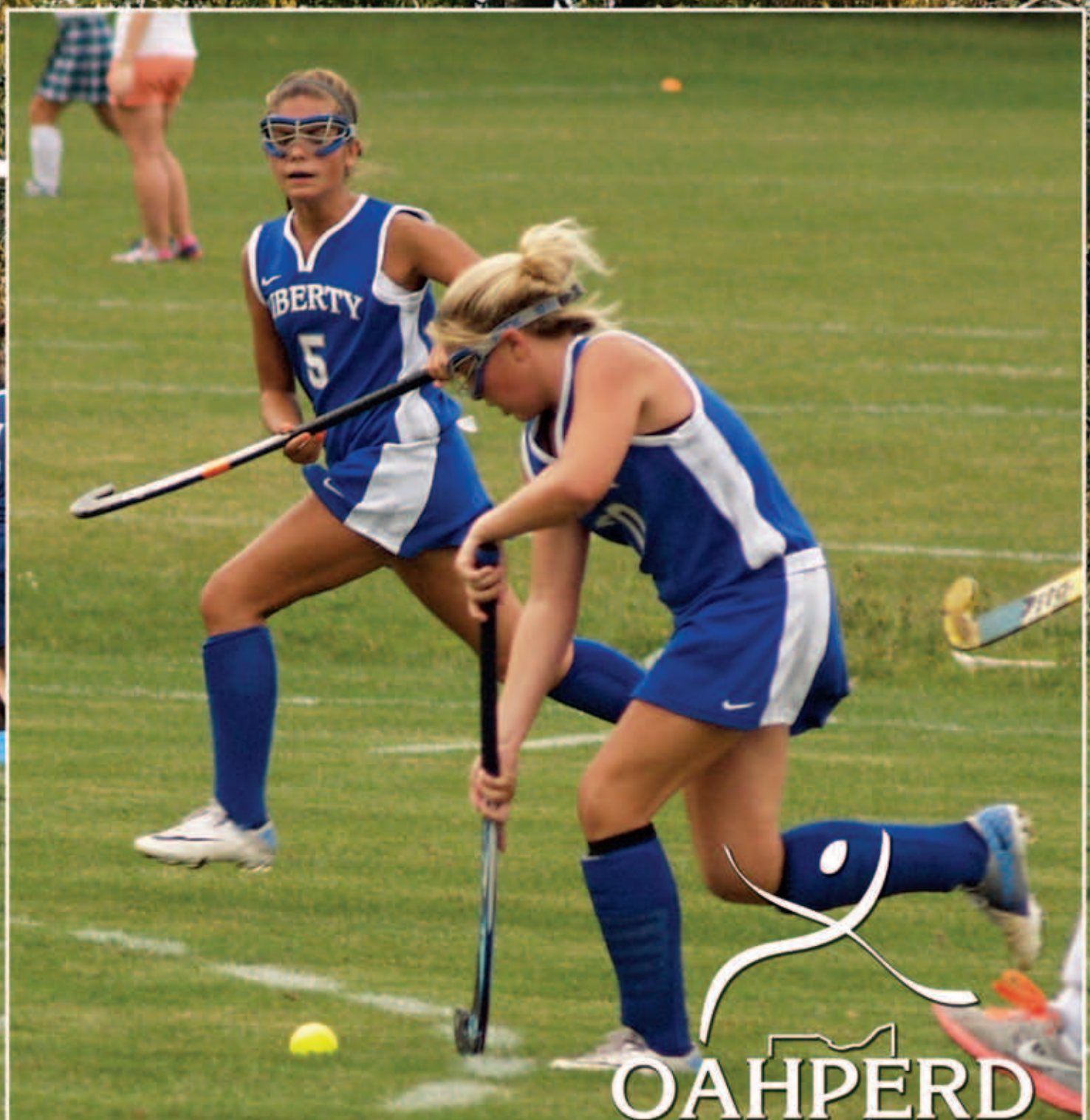
FutureFocus

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



OAHPERD

Spring/Summer 2013

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Future Focus is the official biannual publication of the Ohio Association for Health, Physical Education, Recreation and Dance. *Future Focus* is a refereed journal, and manuscripts are blindly reviewed by the writer's peers unless otherwise noted (e.g., columns from OAHPERD officers, continuing special sections such as "Best Practices" and "The Coaching Toolbox"). Manuscript guidelines and submission dates are detailed on the inside back cover.

