, 2011). Despite the recognition of the need to address social and emotional learning in order to advance youth development, many schools still focus more on academic performance and test results, with prosocial development being pushed to the side (Durlak, Weissberg, & Pachan, 2010). Thus, there is a need for appropriate youth development, focused on a holistic approach, in schools to foster social and emotional learning during adolescence.

There has been a growing body of evidence showing that sport and physical activity in a school context play an important role in students' development including physical, psychological/emotional, social, and intellectual development (Fraser-Thomas, Côté, & Deakin, 2005). ECSA, as one of the key school physical activities, is one example of a holistic student development approach (Ministry of Education, 2012). ECSA is a student-centered initiative where students voluntarily participate in various physical activities outside the regular curriculum, and its fundamental objectives include not only physical development (e.g., preventing obesity, improving physical strength, and learning sport skills), but also prosocial and character development.

The objectives of ECSA align with the concept of PYD (Holt, 2008), which is a strength-based approach to childhood and adolescent development based on the premise that all people have strengths and potential for positive change. Since being problem-free does not necessarily

equate to being fully prepared for life, PYD is indispensable when working with children and adolescents (Lerner, Fisher, & Weinberg, 2000). This paradigm of youth development emerged in the early 1990s, viewing youth as resources to be developed rather than problems to be managed (Roth & Brooks-Gunn, 2003). PYD programs are structured to build developmental assets such as self-esteem, competence, and prosocial behavior rather than focus on reducing deficits such as antisocial behavior (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004; Damon, 2004).

Among the various PYD programs, sport-based programs are seen as effective vehicles for youth development (Gano-Overway et al., 2009). Sport, as a context for youth development, has been studied for nearly a century, and sport and physical activity have been touted as a domain where children and adolescents can learn physical skills, improve moral character, and attain leadership qualities that are applicable to life situations (Wiggins, 2013). Many studies have pointed out the importance of sport activity as a key content in PYD programs (Theokas, Danish, Hodge, Heke, & Forneris, 2008), and robust findings have bolstered evidence that sport and physical activity-based PYD programs have particular potential to help children and adolescents promote positive benefits such as life skills, prosocial behavior, and healthy outcomes (McDonough, Ullrich-French, Anderson-Butcher, Amorose, & Riley, 2013). Furthermore, Holt (2008) focused on the use of sport to develop positive attributes among young people in North America and the United Kingdom. This research emphasized that sport-based PYD programs could produce a wide range of positive outcomes such as the 5Cs (e.g., competence, confidence,

caring/compassion, character, and connection), 40 external and internal developmental assets, and life skills.

Nevertheless, while sport can be a good resource for youth development programs, positive benefits are not necessarily guaranteed just from participating in sport and/or physical activity-based PYD programs. For example, Fraser-Thomas and her colleagues (2005) acknowledged that sport-based PYD programs, if not

> Sport and physical activity-based PYD programs have particular potential to help children and adolescents promote positive benefits such as life skills, prosocial behavior, and healthy outcomes

organized around a sound pedagogical approach, could produce negative developmental outcomes. In other words, in order to optimize sport-based youth development programs, it is required that an intentional curriculum be carefully conceived in the programs to teach life skills, that teachers be systematically trained to deliver lessons, and that supportive relationships be ensured within

a positive learning climate (Weiss, Kipp, & Bolter, 2012).

Therefore, the purpose of this study was to gain further understanding of the benefits of participating in ECSA as a sport-based PYD program, and to explore implementation strategies to maximize these benefits based on the concept of PYD as a theoretical framework. The specific research questions guiding this study were as follows: (a) What are the benefits of participating in ECSA for middle school students? and (b) What strategies used in delivering ECSA can maximize these benefits?

Methods

A qualitative case study methodology was used to explore the benefits of ECSA and its implementation strategies. To be specific, this study employed case study approach (Yin, 2003). This approach is an appropriate way to define cases, and to understand complex phenomena within their contexts (Baxter & Jack, 2008). Thus, when the approach is applied appropriately, it could become a valuable method to evaluate ECSA programs.

Context and Participants

This case study took place at three public middle schools located in Seoul, South Korea. Through consultations with a university faculty and expert teachers, and analysis of documents from the Department of Education in South Korea, three middle schools recognized as having excellent ECSA programs were selected in Seoul, South Korea. These schools provided their students with ECSA programs as before-school, lunch-time, and/or after-school programs. The types of sports that the schools provided were basketball, netball, soccer, and tee-ball. The programs were not mandatory, which means that students could make the

decision whether they would participate in ECSA or not. Students who wanted to be involved in a club had been participating in ECSA programs for average of two hours a day, three times per week, and for two years. In addition, they could participate in intermural tournaments during weekends.

A total of ten participants (six students, three physical education teachers, and a school supervisor) were selected as key informants, and voluntarily agreed to participate in the study. The six students (four males and two females) were between thirteen and fifteen years old, and had an average of two years of ECSA experience. The three physical education teachers (all males) had an average of six years of ECSA teaching experience, and a supervisor (male) had eleven years of ECSA supporting experience. While we recognize the gender unbalance of teachers in this study, the teachers were selected on criteria other than gender. This may be seen as a limitation to the findings of this study.

Data Gathering

This study was approved by the Human Research Ethics Review Committee in a university in South Korea before data gathering. Three methods of data gathering were employed in this study: observations and field notes, in-depth interviews, and school documents.

Observations and field notes. The researchers had received permission to access the three middle schools, and to conduct observations of the ECSA programs before they started conducting the research. Also, the researchers received consent forms from the participants (e.g., teachers and students/guardians) to be involved in this study. Observations focused on all aspects related to the programs' daily activities including practices, meetings, games, and intermural sports tournaments. The first author observed three middle schools a total of 27 times and each observation took an average of three hours. Field notes were taken based on observations to gather relevant information.

Interviews. Three teachers, a supervisor, and six students were interviewed in regard to their experience of ECSA. Each student and teacher participated in two or three face-to-face individual interviews based on class schedules and other time commitments. These interviews lasted approximately 60 minutes. Each interview was conducted using a semi-structured interview guide, and included questions that allowed for in-depth exploration of their experiences of ECSA. The researchers received informed consent forms from all participants for the interviews to be audio-recorded.

School documents. Various documents obtained from the research field were used to provide additional insight into the phenomena of ECSA. The researchers collected a wide range of materials such as school sports club manuals, lesson plans, photo albums, and newspaper articles featuring the programs or members of the programs. Furthermore, the teachers provided the researchers with a copy of a handbook of sports clubs provided by the Seoul Metropolitan Office of Education. The handbook described philosophy, purpose, operation strategies, instructor qualification, and some examples of ECSA.

Throughout the findings section the sources of the data were labeled to identify how the data were gathered. The codes used are as follows: observations and field notes (OF), teacher interviews (TI), student interviews (SI), and school documents (SD).

Data Analysis

Data were analyzed using inductive analysis, which refers to approaches that primarily use detailed readings of raw data to derive concepts and themes through interpretations made from the raw data by a researcher (Creswell & Poth, 2018). In this study, the inductive analysis began with close readings of text and consideration

of the multiple meanings that were inherent in the text. After that, the researchers identified specific segments that contained meaningful units based on the purpose of this study, and then labeled the segments to create categories. After categorizing, the researchers tried to reduce overlap and redundancy among the categories while constantly reading the raw data, segments, and categories. Inductive analysis can be viewed as incomplete (Thomas, 2006). Thus, the researchers continuously revised and refined themes and categories until the study was completed.

Trustworthiness

The researchers took the following measures to establish trustworthiness: triangulation, member check, and peer debriefing. The data were triangulated using multiple data sources. The sources included observations and field notes, interviews, and school documents. These sources were used as tools for triangulation to help support the claims of participants that are displayed in the findings and discussion sections. The themes were cross-checked against all data sources several times and were accepted or rejected based on the evidence and interpretation.

Member checking was used to allow all participants to read the transcripts and themes that came from the interview data, as well as encourage them to comment on the accuracy of the transcripts and themes. Peer debriefing occurred on an ongoing basis throughout this study. Three colleagues (a physical education teacher educator and two physical education teachers) familiar with ECSA and qualitative research served as peer debriefers. These three colleagues offered an outsider's perspective to help determine alignment with the transcription and interpretations of the developing themes.

Researcher Positionality

Qualitative research is often reliant upon the researcher's subjectivity, personality, theoretical standpoint, and interactions with the participants. Thus, it is important to disclose the researcher's positionality and role in the process to recognize the effects on the data (Savin-Baden & Major, 2013). At the time of this study, the lead author had seven years of teaching experience as a physical education teacher in middle and high school in South Korea. The researcher is interested in character development and positive youth development through sport and physical activity. So, the researcher has been committed to the use of a wide range of strategies in enhancing positive youth development through school physical education settings.

During the data collection, the first author's role was as a non-participant observer and an interviewer. All participants involved in this study were aware of the researcher's belief and role. In that case, the influence of the researcher on the research and participants cannot be overlooked. Therefore, the researcher tried to reduce the influence. Specifically, the researcher conducted observations as an outsider of the programs

rather than as an insider. Also, the researcher tried not to express his belief when conducting interviews with participants.

Findings and Discussion

Two themes, with subsequent subthemes, were developed during the analysis process. The first theme was benefits of participating in ECSA and included the subthemes of (a) character development, (b) leadership development, (c) positive relationships with others, (d) a sense of enjoyment, and (e) opportunities for career exploration. The second theme was implementation strategies and included the subthemes of (a) opportunity for autonomy, (b) debriefing as a key content, (c) a task-oriented climate rather than an ego-orientated climate, and (d) teacher modeling.

Benefits of Participating in ECSA

Students participated in the ECSA program on a regular basis (an average of two hours a day, three times per week, and for two years of the ECSA experience), and the experience of the program had a clear impact on their positive development, which is related to the concept of PYD. During the interviews, they discussed several benefits of the ECSA program.

Character development. Teachers who implemented ECSA highlighted the role of ECSA that facilitate character development, rather than simply skilled individuals. The teachers emphasized desirable behaviors such as caring for and respecting others, showing sportsmanship, and etiquette. Specifically, the primary goals of ECSA were "developing sportsmanship and wholistic growth" (SD, basketball club2) rather than sport skill development.

Our club's most important goal is character development. So, I always try to emphasize sportsmanship. I am not sure

about the impact, but school violence rates have decreased (TI, tee-ball club).

Furthermore, all clubs in this study used modeling as a teaching method to improve character development because the teachers believed that it is the most effective for character development.

Students need model teachers for character development. They learn by watching their teacher. I think the ability to demonstrate desirable language, behavior, and attitude are the most important qualities of teachers (TI, basketball club-1).

Students came to understand what is morally right or wrong based on interactions with key figures such as teachers (Schwamberger, Wahl-Alexander, & Ressler, 2017). Through demonstrating sportsmanship by the teachers, their students could recognize desirable behaviors, and tried to avoid misbehaving, thereby facilitating character development through the ECSA program.