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2013 Vol. XXXIV No. 1

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

CONTENTS

Refereed Articles

OAHPERD

The Ohio Association for Health, Physical Education, Recreation, and Dance

Design and Production: Marilyn Paselsky

President's Message

Steve Mitchell

Progress means Change!

Hello everyone and I hope the spring semester is progressing well, indeed moving towards a good conclusion. Many OAHPERD members recently attended the AAHPERD National Convention in Charlotte, so in this message I would like to update you on matters arising from that conference and also talk a little about the concept of progress. Progress inevitably means change, and this is something we must not fear. At the Alliance Assembly meeting at the close of the convention, AAHPERD CEO Paul Roetert quoted Sebastian Coe, Chair of the British Olympic Committee, who when talking about trying to make progress with the organization or the London Olympic Games in 2012, commented: "The problem is that many people are happy with progress so long as it doesn't involve change." Of course, one without the other is not possible.

In fact, we have recently undergone our own change at OAHPERD, and we again welcome a new Executive Director. In April, Dawn Kennedy resigned her position to accept a role with another organization. Fortunately, our management company, Accent on Management (AOM), moved quickly to help us find a new Executive Director and we are delighted to welcome Rhonda Weidman to the position. The ease of this transition was gratifying and it reinforced to me the value of our having engaged AOM a few years ago. I am confident that this change will not halt our progress as we seek to expand our membership and to advocate for the disciplines of health, physical education, recreation and dance.

Change was a major feature of this year's AAHPERD Convention. The Alliance Assembly concluded the conference by voting to unify the associations into one as a means of better streamlining the delivery of programs, products, and services. So there will no longer be associations within the Alliance, no more AAHE, AAPAR, NAGWS, NDA, or NASPE. Nonetheless, the unified organization will continue to deliver its programs, products and services, and as a state we must be willing and able to involve ourselves in these.

Two major national initiatives are worthy of mention, since these are programs that have the potential for impact nationwide. The first is the *Let's Move Active Schools* (LMAS) program, which brings AAHPERD into a working relationship with the White House, the Alliance for a Healthier Generation, and the President's Council on Fitness, Sport and Nutrition. One of our goals as OAHPERD must be to get as many schools as possible to sign up as participants in the program. Funding is available and full details are available at **www.letsmoveschools.org**. Allied to LMAS is the *Presidential Youth Fitness Program,* which has major implications for fitness instruction and assessment. The program adopts Fitnessgram as a national fitness assessment. Full details are available at **www.presidentialyouthfitnessprogram.org**.

I would be remiss to not congratulate the many Ohioans, and especially OAHPERD members, who presented at the AAHPERD Convention. With hopes that I haven't missed anyone (and please let me know if I have), these presenters were: From Bowling Green State University, Pam Bechtel our President-elect; from Capitol University, Jennifer Faison-Hodge; from Cleveland State University, Eddie Lam, Michelle Barton-Verdi, and Judith Ausherman; from Hudson, Frank Ross; from Kent State University, Jennifer Gorecki, Insook Kim, Takahiro Sato, Bob Stadulis, and Steve Mitchell; from the Ohio State University, Robin Dunn, Weidong Li, Phil Ward, Sue Sutherland, Sam Hodge, Harry Lehwald, and Rick Petosa; from Springfield Local Schools, Betty Kern and Debbie Lukens; from the University of Akron, Mary Jo MacCracken, Alexis Holt, Ashley White, and Jada Ransome; from Wittenberg University, Tom Martin; from Wright State University, Kevin Lorson.

Perhaps our biggest point of pride from the AAHPERD Convention was the awarding of the Ruth Abernathy Presidential Scholarship to Angie Ellis, a recent graduate of Ashland University and a student representative on our own Board of Directors. Angie was the recipient of one of the OAHPERD Memorial

Scholarships in 2011. It was a pleasure to see Angie receive this award and it is a worthy acknowledgement of her dedication and commitment to her chosen profession. Angie was also a student representative to the Alliance Assembly. Congratulations, Angie, and we hope you choose to stay in Ohio.