Tee-ball club, moreover, emphasized etiquette not only in the gym, but also in real life settings such as in the classroom and at home. Students in this club acknowledged that etiquette is one of their club's traditions, and they tried to keep this tradition (good etiquette) not only on the tee-ball ground, but also in their daily life.

Our motto is "being a good person." So, we try to be polite and have good manners every day. We always greet whoever we meet at our school well and even those we meet outside of the school. That is one thing that I have changed since I have participated in the tee-ball club (SI, tee-ball club).

Previous studies also revealed that organized sport programs can promote social and moral attributes,

so that the programs contribute to the goal of a particular interpretation of good citizenship (Fraser-Thomas, Côté, & Deakin, 2005; Schwamberger, Wahl-Alexander, & Ressler, 2017). Thus, the assumption that sport builds character is frequently made by school officials, community leaders, and even parents when they discuss the purpose of sport-based programs for children and adolescents (Sage, 1998; Shields & Bredemeier, 1995).

Leadership development. Students had opportunities to experience leadership roles in the ECSA program. For example, they practiced together regardless of their grades, and students in higher graders led their practice as leaders. The older students had responsibilities to decide what they learn, and to organize their practice. Moreover, they could learn how to interact and communicate with each other while leading their practice. All club members also had higher sport skills, so they had a chance to demonstrate the skills in front of peers when they attended regular physical education classes. Through these experiences, they could learn essential elements for leaders such as confidence, responsibility, and interaction skill with others.

There are various roles in our club such as captain, sub-captain, training manager, and warm-up leader. So, every student has more than one responsibility as a leader, which is good for learning about leaders' responsibilities. Most of our students are leaders in their physical education classes because they have confidence and high sport skills. I think these are the reasons that ECSA helps students improve leadership skills (TI, basketball club-1).

Notably, students could transfer the leadership skills that they learned

through ECSA to other general school activities. One student in the tee-ball club was a student president in her school, and she mentioned that the experience of ECSA helped her prepare for the election and act as a student president.

I had a passive disposition before I participated in the tee-ball club, but now, I have a lot of confidence when I talk in front of others. It helped me when I ran in a student president election. I think it seems to be influenced by playing tee-ball (SI, tee-ball club).

Some students who lacked confidence and responsibility improved in these areas through the ECSA program, and were able to transfer those improvements to the real world. Consequentially, ECSA could help students improve those qualities needed to be a leader. Previous studies (Gould & Voelker, 2010; Martinek & Hellison, 2009) support the findings of this study, as they indicated that if sport context is appropriate (e.g., student-centered approach), it would be beneficial for promoting youth leadership.

Positive relationships with others. Students had many opportunities to interact with other people through ECSA. Specifically, participating in team sports (e.g., basketball and tee-ball) played an important role in the establishment of the positive relationship. They recognized that sport activity is a way to not only practice sport skills, but to also continuously interact with friends and teachers, thereby understanding each other and forming closer relationships.

> Attending a sports club seems to give me a good chance to make new friends. The best part is that I can be with my friends. Most of the time, I am alone at home, but here, I am not alone (SI, basketball club-1).

Interestingly, during the interview, one student in basketball club said that "If I can make new friends and become closer with them, I don't mind that we reduce basketball practice time and add another activity to build better relationships." Most of the time, students liked developing sport skills, and this was the main reason that they enrolled in their sports club. Sometimes, however, keeping positive relationship with others was a more important reason for them to participate in ECSA.

Several previous studies have investigated the influence of participating in sport activities on PYD, specifically the social benefits of positive relationship with coaches, opportunities to make new friends, and development of teamwork and social skills (Eime, Young, Harvey, Charity, & Payne, 2013; Holt, Kingsley, Tink, & Scherer, 2011). For instance, team sports seem to be associated with improving positive social benefits by children and adolescents compared to individual activities due to the social nature of the participation within team sports (Eime et al, 2013). In this study, students acknowledged similar benefits of participation in the ECSA program in terms of positive relationship with others.

A sense of enjoyment. One of the personal benefits from participating in sport is enjoyment (Eime et al, 2013). Students who participated in ECSA also had a similar experience because one objective of ECSA was to create an active and enjoyable school atmosphere, so their schools operated ECSA as a festival that was not focused only on winning. This characteristic helped the students to feel enjoyment.

> We usually take a lot of pictures and make photo albums in order for my students to make good memories. I believe if they have a good memory and feel enjoyment, they will come back and continue to participate in sports clubs even after they graduate middle school (TI, basketball club-1).

Students could also feel enjoyment through achieving their own goals, improving sport skills, realizing their potential, and having a chance to express their passion.

> I am definitely thrilled and excited. It is more fun than any other school activities. As my skills improved, it became more enjoyable to participate in tee-ball club…. I like the feeling when I catch a ball (SI, tee-ball club).

Youth are initially attracted to youth development programs based on their own interest and relevance to their personal needs. Moreover, if they participate in activities that are related to their interest, they would feel enjoyment as well as being continuously involved in the activities (Anderson-Butcher, 2005). In this regard, ECSA considered students' interests, and tried to increase students' enjoyment when they participate in the programs. Given that most students spend almost half their day in school, it is clear that their enjoyment for school activities influence happiness or subjective well-being in their day-to-day living (Fraser-Thomas, Côté, & Deakin, 2005). Thus, the sense of enjoyment with ECSA is one of the meaningful findings in this study.

Opportunities for career exploration. The students had opportunities to explore a wide range of jobs which are related to sport. Through ECSA, the students could have a chance to discover their talent and interest because the clubs expanded their perspective about sport-related occupational clusters. For example, when the basketball club went on a field trip, their teacher emphasized not only direct sport-related careers such as basketball athletes and coaches, but also indirect careers such as those of a sportscaster, commentator, reporter, journalist, uniform designer, and even stadium manager. So, the students could expand their career perspectives based on their own interests.

> I think the biggest educational effect is the chance to explore their future dream. One of my students changed his dream to be a PE teacher after participating in the basketball club. Also, I usually mention that there are a lot of jobs in our field in addition to the PE teacher. When we went on a field trip to watch a pro basketball game, for example, I wanted them to find various jobs in the stadium, and they found a lot of jobs such as commentator, caster, and reporter (TI, basketball club-2).

According to Larson and Verma (1999), participation in youth sport or physical activity programs has been positively correlated with adult career achievement. Given that middle school is a stage in which students

explore and plan their future careers in earnest, it was meaningful for the students to have chances to experience a variety of jobs which are related to their own interests.

Overall, the findings from this study indicated that students who participated in ECSA on a regular basis were able to acquire positive benefits from the program. These positive outcomes might be linked closely to fundamental frameworks of PYD, such as developmental assets, 5Cs, and life skills, because these frameworks are comprised of specific developmental outcomes, which are related to the benefits of the ECSA programs (Benson, 1997; Lerner, Fisher, & Weinberg, 2000; World Health Organization, 1999). Next, we will discuss some of strategies that help to facilitate these benefits of participating in the ECSA program.

Implementation Strategies

Provided that the positive benefits of ECSA programs do not occur autonomously, deliberate implementation strategies are a key consideration for student outcomes. This study explored the implementation strategies that could maximize the benefits of participating in ECSA. Specifically, analysis of the data resulted in the identification of four subthemes as implementation strategies that reflected the experiences of the teachers' implementing the ECSA program, as well as the students participating in the program. The subthemes were: a) opportunity for autonomy, b) debriefing as a key content, c) a task-orientated climate, and d) teacher modeling.

Opportunity for autonomy. One key contributor to ECSA as a vehicle for positive benefits was a student-centered approach. According to Ministry of Education (2012), the definition of ECSA is a student-centered initiative and engages students voluntarily outside the regular curriculum. Therefore, it is inevitable that students are given autonomy by having a lot of authorities to organize and operate their sports clubs. The teachers who implemented ECSA in this study gave their students opportunities to make decisions such as what they learn, how they practice, and even what strategies they choose when they play in competition tournaments.

My teacher is a supporter. He usually observes our practice and helps us when we need something, but basically, he does not teach directly. Instead, we teach each other. It is comfortable for me. I think we can have a caring mind because we try to think from others' standpoint when we teach each other...We usually make decisions when we practice tee-ball. We are motivated by this authority (SI, tee-ball club).

Through the opportunities, they felt more enjoyment participating in ECSA. According to Ryan and Deci (2000), individuals have a basic need to display personal control over their environments. We also have a need for freedom of choice and a desire to experience our behavior as self-determined. Thus, if students are actively involved in a process that develop their activities (e.g., objectives, contents, strategies, and organizations) as decision makers and the activities are organized based on students' needs, the programs would be meaningful for them to improve positive outcomes (Dagkas & Armor, 2012). In this regard, the students in this study could choose what they do and how they practice in their club, thereby reaping positive benefits. Teachers also gave their students a chance to think for themselves about what they did and how it worked to do well in the future. This reflective time made them improve their ability for critical thinking and problem solving. Furthermore, they had a positive relationship with their friends by being caring and understanding each other because they recognized that a respectful attitude is most important when they teach each other.

Provided that students should experience a sense of empowerment while engaging in their activities, so that they have continued motivation for involvement (Anderson-Butcher, 2005), teachers who operate ECSA programs should give their students opportunities for autonomy as a key strategy to improve students' positive development as well as enjoyment.

Debriefing as a key content. Debriefing is another factor which makes ECSA a positive contributor to students' development. An activity is just an activity until students recognize both what and why they have learned through debriefing (Sutherland, Ressler, & Stuhr, 2011; Tannehill, MacPhail, Halbert, & Murphy, 2013). Students need to have opportunities for debriefing where they begin to acknowledge what happened in their activity, what it means for them to learn something through the activity, and how to move forward in the next activity to strengthen their learning. In this regard, debriefing, as a student-centered reflection, is vital for students to construct meaning from their experience. In this study, students had the opportunities for debriefing, and they were able to share with their friends what they learned through ECSA, what they did well and/or did not do well, and how they would do well in the future.

Every time after practicing tee-ball, we have a time to discuss our activity. We usually talk about what went well and did not go well. I think it is really good for me because I can share my feelings with my friends and understand my friends' feelings. Through this time, we can know much about each other as well as how we can do well in the future (SI, tee-ball club).

A student: We were good players, individually speaking, but I think we did not have teamwork today. Shall we talk about how we can improve teamwork for the next game? (OF, tee-ball club)

Through the debriefing, the students could recognize what they learned and how the experience would be meaningful for them, thereby improving positive benefits. The debriefing was a continuous process in which students were able to improve social and emotional outcomes as well as develop sport skills. As one student mentioned in her interview, they could understand each other through the debriefing, and it was helpful for them to develop positive relationship with others. Thus, if teachers want to have students improve beyond just the development of physical ability through ECSA programs, debriefing may be a crucial role for the holistic development.

A task-oriented climate rather than an ego-oriented climate. Even though these three middle schools were good examples of ECSA, they also had

a negative aspect. One reason why they received negative outcomes was excessive competition. The Ministry of Education (2012) recommended that schools have to operate a sports club as a festival that is not focused on winning alone. All teachers in these three middle schools, however, recognized that winning is one of the key factors for successful ECSA because if students do well in competitions, their club would gain more financial support from the government as well as they would have more opportunities to participate in intermural sports tournaments.

Sometimes, I am a little worried because I feel I focus more on winning. However, I have no choice but to do so because if we want to get funding and chances to participate in competitions, we have to win (TI, tee-ball club).

Nevertheless, focusing more on winning than other goals might cause negative outcomes. This "winning focused atmosphere" has provided both positive and negative examples of moral and immoral behaviors, further causing youth to want to emulate those behaviors (Schwamberger et al., 2017). In that case, a task-oriented climate may be an effective strategy to reduce excessive anxiety as well as immoral behaviors. Specifically, based on the personal meaning people assign to perceived success and failure, two main goal orientations have been identified: task orientation and ego orientation (Duda, 2001). Task-oriented students define success in terms of mastering skills, self-improvement, and effort investment. Ego-oriented students, on the other hand, tend to compare their performance with others' skill, and they feel successful when they outperform others rather than from improvement or mastery. While ego-oriented students often face too much competition and a high level of stress (Kolovelonis & Goudas, 2018), task orientation has been shown to be positively associated with positive benefits such as prosocial behavior, high levels of moral functioning, and respect for other people (Kavussanu & Ntoumanis, 2003; Lemyre, Roberts, & Ommundsen, 2002; Sage & Kavussanu, 2007). Sometimes, the teachers in these three middle schools took the ego-oriented approach because they focused more on winning, and their students felt excessive competition and anxiety. Thus, teachers should consider a task-oriented climate, rather than

an ego-oriented climate in order to reduce excessive competition, so that their students can feel enjoyment and have positive benefits through ECSA.

Teacher modeling. Social cognitive theory (Bandura, 1997) suggests that, when used appropriately, teacher modeling would be one of the most effective methods for student development. For this reason, teachers have been considered as essential facilitators of desirable behavior, and the teacher modeling has been used in numerous educational settings. Children are inclined to value and demonstrate the behaviors of individuals whom they trust and look up to (Shields & Bredemeier, 1995), which also stresses the importance of teacher modeling. Thus, teachers should set good examples for students at all times because, whenever a teacher demonstrates a concept for a student, that teacher is modeling. ECSA in this study also emphasized the importance of teacher modeling. Teachers indicated that students could learn sportsmanship through teachers' attitude, passion, expression, and language.

> I saw negative teacher behaviors several times when we participated in intermural sports tournaments. It is not good for children. They usually learn by watching their teachers' behaviors. So, I think teacher education programs should deal with this problem (TI, basketball club-1).

In this regard, teachers who implement ECSA programs need to understand not only what to teach and how to teach, but also how to behave as a role model. Therefore, teacher education programs must deal with this issue as a teacher professionalism. An informal teacher community may be one effective way to equip both pre-service and in-service teachers with these qualities. In fact, previous studies mentioned that informal teacher communities as well as formal ones are important for physical education teachers to improve their professionalism to help their students facilitate PYD (Camire, 2012; Keay, 2006).

The data gathered from the ECSA program and previous studies indicated that these strategies could enhance the benefits of participating in the program. Given that ECSA programs could not be powerful unless the programs are organized (Fraser-Thomas, Côté, & Deakin, 2005), these deliberate strategies would help teachers to facilitate their students' positive development through the ECSA program.

Conclusions and Recommendations

ECSA has a strong potential to impact PYD. The findings from this study demonstrated that students who participated in ECSA on a regular basis were able to acquire positive benefits which are related to PYD. Furthermore, the four implementation strategies (e.g., providing students with autonomy, using debriefing as a key content, focusing on a task-oriented climate, and facilitating teacher modeling) would maximize the positive benefits of the ECSA program. For this reason, there is a need for deliberate implementation strategies in order for youth to foster PYD through the ECSA program. Otherwise, just playing sport does not guarantee positive benefits for youth.

In light of the findings of this study, the researchers make the following recommendations for facilitating the ECSA program in a school context as a key component. In terms of future direction for research, first, there is a need to explore cultural differences and a possibility to apply the findings of this study in the United States' environment to see if similar findings can be achieved. In this regard, it may be meaningful to consider linking this study with the Comprehensive School Physical Activity Program (CSPAP), which is a national system for fostering physically active life in the United States (SHAPE America–Society of Health and Physical Educators, 2013). Second, researchers should take a look

at the long-term effect of the benefits of the ECSA program. Although current research revealed that the program produced participants' positive outcomes, its long-term effects remain unexamined. For example, one of the benefits of the ECSA was opportunities for career exploration, and there is a need to follow up to see if the opportunities have a relationship with a successful life in the future. In that case, a longitudinal research approach should be considered. Ultimately, these endeavors will provide adolescents with opportunities for PYD.

In terms of implication for practitioners, the researchers also suggest three practical recommendations for facilitating PYD in a school context:

1. Teacher education programs should deal with content knowledge and pedagogical content knowledge of the ECSA program to better equip pre-service and in-service teachers to be able to implement ECSA in their schools.
2. Since this study revealed that adolescents can get benefits from the ECSA program, schools should include the ECSA program as a key component of the school curriculum, thereby promoting PYD.
3. There is a need to connect school ECSA programs with current sport-based PYD programs in communities so that schools and community programs can share recommendations will be beneficial.

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Daekyun Oh is a Doctoral Student in the Department of Human Sciences at the Ohio State University. His research interests are positive youth development, social and emotional learning, and adventure-based learning in physical education and teacher education.

Euichang Choi is a Professor in Department of Physical Education at Seoul National University. His research interests are professional development for PE teachers and sport coaches, character education in sport, and humanitas-oriented physical education.

Sue Sutherland is an Associate Professor in the Department of Human Sciences at the Ohio State University. Her research interests are student-centered pedagogy, adventure-based learning, and social justice in physical education and teacher education.

High School Strength and Conditioning Coaches: A Descriptive Analysis of Employment Status and Future Occupational Opportunities

By Kenneth Szabo, Matthew Juravich, Alan S. Kornspan & Ronald Otterstetter

The purpose of the current study was to describe and evaluate the status of high school strength and conditioning programs in the state of Ohio from the perspective of high school athletic directors (ADs). One hundred and fifty-seven high school ADs returned surveys about the status of high school strength and conditioning within the athletic department that they supervise. Results revealed that most of the individuals hired as strength and conditioning professionals at the high school level were employed on a part-time basis ($n = 26$; 18.8%) or on a supplemental contract ($n = 41$; 29.7%). Only a few high school ADs reported that some strength and conditioning coaches (SCCs) ($n = 8$; 5.1%) were hired on a full-time basis. Further, the present study found that the most common certification that SCCs had was the Certified Strength and Conditioning Specialist (CSCS) certification. Results also revealed that high school ADs highly valued the teaching of strength and conditioning techniques to high school athletes and that there was a need for high school athletic departments to hire a strength and conditioning coach.

Keywords: strength and conditioning, employment, certification, athletic directors

In recent years, the field of strength and conditioning has advanced, as having a full-time strength and conditioning coach on staff is now the norm in intercollegiate and professional athletics (Hillman, 2012; Judge et al. 2015). In addition, recent initiatives have been embarked upon to increase the employment of strength and conditioning coaches (SCCs) at the high school level (NSCA, 2016; NHSSA, 2016; Steinbach, 2017). In fact, the National Strength and Conditioning Association (NSCA) has recently described the benefits of having a certified SCC as part of the high school athletic department coaching staff (National Strength and Conditioning Association (NSCA) Secondary School Coaches Working Group, 2016).

Having a qualified SCC employed at the high school level can provide great benefits to interscholastic student-athletes, coaches, and administrators (McFarland Jr. & Bloom, 2005; NSCA Secondary School Coaches Working Group (NSCA-SSCW), 2016). The NSCA-SSCW has suggested that there are five major benefits for the school including controlling the school's liability, helping with the development of gender specific strength programs, providing due diligence, creating a more professional and safe environment, and providing an extra coach for all of the school's athletic teams. Relatedly, the NSCA-SSCW has suggested that there are also five main benefits for student-athletes when a certified SCC is on a high school athletic department's staff. These benefits include: improving student-athlete health, confidence, improving athletic performance, decreasing the risk of injury, and developing a student athlete's physical strength and athletic performance (NSCA, 2016).

In order to offer guidance for secondary school athletic administrators, the NSCA has provided information to guide high school athletic directors on how they can structure a high school SCC position (NSCA, n.d.). Specifically, the NSCA believes the best option to be the development of a full-time SCC position. A second main employment model for a SCC position is a full-time position with physical education teaching responsibilities throughout the school day. This type of position usually requires a teaching license in Ohio (see PEteacherEDU .org, 2019). Two other models that can be utilized to structure a high school SCC position are hiring a part time

SCC to supervise the weight room before and after school or to have an athletic department coach oversee strength and conditioning throughout their sport's off-season (NSCA, n. d.).

As athletic participation has grown at the interscholastic level, school districts are upgrading football stadiums and gymnasiums, and also building multi-million-dollar indoor training facilities (May, 2018; National Federation of High Schools, 2017; Smith, 2016). In fact, many new fieldhouses include large athletic performance centers in which high school athletes can train for strength, speed and agility (May, 2018; Smith, 2016). As a result, in recent years, high schools have begun to hire full-time strength and conditioning coaches (Graybeck, 2018; Traxler, 2018). Thus, as high school athletic directors recognize the need to hire SCCs, questions of interest include how prevalent are SCC positions at the high school level and are full-time and part-time SCC job opportunities expected to increase in the near future? Determining the answers to these questions are important so that those with an interest in obtaining employment as a SCC at the high school level can more optimally understand the current and future opportunities that may come available. In addition, this research can aid students, faculty and SCCs in becoming more knowledgeable about the state of interscholastic strength and conditioning in the state of Ohio.