I'll close this message with a legislative update relating to developments at both the state and national levels. In the Ohio House of Representatives, Rep. Vernon Sykes (D—Akron) has introduced legislation that would require Ohio to adopt the National Health Education Standards which, if successful, would be a significant legislative accomplishment for our state. I encourage you to contact your state legislators and ask that they support this effort. At the federal level, Rep. Marcia Fudge (D—Warrensville Heights) will co-sponsor the Physical Act which is part of the reauthorization of the Elementary and Secondary Education Act. This legislation would make Health and Physical Education core subjects and so would enable school districts to use Title I and Title II funding for both subjects. These are significant legislative developments and we certainly appreciate the efforts of Rep. Sykes and Rep. Fudge.

Wishing everyone a successful end to the school year and a restful summer.

Steve Mitchell

Angie Ellis, recipient of the Ruth Abernathy Presidential Scholarship, & Dr. Steve Mitchell, President of OAHPERD and President-Elect of NASPE

Association News

Rhonda Weidman,
OAHPERD Executive Director

I am so excited to be writing to you in my new role as Executive Director of OAHPERD. It is an honor and a privilege to step into this position with such a great organization. This is a busy and exciting time as we prepare to take our 2013 Annual Conference to Kalahari in Sandusky, Ohio, December 4–6. I know that together we can make this one of the biggest and best conferences yet, so be sure to mark your calendars.

In the upcoming weeks, I will be spending a lot of time getting to know OAHPERD from the inside out, and I welcome your input and suggestions. I believe it is the members that make an organization strong, and I look forward to working with and getting to know each of you.

Rhonda Weidman

President-Elect's Message

Pam Bechtel

Change: We are All Involved

"Education is a-changing!" We have all experienced this phrase before. Now we are all involved in various changes. For example, the *Ohio Physical Education Assessment Tool* (**http:education.ohio.gov**) has prompted change for the physical educators in our schools for the 2012–2013 school year. Next year all PreK–12 teachers face change with the introduction of Student Learning Outcomes (SLOs) and the new Ohio Teacher Evaluation System (OTES). These are of great concern to physical educators. "How will we be able to assess student learning in a manner that will show effective student progress?" This is the question being asked by physical educators across Ohio. Are there assessments we have in place that could help document appropriate student learning? Yes, we have some assessments in place that can be used effectively to demonstrate student learning. As noted above, the *Ohio Physical Education Assessment Tool* can be utilized for the SLOs. Teachers must be selective in the assessments they choose to use in their quest to demonstrate student learning.

At the college level in teacher education in Ohio, we are faced with the implementation of the edTPA (Teacher Performance Assessment, at present only available to university faculty working with it) that is being used to document the effective teaching techniques of student teachers. This evaluation system will help programs identify their strengths and weaknesses in order to better prepare our students to become more effective teachers. Our Classroom Mentor Teachers and district administrators need to know how the edTPA operates so they are better able to work with student teachers. This assessment requires all in teacher education to examine our practices a bit differently. For example, video taping is the expectation rather than an option.

At the national level, AAHPERD is changing as a result of the vote taken at the Delegate Assembly on Saturday, April 27 (see President Mitchell's Message, page 2). Unification will definitely bring about change to our national organization. Hopefully, this will lead to better serving of our members. We all must be open the changes this AAHPERD reorganization will bring about for all of our members, as an organization, OAHPERD needs to provide support for its members and help minimize potential problems as a result of the changes.

Change can be scary, but if we realize all teachers are going through some type of change, we will understand that we are all in this together. For good or bad, change is in the air and we must all stay on top of these changes if we are to succeed in our goal to educate students more effectively! Change can be exciting and is more likely to be "good" if we take a positive view of the change and understand how we can have an impact on our programs to help make these changes the best possible for physical and health education.