To examine the state of high school strength and conditioning, researchers have begun to descriptively analyze how strength and conditioning is provided at the high school level (Broekstra, 2009; Duehring, Feldmann, & Ebben, 2009; Hartshorn, Read, Bishop, & Turner, 2016). Much like previous research has examined the background and responsibilities of strength and conditioning coaches

at the intercollegiate (e.g., Judge, Petersen, Bellar, Craig, Cottingham, Gilreath, 2014; Massey, Vincent, & Maneval, 2004; Massey & Vincent, 2013) and the professional level of sport (Ebben & Blackard, 2001; Ebben, Carroll, & Simenz, 2004; Simenz, Dugan, & Ebben, 2005) research has begun to describe the background and job responsibilities of high school SCCs (Brokaw, 2015; Duehring & Ebben, 2010; Finamore, 1992; Hartshorn, et al., 2016; Judge, Petersen, Bellar, Craig, & Gilreath, 2013; Reynolds, Ransdell, Lucas, Petlichkoff., & Gao, 2012; Weaver & DeBeliso, 2015). Initial research examined who provided strength and conditioning within high school athletic programs (Finamore, 1992). In addition, researchers have also been interested in determining if those providing strength and conditioning instruction are certified (Brokaw, 2015; Duehring & Ebben, 2010; Weaver & DeBeliso, 2015).

Available research has suggested that initially, coaches of team sports rather than a specific SCC provided most high school strength and conditioning (Finamore, 1992). However, more recent inquiries have revealed that high school athletic directors are beginning to hire SCCs to offer long term athletic development programs to their athletes (Brokaw, 2015; Duehring & Ebben, 2010; Judge et al., 2013; Petersen & Judge, 2008). Relatedly, extant literature has also shown that a low percentage of those providing strength and conditioning within high school athletic departments have certification related to resistance training (Brokaw, 2015; Judge et al. 2013; Reynolds et. al., 2012; Weaver & DeBeliso, 2015).

While studies have assessed the backgrounds and responsibilities of SCCs at the high school level, few investigations have analyzed the employment status of high school SCCs and the need for SCCs within

high school athletic departments. In addition, few studies have been conducted which have surveyed high school ADs to determine if they believe there is a need to hire SCCs. Furthermore, few studies have examined the potential barriers that may exist in hiring a high school SCC. Therefore, the specific purposes of the present investigation were a.) to determine how many high school athletic departments utilize the services of a certified SCC; b.) to determine the employment status of those providing strength and conditioning to high school athletic departments; c.) to examine if ADs believed a need exists to hire a SCC; and d.) what might be the potential barriers for hiring a SCC for a high school athletic department.

Method

University Institutional Review Board (IRB) approval was received prior to the start of the study. This study was carried out by a survey administered to high school AD's in the state of Ohio. Respondent contact information was collected from the Ohio High School Athletic Association (OHSAA) website for ADs from every high school with a football team. This included the ADs for high school football teams competing in all seven divisions within the OHSAA. Next, 677 cover letter emails were sent to high school ADs. After the emails were sent, ADs who were willing to complete the survey then completed the survey online. A reminder email was sent to those who had not yet participated seven days later, and again six days after that. The survey was closed one day after the second email reminder. This gave the ADs a total of two weeks to participate in the study. Finally, a thank you message was sent to all administrators who participated in the survey. The response rate for the present study was 23.2% (N = 157/677).

A Survey of High School ADs in Regards to the Current State of High School Football Strength and Conditioning

1. What would you consider to be your primary field of study throughout your collegiate experience?
   _____
   _____

2. Is your school where you work public or private?
   ☐ Public   ☐ Private

3. Does your high school have a football team?
   ☐ Yes   ☐ No

4. What division does your football team compete in through OHSAA?
   ☐ D1   ☐ D2   ☐ D3   ☐ D4   ☐ D5   ☐ D6   ☐ D7

5. On a scale of 1–10, please rate the importance of teaching proper strength & conditioning techniques to athletes (1 meaning, "Not important at all" and 10 meaning, "Absolutely Essential")
   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6   ☐ 7   ☐ 8   ☐ 9   ☐ 10

6. Do your athletic teams utilize a weight training facility or weight room?
   ☐ Yes   ☐ No

7. How many individuals does your athletic program have a[ ] athletes?
   ☐ 0   ☐ 1   ☐ 2   ☐ 3   ☐ 4
   If 1 or more, please continue to question 8. If 0, please s[ ]

8. What is the job title of the Individual responsible for stren[ ] your school?
   _____
   _____

9. What is this individual's status of employment specifically [ ] responsibilities?
   ☐ Full-time ☐ Part-time ☐ Contracted   ☐ [ ]

10. Does the individual responsible for strength and conditi[ ] school?
    ☐ Yes   ☐ No
    If Yes, what are the additional roles?
    ☐ Administrator   ☐ PE Teacher   ☐ H[ ]
    ☐ Assistant Coach   ☐ Teacher ☐ Other _____

11. How many years has the individual responsible for streng[ ]
    ☐ < 1 year   ☐ 1–2 years   ☐ 2–5 years

12. Does the individual responsible for strength and conditioning at your school currently have any of the following certifications relevant to resistance training?
    ☐ CSCS (Certified Strength and Conditioning Specialist
    ☐ CPT (Certified Personal Trainer)
    ☐ CSCCA (Collegiate Strength and Conditioning Coaches Association)
    ☐ USAW (USA Weightlifting)
    ☐ Unsure
    ☐ Other _____

13. What is this individuals estimated salary specifically regarding their strength & conditioning responsibilities?
    ☐ $0   ☐ $0–$5,000   ☐ $5,000–$10,000
    ☐ $10,000–$20,000 ☐ $20,000–$30,000   ☐ $30,000–$40,000
    ☐ $40,000–$50,000 ☐ >$50,000
    Please skip to question number 16

14. Who monitors and/or implements the weight training of sports teams in the weight training facility/weight room?
    ☐ Head Sport Coach   ☐ Assistant Sport Coach   ☐ PE Teacher
    ☐ Parent   ☐ Other _____

15. Do any of the individuals who monitor the weight room currently have any of the following certifications relevant to resistance training?
    ☐ CSCS (Certified Strength and Conditioning Specialist)
    ☐ CPT (Certified Personal Trainer)
    ☐ CSCCA (Collegiate Strength and Conditioning Coaches Association)
    ☐ USAW (USA Weightlifting)
    ☐ Unsure
    ☐ Other _____

16. Do you feel that there is a need for the athletic department to hire a strength and conditioning coach?
    ☐ Yes   ☐ No

17. Are you satisfied with the current state of your strength and conditioning program at your high school?
    ☐ Yes   ☐ No

18. In your opinion, what issues impact your athletic department in the decision to hire a strength and conditioning coach?
    _____
    _____

19. What do you perceive to be the duties of a high school strength and conditioning coach?
    _____
    _____

20. Do you think the number of people dedicated to strength and conditioning will increase, decrease, or stay the same in the future at the high school level?
    _____
    _____

Figure 1. A survey of high school ADs in regards to the current state of high school football strength and conditioning

Measures

The survey used in the present investigation was developed specifically for the current study. The survey contained a total of 20 questions. The questions were comprised of 14 forced choice questions, 1 Likert scale question, and five open-ended questions (see Figure 1).

To establish content validity for the survey, procedures discussed

TABLE • 1

Frequency Data for High School Strength and Conditioning Coaches Characteristics		
	n	**%**
Most Common Title of Those that Provided Strength and Conditioning		
Strength and Conditioning Coach/Coordinator	31	19.7
Weight Room Coach/Coordinator/Monitor	28	17.8
Head Coach	23	14.6
Assistant Coach	19	12.1
AD responded that another title was used	56	35.7
Most Common Employment Status of Individuals Employed to Provide Strength and Conditioning		
Supplemental contract	41	26.1
Part-time	26	16.6
Full-time	8	5.1
The individual's employment status was not classified	82	52.2
Most Common Additional Job Responsibilities of Strength and Conditioning Coaches		
Head or Assistant Football Coach	59	37.6
Teacher	26	16.6
Other non-specified roles	29	18.5
No Additional Responsibilities	24	15.3
AD provided no response	17	10.8
Administrator	2	1.2
Most Common Certifications of Strength and Conditioning Coaches		
Certified Strength and Conditioning Specialist (CSCS)	36	23.0
Certified Personal Trainer (CPT)	16	10.2
USA Weightlifting Certification (USAW)	7	4.5
Collegiate Strength and Conditioning Association certification (CSCCa)	8	5.1
AD was unsure if SCC had certification	65	41.4
AD reported that the SCC did not have certification	24	15.3
AD reported that the SCC had another certification not listed	1	0.6

each of the seven division section lists. The purpose of these emails was to receive feedback from experts about organization and content of the survey. During this phase, 14 ADs were given a total of two weeks to respond, with a reminder email sent one week after the initial survey was sent. After receiving feedback the survey was adjusted for organizational and grammatical elements and content validity was accepted.

Results

Participants ($N = 157$) in the current study included Division I ($n = 17$), Division II ($n = 20$), Division III ($n = 21$), Division IV ($n = 24$), Division V ($n = 24$), Division VI ($n = 24$), and Division VII ($n = 27$) OHSSA athletic directors. Most athletic directors were employed at public high schools ($n = 139/157$; 88.5%) while only a few ADs reported employment at private high schools ($n = 17/157$; 10.8%). One athletic director did not respond to this question. All of the ADs ($N = 157$; 100%) reported overseeing a football team and almost all ADs stated that their high school had a weight training facility ($n = 156$; 99.4%). Most ADs identified their educational background as education ($n = 69$; 43.9%), physical education ($n = 22$; 14.0%); or other fields ($n = 38$; 24.2%). Fewer ADs identified their educational background as exercise science ($n = 2$; 1.3%), sport administration ($n = 9$; 6.0%), business ($n = 7$; 4.0%), administration ($n = 2$; 1.3%), athletic administration ($n = 1$; .01%), and educational administration ($n = 7$; 4%).

Type of High School Strength and Conditioning Coach Position Characteristics

The data indicated that the most common title utilized was strength and conditioning coach/coordinator and weight room coach/coordinator/monitor. Within schools that did not have an individual with a title related to strength and conditioning, ADs reported that the head coach or an assistant coach was the individual responsible for providing strength and conditioning at their high school (see Table 1). According to the ADs reporting, other individuals with a job title that did not include strength and conditioning or weight room coach were also responsible for supervising strength and conditioning programs ($n = 56$; 35.7%).

The present study also examined the employment status of individuals employed to provide strength and conditioning. ADs reported that most of the individuals hired to specifically provide strength and conditioning to athletes were employed on a part-time basis or on a supplemental contract. Additionally, high school ADs reported that some SCCs were hired on a full-time basis to provide strength and conditioning (see Table 1). In addition, many ADs (n = 53; 33.8%) chose not to classify the individual that provided strength and conditioning as a full-time, part-time, or a contracted employee. Instead, ADs provided an open-ended response with the most common response indicating that strength and conditioning duties were considered supplemental to other duties.

Another question of interest in the present study was whether the individual or individuals responsible for strength and conditioning held additional job responsibilities. Most of the ADs reported that the individual responsible for providing strength and conditioning held additional responsibilities such as head or assistant football coach and teacher (see Table 1). Only fourteen ADs stated that the strength and conditioning professional did not hold any additional roles within the school.

The ADs reported that the individual responsible for implementing strength and conditioning had their role with two to five years of experience (n = 33), followed by coaches with less than one year of experience (n = 14), and coaches having 10 or more years of strength and conditioning experience (n = 19). When the ADs responded about the salary provided to individuals with strength and conditioning responsibilities, 20% of respondents claimed that the individual responsible for strength and conditioning did not receive a salary in relation to their specific strength and

conditioning responsibilities while 46% of the ADs indicated that SCCs made between $0 and $5,000. The next most common response was for a salary between $5,000 and $10,000 (10% of the ADs). There were six ADs who stated that the salary was between $40,000 and $50,000 while four ADs answered $50,000+. Of the 10 responses in which the ADs reported that their SCC made more than $40,000, 4 SCCs were full-time and did not have other responsibilities within the school. Also, ADs reported that all 4 individuals who were full-time Football Division I SCCs, made more than $40,000 and were certified by at least one of the previously mentioned certifications.

Certification of High School Strength and Conditioning Coaches

ADs in the current study were also asked about the certifications held by those implementing strength and conditioning programs. The most common response was the Certified Strength and Conditioning Specialist (CSCS), followed by the Certified Personal Trainer (CPT), USA Weightlifting Certification (USAW) and finally, Collegiate Strength and Conditioning Association certification (CSCCa) (see Table 1). Also, ADs reported that some coaches held two or more certifications (n = 12; 7.6%). A few ADs stated that the individual responsible for implementing strength and conditioning at their school did not have a certification (n = 20; 12.7%) and many ADs responded that they were not sure if the individual had any certifications (n = 56; 35.6%).

Ohio High School ADs and the Importance of High School Strength and Conditioning Coaches

High School ADs in the present study highly valued the teaching of strength and conditioning techniques

to high school athletes. Most of the ADs reported that teaching strength and conditioning to high school athletes was "absolutely essential" (n = 119; 76%), while some athletic directors (n = 32; 20.4%) rated the importance of teaching strength and conditioning to high school athletes as an "8" or "9" with "10" being absolutely essential. Only a few ADs (n = 6; 3.8%) did not view teaching strength and conditioning as at least very essential. Consistent with this finding was that most ADs stated that there was

a need for the athletic department to hire a SCC but some of the ADs felt hiring a SCC was not necessary (see Figure 2). However, more than half of the ADs reported that they were satisfied with the current state of their strength and conditioning program with a little less than half of the ADs not satisfied. When ADs were asked to describe the challenging issues that make hiring a SCC difficult, the most common response was funding. The next most common answer provided by the ADs was hiring process issues.

There was a wide range of responses when ADs were asked to describe what they felt was the main duty of the SCC. The most common responses were planning ($n = 44$; 28%), supervising the weight room ($n = 30$; 19%), teaching technique to the athletes ($n = 20$; 13%), enhancing overall athletic performance development ($n = 19$; 12%), preventing injuries ($n = 11$; 7%), and educating coaches and athletes ($n = 6$; 4%).

Athletic Directors' Beliefs about the Future Growth of Strength and Conditioning at the High School Level

The ADs in the present study were asked, "Do you think the number of people dedicated to strength and conditioning will increase, decrease, or stay the same in the future at the high school level?" A majority of the ADs ($n = 80$; 51%) believed that the number of people dedicated to strength and conditioning at the high school level would increase, while only a few ADs ($n = 9$; 6%) believed that the number of SCCs at the high school level would decrease. However, some ADs ($n = 60$; 38%) believed the number of SCCs will stay the same in the future. The remaining responses ($n = 8$; 5%) most commonly stated that the answer to this question depended on money, and that they were hopeful that funding would increase in future years.
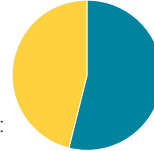
ADs Responses to "Is there a need to hire a Strength and Conditioning Coach?"

- ■ Yes: 121 ADs; 78%
- ■ No: 35 ADs; 22%
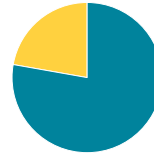
ADs Responses to "How satisfied they were with the Strength and Conditioning Program"

- ■ Satisfied with the current state of strength and conditioning program: 85 ADs; 54%
- ■ Not Satisfied with the current state of strength and conditioning program: 71 ADs; 46%

Responses of ADs when asked, "Do you think the number of people dedicated to strength and conditioning will increase, decrease, or stay the same in the future at the high school level?"

Number of strength and conditioning coaches would:
- ■ increase: $n = 80$ ADs; 51%
- ■ decrease: $n = 9$; 6%
- ■ stay same: $n = 6$; 38%
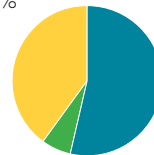
Responses of ADs when asked about challenging issues that make hiring a SCC difficult

- ■ Funding: $n = 105$; 66.9%
- ■ Hiring Process: $n = 11$; 7.0%
- ■ Facilities: $n = 1$, 0.6%
- ■ Schedule: $n = 1$, 0.6%
- ■ Lack of Support: $n = 1$, 0.6%
- ■ Size of School: $n = 1$, 0.6%
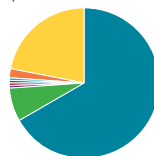- ■ No issues reported: $n = 3$, 2.0%
- ■ Did not respond: $n = 34$, 21.7%

Figure 2. Frequency Data Related to how Ohio High School ADs Feel about the Importance of High School Strength and Conditioning Coaches and the Future Growth of Strength and Conditioning in Interscholastic Athletics

Discussion

The purpose of the present study was to determine if high school athletic departments in the state of Ohio utilize the services of a certified SCC. In addition, this study sought to ascertain how the SCC position is structured in high school athletics as well as to examine whether high school ADs believed that more high school SCCs would be hired on high school athletic department staffs. The responding ADs ($n = 157$) reported that 34% ($n = 53$) of the high schools employed an individual on the athletic department staff with a job title related to strength and conditioning. This finding is consistent with previous studies that also found that strength and conditioning professionals were part of a high school athletic department staff (Brokaw, 2015; Duehring & Ebben, 2010; Judge et al. 2013).

Most of the SCCs have a background in education or physical education. Only two of the 157 indicated preparation in exercise science. This lack of specialization in the discipline most closely aligned with strength and conditioning should be of concern.

In addition to individuals with a strength and conditioning job title providing services to high school athletes, some ADs reported that they did not have a specific dedicated SCC on staff and that the head coach or assistant coach was responsible for supervising the strength and conditioning program. This result is also consistent with past investigations which have shown that the head coach or assistant coach of a team sport is frequently the provider of strength and conditioning programs for high school varsity athletes (Reynolds et. al., 2012; Weaver & Delbasio, 2015).

Although there were still some athletic departments that indicated they provided strength and conditioning through their head or assistant coach,

the creation of specific dedicated positions in strength and conditioning seems to be increasing at the high school level. For example, 52 of the 157 ADs in the present study reported that the person providing strength and conditioning was a strength coach or weight room coach or coordinator. Over 25 years ago, Finamore (1992) found that only 4% percent of the high school varsity football strength and conditioning programs examined were supervised by a SCC. Therefore, more Ohio ADs appear to be acknowledging the benefits of hiring a SCC as part of the high school athletic department staff given the substantial increase.

Another purpose of the present study was to analyze the certification status of those that are responsible for providing strength and conditioning to high school student-athletes. The results of the present study revealed that the most common response for the type of certifications held by SCCs were the CSCS certification and the CPT certification. Interestingly, many of the ADs (n = 56/157, 35.7%) did not know if the staff responsible for implementation of the strength and conditioning program was certified. The results of the present study are consistent with previous literature that has assessed the certification status of those providing

strength and conditioning supervision at the high school level. Extant literature, consistent with the current study, has also suggested that a low percentage of those supervising strength and conditioning programs within high school athletic departments have CSCS certification (Broekstra, 2009; Brokaw, 2015; Judge et al. 2013; Reynolds et. al., 2012; Weaver & DeBeliso, 2015).

The current investigation also examined ADs' thoughts about the importance of the SCC position at the high school level. In the present study, the ADs seemed to hold the position of SCC in high regard. For example, a great majority of ADs (96%; n = 151) ranked the position's importance as an eight or higher on a scale of 1 to 10. Also, many ADs (n = 121; 77%) reported the need to hire a SCC. However, despite the fact that most ADs felt the need to hire a SCC, many ADs (n = 85; 54%) also responded that they were happy with the current state of their strength and conditioning program. The results of the present study revealed that a majority of the ADs surveyed believe that more full-time and part-time SCCs should be hired on an athletic department staff. This is a hopeful finding because it demonstrates that ADs may decide to create more strength and conditioning positions at the high

school level as the funding becomes available. However, when responding to the survey question regarding the issues responsible for not hiring a SCC, most ADs believed that funding for the position was the primary issue preventing hiring more SCCs.

While the current study using descriptive methodology gave details about the job of the SCC, there are limitations that need to be discussed. A delimitation of the current study is that the present investigation included only high schools in the state of Ohio that have a high school football program. The non-random sampling technique also makes the study's ability to generalize questionable. Another limitation is that the survey had only logical and content validity.

Despite these limitations, the results of this study provide practical implications for those whose administer high school athletics, or who are high school SCCs or who may be interested in becoming a SCC. This study provided a profile for who is responsible currently for high school athletes during strength and conditioning sessions. These findings may also provide the public with a better understanding of issues concerning the high school SCC.

Most of the individuals responsible for high school strength and conditioning are not certified to provide strength and conditioning. Uncertified coaches and teachers may not be the most appropriate individuals to be responsible for safely and effectively administering strength and conditioning programs for high school athletic departments. To correct this situation, ADs need to be more selective when hiring coaches for SCC positions with certifications.

The present study has provided a profile of SCCs who administer high school strength and conditioning programs in the state of Ohio. Previous research suggests that the

job of the SCC is growing in the state of Utah (Weaver & Debeliso, 2015) and Nebraska (Brokaw, 2015) but little is known about the growth of the SCC in interscholastic athletics in other states and regions. A larger national sample of high school SCCs and ADs could help determine if the job of the SCC is growing throughout the United States or just within certain regions.

While determining the views of athletic directors is important, gaining a better understanding of how to develop and structure employment opportunities for high school SCCs might be aided by surveying current SCCs, that is, from those professionals that are currently providing strength and conditioning services at the high school level. The current SCCs could be asked about how they obtained their current position, their thoughts about the best educational background to have to become a high school strength and conditioning coach, what is their job responsibilities, and how they think future jobs in high school strength and conditioning can be developed.

Our hope is that the findings of the current study could serve those trying to overcome funding issues in order to provide the best strength and conditioning services for the high school student-athletes in Ohio.

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Kenneth Szabo is Director of Sport Performance, ADAPT, Charlottesville, VA and has worked with athletes ranging from the youth to professional level. His experience includes 24 different sports at multiple high schools and universities. Kenny specializes in youth athletic development.

Matthew Juravich is an Associate Professor in the School of Sport Science and Wellness Education at the University of Akron. His research examines issues related to strategic management and managerial performance in sport.

Alan S. Kornspan is a Professor in the School of Sport Science and Wellness Education at the University of Akron. His research interests include the history of sport psychology and coaching education.

Ronald Otterstetter is a Professor in the School of Sport Science & Wellness Education at The University of Akron. His area of specialization is in Environmental Physiology. His research interests includes validation of body composition assessment methods.

Teaching Leadership Lessons with TED: An Applied Example

By Bradford Strand

TED (Technology, Entertainment, Design) was founded in 1984 (History of TED, NA) and since 2006 the talks have been offered for free viewing. Today, more than 1.5 billion TED Talks are viewed annually (Anderson, 2016). This paper details how TED Talks are used in a graduate leadership course, dissects one particular talk by Simon Sinek, describes what students learned from the talk, and shares how students applied leadership concepts in their personal professional setting as a teacher, a coach, or a leader. Four main themes emerged from student responses: safety, environment, trust, and sacrifice.

Keywords: leadership, TED, trust

A simple definition of leadership is that it is the art of motivating a group of people to act towards achieving a common goal (Ward, 2018). Many individuals have a leadership title but are not truly leaders (Myatt, 2013), while others work behind the scenes in true leadership fashion (Risi, 2016). Maxwell (2007) suggested that leadership is not a title, position, power, or stature; the true measure of leadership is influence, nothing more, nothing less. However, leadership influence is certainly not a given (Braden, 2018) and must be earned.

Although leadership might be easy to define, it is often difficult to measure leadership effectiveness (Kotter, 2013; Rowghani, 2017). In many instances, leadership effectiveness is measured by performance metrics such as profit margin, sales increases, and return on investment (Jakes, 2012). Although these measures are certainly important, they do not measure the true impact of a leader upon his or her followers. As such, leadership is not position oriented and authority does not grant leadership. Leadership is a choice (Hurst, 2008). Great leaders are not always in positions of authority and people in positions of authority are not always leaders.

In today's society with online and distance learning, the Khan Academy (2019), and open access courses, combined with the millennial college students who are intimately engaged with technology in what appears to be 24/7, teaching pedagogies and the materials teachers use need to expand. Among many suggestions for meeting the needs of millennial students, one is to provide cutting-edge technology, interactive web services, and an infrastructure for virtual communities (Gleason, 2008).

The author of this paper teaches in a graduate program titled Leadership in Physical Education and Sport (North Dakota State University, 2019). Among other things, this program emphasizes the application of theory into practice with an underpinning philosophy requiring course assignments to be mainly case study and project based. These assignments are to be relevant to practicing teachers and coaches in order that they can apply learned knowledge to their individual teaching or coaching settings or other appropriate contexts. As a class assignment in one of the leadership courses titled "Principles of Management," students were required to watch a number of TED Talks on leadership, then summarize the talk, identify five meaningful concepts from the talk, and indicate how the message can be applied to their individual teaching and/or coaching setting. This paper summarizes one of the TED Talks, *Why Good Leaders Make You Feel Safe* (Sinek, 2014), synthesizes the students' meaningful concepts from that talk, and provides examples of student application.

TED

In 1984, TED began as a conference where Technology, Entertainment, and Design converged with a tag line, "Ideas worth spreading" (History of TED, NA). In 2006, the first TED Talks were posted online with free viewing and today there are over 2,500 free talks (TED, NA) with more than 1.5 billion talks viewed annually (Anderson, 2016). A quick search on the web with key words such as TED, talks, and leadership reveals a number of links such as *5 TED Talks Every*

Leader and Manager Needs to Watch (Walston, 2018), *5 Leadership TED Talks That will Inspire You* (Kim, 2017), *Five TED Talks on Leadership Worth Watching* (McGregor, 2014), *30 of The Best TED Talks on Leadership* (Inspiring Leadership Now, 2018), and *The 7 TED Talks Every Leader Should Watch* (Daum, 2018).

One individual mentioned in almost all of the TED related leadership links is Simon Sinek. Sinek is an author (Sinek, 2009; Sinek, 2014; Sinek, 2016; Sinek, 2017a; Sinek, 2017b), a motivational speaker, leadership expert, and two time TED presenter. His TED Talk titled *Why Good Leaders Make You Feel Safe* (Sinek, 2014) has been viewed by over 7.5 million individuals and his talk *How Great Leaders Inspire Action* (Sinek, 2009 September) has been viewed by over 36.7 million people. What follows is a brief description of *Why Good Leaders Make You Feel Safe.*
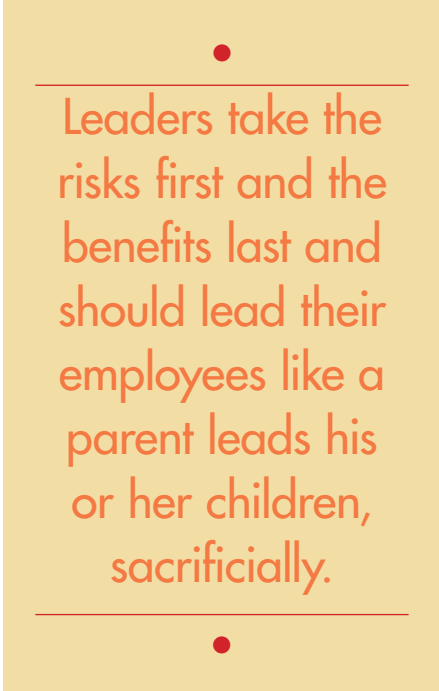
Why Good Leaders Make You Feel Safe (Sinek, 2014)

Sinek opened his talk with a military story about a captain who received the Congressional Medal of Honor for his actions risking his life to rescue and help injured soldiers, including a wounded sergeant. After he saved the sergeant and brought him to the transport helicopter, he kissed the sergeant before turning around to rescue more soldiers. After watching the video of this incident, Sinek was led to wonder what makes a person do what that captain did, what makes someone a good leader? And why does the military seem to have so many people like the captain?

Sinek suggested that military people, along with law enforcement, firefighters, and first-aid responders go above and beyond to make sure the people around them are benefiting from their efforts. The biggest key for Sinek was that it is the environment that makes people good leaders, not good leaders choosing the environment. Sinek believes that a good leader is someone people want to follow and for whom they will make sacrifices. Sinek's understanding of why people are willing to sacrifice for a good leader is the belief that the leader would do the same for them.

In essence, Sinek is referencing situational leadership, a style that assumes that the most effective leadership style changes from situation

> Leaders take the risks first and the benefits last and should lead their employees like a parent leads his or her children, sacrificially.

to situation (St. Thomas University, 2019). To be most effective, a leader needs to adapt his or her style to diverse circumstances. An adaptive leader with this skill notices changes in an environment that affect a team or organization, identifies the critical elements of the situation, and makes appropriate decisions to benefit the employees or followers (Dias, Upperman, & Trumpy, 2014).

Sinek compared this frame of mind to the business world and job security (or lack thereof), where people often push down those around them to make sure they get to the top. He gave an example of an airline company employee who feared losing her job and contrasted that with a manufacturing company hit by the 2008 recession that instituted a furlough program so that no employees lost their jobs. He made the argument that all CEOs have authority, but not all of them are leaders. He said leaders take the risks first and the benefits last and should lead their employees like a parent leads his or her children, sacrificially. Sinek believes this type of leadership results in better, more devoted employees, and a great work environment. Building a feeling of safety within an organization allows people to successfully do their jobs, to the best of their ability, and to freely and naturally mix their talents to create the best possible product.

We all have a 'safe zone' where we feel comfortable, according to Sinek, and because of this, we work as a team inside this 'safe zone.' Inside this zone is where leaders are important and make you feel protected. One of the main points in Sinek's speech is that when people feel safe and protected by the leadership and organization, the natural reaction is to trust and cooperate. He believes a good leader is someone who makes his or her employees feel secure and draws staffers into a circle of trust. But creating trust and safety—especially in an uneven economy—means taking on a big responsibility.

Sinek stated that becoming a good leader is not solely about the actions you present, but it is the intention behind those actions that get noticed. Good leaders do the right thing not because it is their job, but because others would do the same thing for them. It is a deep sense of trust and cooperation that fuel the environment for becoming a good leader, and without this right environment, good leaders are not allowed to flourish.

This paper details a project to demonstrate how TED Talks can be used within the delivery of a graduate course. In this case, the course focuses upon leadership. The project will describe what students learned from the talk and shares how the message can be applied to teaching and coaching.

Participants and Methods

The participants in this project were 22 graduate students, 18 males and four females. Thirteen of the participants were K–12 physical education teachers/coaches, three were college coaches, five were graduate assistants, and one was a noncoaching university personnel. Exact ages of the participants were not known. All were Caucasian.

After viewing the assigned Sinek TED talk, students were assigned to identify five meaningful concepts they gained from the presentation. In sum, 110 meaningful concepts emerged. In an attempt to better understand the concepts, the instructor cut and pasted the responds from all students into a single Word document. This document was entered into the Word cloud generator, Wordle (Feinberg, 2014). A word cloud, also known as text or tag clouds, is formed from the text that one enters in the word generator. The resulting image gives greater prominence to the words that appear most frequently in the text. The more a specific word appears, the bigger and bolder it appears in the word cloud (Boost Labs, 2014). The word cloud that resulted from this assignment is shown in Figure 1. This word cloud depicts the 20 most frequent words, absent words such "a," "and," "the," "that," etc.

From the word cloud, the most frequently used words students cited in their meaningful concepts were identified. Using these words as one-word themes, each of the 110 concepts
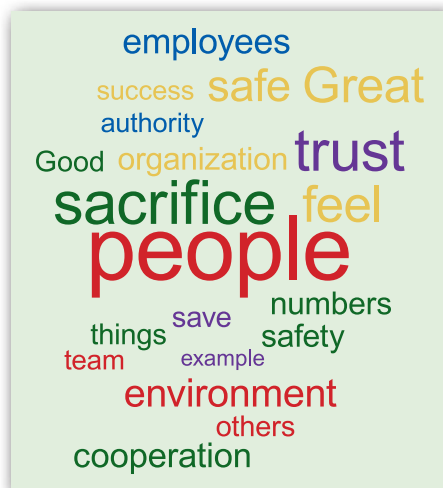

Figure 1. Leadership key terms word cloud

were qualitatively reviewed and categorized as being similar in context to a particular theme.

After the instructor of the course had collated TED talk comments he shared the word cloud with students during an online video conferencing class session. A discussion was conducted based on the major theme words selected from the word cloud as students shared their meaningful concepts and applications. By the end of the discussion the class had conducted a thorough 'autopsy' on this specific TED talk. This same practice was done on a biweekly basis with the assigned TED talks. At the end of the course, one final word cloud was produced by integrating all of the meaningful concepts students had identified from the ten talks. This then became our leadership cloud.

Themes

What follows is a brief summary of the four main themes (safety, environment, trust, sacrifice) along with a synthesis of the meaningful concepts. Student responses that demonstrate the theme are included within each theme.

Leaders and Safety

Maslow (1943) wrote that people are motivated to achieve certain needs, and that some take precedence

over others. The most basic needs are physiological in nature (air, food, drink) followed by safety needs. The safety needs include order, stability, and freedom from fear.

Student 1: Great leaders provide a circle of safety in which one can fall asleep at night and feel safe. Creating a safe environment; a positive attitude of success; the trust of peers, employees, teammates or any other scenario; and the feeling of being part of the team are all actions of great leaders.

For people to respect a leader, they have to feel safe in what they are doing (Llopis, 2018). When leaders put the safety of the people in the organization first, great things can happen. Leaders make those around them feel safe by building trust (Covey, 2018). Employees who constantly fear they may lose their jobs may never feel comfortable or safe in their environment, which can impact their work.

Leaders and Environment

Environment shapes the behavior of those within the organization and creates the character and culture of the organization (Heathfield, 2018). If one gets the environment right, everyone has the capacity to do great things (Sinek, 2017b). The environment must be inviting, as trust and cooperation are not things one can simply assume.

Student 2: Leaders must create an environment that will be conducive to what they want. If leaders want people within the organization to respect one another and have shared responsibility, then they need to be a great example of respect and responsibility every day. The right environment facilitates wanting to do the right thing.

As a manager, teacher, coach, or any other leader, trust and cooperation are earned by showing those on

one's team that you, as the leader, are willing to do the same things team members do. Many great leaders have referred to the quote, "I will never have you do something that I wouldn't do." Leaders who demonstrate this attitude gain trust and respect from their followers. The right environment leads to remarkable things and is the main factor in fostering, supporting, and creating good leaders (Eikenberry, 2011). Most work variables, such as work hours, equipment, and supplies, are out of one's control, so it is important that leaders help their followers feel comfortable in their environments and help them control the variables they can control.

Student 3: Every person has the capability to do amazing work if a leader creates an environment that promotes compassion, trust, sacrifice, positivity, and cooperation among many other qualities.

Leaders and Trust

Trust as a noun is defined as assured reliance on the character, ability, strength, or truth of someone or something (Merriam-Webster, 2019). Trust is at the foundation of leadership and people must feel trust in order to feel safe (Reina, Reina, & Hudnut, 2017). When leaders build trust in their people, their people trust that their leaders will do what is best for them.

Student 4: Good leaders make their followers feel safe by trusting them, providing assistance, and by giving them opportunities to improve.

Trust and cooperation are feelings, not instructions (Sinek, 2014). One cannot simply tell someone to trust and to co-operate and expect they will respond as told. Trusting relationships take time to develop but have one of the strongest impacts for teams and organizations. Similarly,

the role of cooperation in achieving organizational objectives has long been acknowledged in organizational studies (Lee, Stajkovic, & Cho, 2011). In fact, Kouzes and Posner (2002) have noted that the heart of collaboration is trust. Lee, Stajkovic and Cho also found that trust in a coworker predicts a willingness to cooperate with that coworker.

Leaders and Sacrifice

Maxwell (2007) stated, "If you desire to become the best leader you can be, then you need to be willing to make sacrifices in order to lead well" (p. 222). Sacrifices may include personal time, the spotlight, self-interest, ego, pre-conception,

and authority (Conley, n.a.; Dunwill, 2016). Maxwell continued by stating that sometimes the sacrifices are harder and more draining, but regardless, every leader must be willing to make sacrifices because leaders are expected to pay the prices that other will not.

Student 5: Leadership is about sacrifice—leaders protect and sacrifice for their people by putting other people first.

Great leaders sacrifice their product, bottom-line numbers, and results to protect their people. When leaders are able to sacrifice themselves for the betterment of others, they are

able to create a safe environment where all within the organization benefit. Good leaders never sacrifice people in order to save numbers, they sacrifice numbers to save people (Yakowicz, 2018).

Student 6: True leaders have a genuine affinity for their team or group. They put others first, ensuring that their people are taken care of first.

Leaders set the tone and good leaders take the risks first and the benefits last (Sudhakar, 2018). A common refrain is, "… because they would have done it for me."

Personal Applications

Students were also asked to describe how the talk and its concepts applied in their personal professional setting as a teacher, a coach, or a leader. What follows are four examples of how the students in this class applied what they learned in this TED talk.

Student 7: Take the time to invest in people and count more than just a person being there. Teaching student-athletes about becoming leaders, you do not need a fancy title to be a leader. Make the choice to be a leader and develop those skills. Leadership, for me, takes sacrifice. I will have to sacrifice time at home, time away from work, and time away from the gym for me. These are sacrifices that I make to be a leader and a coach. Trust is a foundation of a relationship, I strive to make a relationship with each student-athlete I work with and even strive to create a positive relationship with students I do not have as either a student or an athlete. Having the relationship helps build trust. I want my students, athletes, and colleagues to trust to do what is best for

the people in the organization and the organizations themselves. If everyone trusts me as a leader, I can use the talents of the individuals around me to build the organization up.

Student 8: As a teacher and coach, the first thing that came to mind when I listened to this TED Talk was relationships. I build my leadership role at my school and for my teams by developing relationships with students and athletes. When they know that I am there for them, want the best for them, and give my best for them, then they know they can see me as a leader. Another piece from the talk that I can apply to my career is the feeling of being safe. When my students and athletes know they can make a mistake and not be scolded or put down for it, they feel safe in my environment to learn and develop. As teachers and coaches, we always want our students and athletes to improve and succeed. Sometimes it takes a lot more sacrifice from us in order for them to be successful. I can apply this idea to teaching and coaching by putting in the extra effort, even if it means sacrificing some of my spare time, because that can make the difference between the success and failure of our students and athletes.

Student 9: In the world of coaching, you hear countless times how athletes say a coach was like a father to them off-the-court or field. So much focus is put on Xs and Os, and yet time and time again this aspect is rarely mentioned by people when they describe their favorite or most impactful coach in their lives. It is how they were inspired, or how the

coach made them feel on-and off-the-field. It is the relationship that was formed and probably still continues well after the athlete is done competing for the coach. The two main points in the talk of trust and cooperation apply perfectly to successful coaches. Coaches that provide an environment of putting the needs of the players first rather than the players feeling that everything is done for the coaches will undoubtedly find more success for their team and program.

Student 10: As someone who works in education, I can see so much importance in almost all of what Simon discussed. If I do not create a classroom environment where my students feel safe, they will not work to achieve greatness. They will cower in fear of being wrong and being ridiculed. If teachers do not feel safe in their positions, they will not venture out and try new methods, but will rather stick with what they know, even if it isn't best for their kids. As a coach trying to build confidence in my athletes, I need to let them know I'm here for them. My assistant coaches need to know that I care about them more than winning the game on Friday night. One of the things that is so hard to do is to remain focused on only what I can control. There are so many negative things that make my job challenging that don't come from my classroom; it can be exhausting to think or worry about. Those things aren't going away. My energy needs to be on my students and my athletes. I need to create the environment that is safe and welcoming for all to be successful.

From the above personal applications, it appears that participants understood the essence of this specific Sinek TED talk and how it applies in their individual teaching and coaching environment. All of the personal applications submitted by students tended to have a similar refrain. All participants mentioned how they need to sacrifice as a leader while building a safe and trusting environment for their students, athletes, and fellow coaches.

Summary

The intent of this paper was to demonstrate how TED talks could be used in a graduate leadership course. The tag line for TED is "ideas worth spreading." In this particular graduate course, students were required to watch ten specific TED talks related to the content being studied at a particular time during the semester. After viewing a talk, students detailed the main ideas and determined how they can be applied in their particular settings. In many instances, students commented on the timeliness and usefulness of a particular talk and how it helped them with tricky situations in their work settings.

The use of TED talks in this course was very well received and endorsed by students. Students stated, "The key insights that I take away from the TED talks when focusing

on learning is that you can never be ready for everything and that leadership positions affect more than those who are directly around you" (student 11), "the Ted Talk speakers that we watched throughout the course gave insight on many different aspects related to leaderships. In fact, several topics that I did not originally correlate to leadership" (student 12), and "the Ted Talks forced me to really pay attention to how I was managing myself" (student 13).

The instructor of the course encouraged students to share the talks with co-workers, supervisors, and others in leadership positions. This class activity has been very useful in helping students understand humanistic leadership and emotional intelligence.

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Bradford Strand is a professor in the Department of Health, Nutrition and Exercise Sciences, North Dakota State University, Fargo, ND. His area of specialization is curriculum and instruction in sport pedagogy; his research interests are leadership in physical education and sport settings, youth sport, and coaching education.

OAHPERD Budget 2019–2020

May 1st to April 30th

INCOME	Budget
Membership	**$25,020**
Professional 1 yr (inc OEA) @ $50	$16,000
Professional 2 yr @ $95	$600
Professional 3 yr @ $140	$700
Corporate @ $550	$3,300
Student @ $25	$600
Senior Student @ $40	$120
Institutional Student @ $20	$2,000
Retired @ $25	$100
Institutional @ $200	$1,000
Library Serials	$100
First Time Professional Member @ $35	$1,200
AHA Jump Rope For Heart/Hoops For Heart	**$0**
Convention	**$74,750**
Exhibits	$4,500
Sponsors	$750
Registration	$66,000
Preconference Registration	$1,500
Merchandise	$2,000
Other	**$5,600**
Summer Outing	$600
Workships	$3,000
Advertising	$250
Miscellaneous Income	$0
Interest Income	$50
Royalties	$0
Memorial Scholarship Fund	$1,200
OCA-WPES Award Funds	$500
Coordinated School Health Div.	$0
Unrestricted Donations	$0
Grants	$0
Total Income	**$105,370**

EXPENSES	Budget
Operating Expenses	**$58,775**
President	$1,000
Past President	$0
President Elect	$1,000
All Ohio Representative	$0
Executive Director	$48,000
Treasurer	$0
Recording Secretary	$0
Future Focus	$7,775
Newsline	$0
Joint Projects Co-ordinators	$1,000
Trustee	$0
Divisions	**$0**
Dance	$0
Higher Education	$0
Adult Development & Learning	$0
Necrology	$0
Health	$0
Physical Education	$0
Recreation	$0
Sports Sciences	$0
Future Professionals (Student)	$0
Coordinated School Health	$0
Committees	**$4,350**
Memorial Scholarship	$2,000
Honors & Awards	$1,000
Grants and Research	$1,000
Ohio Gold	$350
Whole Child/CSH	$0
All Other Committees	$0

OAHPERD Budget 2019–2020 (Continued)

May 1st to April 30th

EXPENSES	Budget
Conferences/Workshops	**$6,700**
Workshops	$2,600
SHAPE America Delegates	$1,500
Ohio Student Leadership Conference	$2,000
Summer Outing	$600
Trade Shows	$0
SHAPE Midwest Student Leaders	$0
Executive Committee/Board	**$4,500**
Mileage	$2,500
Other	$0
Board Meetings	$2,000
Other Communications	**$3,550**
General Printing	$1,000
General Postage	$250
General Telephone	$1,100
Supplies	$1,200
Miscellaneous	$0
Miscellaneous & Special Requests	**$15,570**
Web Page/Membership Management	$6,195
IRS Tax Preparation	$1,000
Ohio Attorney General fee	$225
Insurance Liability	$1,250
Bank Charges	$200
Advocacy	$3,500
Miscellaneous	$0
Credit Card Service fee	$2,500
Technology	$700
Prior Year Expense	$0

EXPENSES	Budget
Convention	**$63,150**
SHAPE America Rep Exp	$0
Audio Visual	$3,500
Speaker Expense	$1,000
Entertainment	$3,500
Staff Expense	$2,500
Facility	$8,500
Technology/App	$2,500
Supplies	$400
Exhibits	$5,000
Gifts	$2,200
Meals/Breaks	$25,000
Miscellaneous	$100
Merchandise	$1,300
Transportation	$0
Committee	$500
Postage/Shipping	$0
Printing	$1,400
Stipends	$1,250
Convention Social	$3,000
AHA Social	$0
Preconvention Workshop	$1,500
Total Expenses	**$156,595**
Net Income	**$(51,225)**

OAHPERD
Pays Substitutes

OAHPERD will pay for substitutes so that Board members may attend required meetings during the year. In order to take advantage of this offer, send the following to the OAHPERD Executive Director:

1. A letter from the school administrator stating that the school district will not pay for professional release days.
2. An invoice from the school district indicating the correct amount to be remitted.
3. A completed OAHPERD Voucher (vouchers can be obtained from the Executive Director or OAHPERD Treasurer).

OAHPERD will send a check directly to the school district. We hope that this will encourage a better rate of participation by our officers in OAHPERD matters.

Letters, invoices, and vouchers should be mailed to the OAHPERD Executive Director:

Lisa Kirr, OAHPERD Executive Director
17 South High Street, Suite 200
Columbus, OH 43215
P: 614-221-1900
F: 614-221-1989
E: Lisa@assnoffices.com

GRANT $ AVAILABLE!

Research grant monies are available to the OAHPERD membership. This year, $1,000 is available for member use. Applications for research grants may be obtained by contacting Garry Bowyer, Chair of the Research and Grants Committee. Grants must be submitted to Garry by September 15 of the year. Don't let this OAHPERD membership service pass you by. Start thinking about and writing your research grants now!

Contact: Garry Bowyer
4805 Kilkerry Drive
Middletown, OH 45042
bowyerg@muohio.edu

OAHPERD
Student Writing Award

Each year the Editorial Board of OAHPERD considers *Future Focus* articles submitted by graduate and undergraduate students for annual OAHPERD Student Writing Awards. Each award consists of a check for $100 and a waiver of membership dues for the year. An award may be given to one undergraduate student and one graduate student each year, but only if submitted articles meet the criteria listed here.

1. Submitted articles must meet *Future Focus* standards of quality.
2. Submitted articles should follow *Future Focus* guidelines for authors.
3. Articles may be on any subject related to the concerns of Health, Physical Education, Recreation, and Dance.
4. Only single-author articles will be considered.
5. At the time of submission, the author of the submitted article must be a member of OAHPERD.
6. Articles considered for the award must not have been previously published and must not be concurrently submitted for publication elsewhere.
7. Articles must be submitted on or before July 31 to be considered for an award to be given at the following December's convention.

OAHPERD Scholar

The Ohio Association for Health, Physical Education, Recreation, and Dance is accepting credentials from all candidates who qualify for the "OAHPERD Scholar" award. The OAHPERD Scholar designation will recognize OAHPERD's research leaders by honoring their achievement in HPERD-related scholarship disseminated through OAHPERD. The OAHPERD Scholar designation is intended to (a) be one of distinction within OAHPERD and Scholars' own academic communities, and (b) encourage high standards of research and other forms of scholarship among OAHPERD's members.

There is no voting process associated with this scholarly recognition; there is simply a qualification process. Members qualify as OAHPERD scholars upon attaining a certain scholarly record. **Minimum criteria** (both A & B below) must be met:

A. Publications: All OAHPERD Scholars must have published at least 5 refereed articles in the OAHPERD journal, *Future Focus.*

B. Presentations: All OAHPERD Scholars must have made 5 presentations at the annual OAHPERD convention.

Announcement of newly recognized OAHPERD Scholars will take place at the annual OAHPERD awards ceremonies.

Credentials/Materials Required:

1. List Name, Rank and/or Title, Professional Affiliation, Research Areas/Interests, Address, Phone and Fax Numbers, and e-mail address.

2. List publications in APA format and attach a scanned copy of the *Future Focus* "Table of Contents" page for each publication.

3. List presentations in APA format and, if available, attach a copy of the OAHPERD Convention Program page containing name and presentation title for each presentation.

4. Mail all materials to the current *Future Focus* Editor no later than October 1 of the application year.

E-mail to the *Future Focus* Editor, Robert Stadulis: futurefocus.res@gmail.com

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Membership Form
(Effective Date 2019–2020)

Online Membership Registration is available at **www.ohahperd.org**

❑ New Member   ❑ Renewal   OAHPERD Member (_____ Years)

Company Name (For Corporate Membership only)

Last Name (or "Referred by" OAHPERD Member—Corp. Mbrship only)

First Name (or Contact Person for Corporate Membership)

Preferred Mailing Address

City

State   Zip
(   )   (   )
Home Telephone   Work Telephone

School/Agency/College

Levels (K–6, 7–9, etc.)

Position

E-mail Address

Corporate Website

❑ Scholarship Gift $_____   ❑ Memorial Gift $_____

Make Check Payable To: **OAHPERD**

Mail To: OAHPERD,
17 South High St., Ste. 200, Columbus, OH 43215
Questions? Call 614-221-1900 or OAHPERD@AssnOffices.com

Division Interest
Rank from (1–3)
_____ Adult Development
_____ Dance
_____ Health
_____ Higher Education
_____ Physical Education
_____ Recreation
_____ Sports Sciences
_____ Student Division

Payment
❑ Personal Check
❑ O.E.A. Payroll Deduction
❑ American Heart Association
❑ Honorary Life Member

Please charge my: ❑ Visa   ❑ MasterCard   ❑ Discover   ❑ Amer. Express

_____ Exp. date: _____
Name as it appears on card

Card No: ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

3-digit security code on back of card: ☐☐☐

Signature: _____

❑ Send information on OAHPERD services for ethnic minorities, individuals with disabilities and women. (Checking this box is strictly voluntary)

Membership Type

❑ **1 Year CORPORATE**	$550
❑ 1 Year Professional	$50
❑ 1 Year First-Time Professional	$35
❑ 2 Year Professional	$95
❑ 3 Year Professional	$140
❑ 1 Year Student	$25
❑ 1 Year Sr. Student	$40*
❑ 1 Year Institution Student	$20**
❑ 1 Year Institution	$200
❑ 1 Year Retired	$25

*Senior student two-year membership option includes one year professional membership

**Students—receive a $5 discount if your institution is a member of OAHPERD. Please verify membership before mailing reduced fee.

Guidelines for Authors

Manuscripts

Each manuscript should be formatted for 8$\frac{1}{2}$ by 11-inch paper, with 1-inch margins on all sides, using **Microsoft Word for PC, Times-Roman style and 12 point font.** All copy must be double-spaced except direct quotations of three or more lines, which are to be single-spaced and indented. Style should conform to the American Psychological Association's (APA) *Style Manuals* (either 5th or 6th Editions). Manuscripts can be up to 25 pages in length, including references. Pages must be numbered consecutively with a running head.

Organization

Provide an abstract, short introduction, body, and short conclusion to your manuscript. Research articles should use the standard format: Introduction, Review of Literature (can be integrated within the Introduction), Methods, Results, and Discussion-Conclusions. Authors should provide subheads and tertiary heads throughout the manuscript for easy readability and organization. The author's name or related information should not appear on any of the manuscript pages.

Cover Sheet

In a separate file, please provide the following:
- Title of manuscript.
- The name, position, mailing address, telephone number, and email address for <u>all</u> authors.
- Short biography of about 30–35 words that states the present professional position, area(s) of specialization, and research interests **for all authors.**
- Date of submission.

The cover sheet will not be included when sent to reviewers as manuscripts are blind reviewed.

References

All articles should contain references. For writing text citations, follow APA style. Note that references should now include a *DOI* notation (if using the 6th edition). Reference section listings should be recent, brief, and presented in alphabetical order. Each reference cited in the article must be listed, and only those cited should be included. Sources should be documented in the body copy by inserting the surname of the author(s) and the date of the published work inside parentheses directly following the reference.

Illustrations and Photos

Future Focus welcomes any photographs, tables, charts, diagrams, and art as illustrations for your manuscript. Each graphic should be numbered and referenced in the manuscript and placed at the end of the manuscript (indicate where in the text the table/figure should appear). Extensive statistical information should be reported in tables, but data included in the tables should not be duplicated in the text. Captions and sources for data presented in the graphic should be included in the manuscript. Photographs may be black and white or color, and should be **hi-res digital photos in jpeg format** (300 dpi or ~1800 × 1200 pixels are preferred). Photos embedded within the text of the manuscript must also be supplied as separate files. Tables and figures should be located after the Reference section at the end of the manuscript, with indications in the manuscript where the table or figure should be placed when published.

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Reviewing and Editing

Each article is reviewed by the editor and submitted for blind review to two or more Editorial Board members. Articles usually require some revisions by the author(s). Authors for articles not accepted may be invited to revise and resubmit. Accepted articles are subject to editorial changes to: improve clarity, conform to style, correct spelling and grammar, and fit the space allotted to the article. **Manuscript submission implies author acceptance of this agreement.**

Deadlines

Manuscripts are reviewed on a rolling basis when received. The next issue to be published shall be available in March or April 2020. To be eligible to appear in this issue, the manuscript should be received by December 15th. An electronic version of the manuscript is required and should be sent, along with illustrations and/or photos, as an email attachment to the editor at **futurefocus.res@gmail.com.**

Articles for OAHPERD's newsletter, *Catch up with OAHPERD,* should be submitted to:

Lisa Kirr
Executive Director, OAHPERD
17 South High St., Ste. 200
Columbus, OH 43215
or
Email: Lisa@assnoffices.com