Pam Bechtel

Save the Date

OAHPERD

Be Real

Be Relevant

Be Responsible

84th OAHPERD Annual Convention

December 4–6, 2013

Kalahari Resorts, Sandusky, Ohio

Kalahari RESORTS.

Presentation submissions are now being accepted for this annual event. To submit an abstract, go to **www.ohahperd.org**. All abstracts will be reviewed and considered for inclusion after the June 1st deadline.

For more information on the annual convention and other offerings from OAHPERD, contact Rhonda Weidman at **Rhonda@AssnOffices.com** or at 614-221-1900.

Passionate Teacher from Redwood Elementary Receives 2013 AAHPERD Jump Rope For Heart/ Hoops For Heart Grant

Marla Thomas, Hoops For Heart State Coordinator

Renee Stuart

Renee Stuart was selected to receive one of ten national grants given annually by AAHPERD. To be eligible to receive the grant, applicants must coordinate a Jump Rope For Heart event or a Hoops For Heart event during the previous year, and submit a brief paper, lesson plan and sample budget.

Renee, Physical Education Teacher at Redwood Elementary School in Avon Lake, Ohio, wrote the grant after learning more about it from an email she received from AAHPERD. After looking at the criteria, reading essays from previous recipients and reflecting on her program successes, she realized she may have a chance to receive the grant herself. She went for it and got it! She was, "Super excited to attend the AAHPERD Convention and meet the other recipients." The AAHPERD Awards Reception was on Thursday, April 25, at the Westin Hotel in Charlotte, NC.

Renee plans to purchase volleyball standards and a new net with her grant. The new equipment will be an exciting addition to the annual Teachers vs 4th Grade Beachball Volleyball Game at the end of the year.

Redwood School is passionate about JRFH! In 17 years of hosting events, Redwood School has raised close to $100,000. This year their goal is to break that $100,000 barrier! Renee says, "Our families are extremely caring and giving." In the past she had a student jump in honor of his sister who had open heart surgery as a baby. That family raised $3000 alone and inspired the rest of the school to collect $12,000 for a total of $15,000. She has had students bring in baggies of change they found around the house, as well as traditional collections and online fundraising. Last year to encourage students to do more online fundraising, the Redwood staff agreed to jump rope the total number of emails sent. They sent a whopping 583 emails! One family sent 125 emails themselves!

Renee is surrounded by a very supportive and helpful staff and community. The JRFH banners that hang in the school gymnasium remind everyone of the benefits of living a healthy, active lifestyle. **Congratulation Renee for receiving the 2013 AAHPERD JRFH/HFH Grant!**

To learn more information on the grant, attend the annual AAHPERD JRFH/HFH Grant Session at the OAHPERD Convention or go to the website at **www.aahperd.org/jump** or **www.aahperd.org/hoops**.

JRFH/HFH Demonstration Teams

Melissa McCarthy, Ohio Jump Rope For Heart State Coordinator

As the school year quickly winds toward ending, thoughts are beginning to turn to, "Next year I would like to…." What about a Jump Rope For Heart or Hoops For Heart demonstration team? If you currently have a club and would like to try out for OAHPERD's demonstration teams, watch for more information coming out in this periodical, or *Newsline*.

OAHPERD sponsors six teams: five jump rope and one hoops team. These teams receive T-shirts and a $500.00 stipend to help offset cost of travel for either the OAHPERD Convention or travel to other schools for demonstrations. Kick off assemblies for JRFH/HFH events are popular requests for the demonstration teams. Teams are located around the state so travel to schools for demonstrations will not take an entire day out of school. Currently, teams are located in Dublin, Troy, Canton, Aurora, Marion, and Louisville. If you are interested in having a demonstration team come to your school next year, please contact your AHA School Site Coordinator to schedule.

Please contact Melissa McCarthy, OAHPERD Jump Rope For Heart Coordinator, with any questions: **Melissa.mccarthy@bexleyschools.org**

Dr. Janet B. Parks

An Unwavering Voice for Equity

Prepared by Jacquelyn Cuneen.

Dr. Janet Parks (photo) joined the Bowling Green State University women's health and physical education faculty in 1965 after receiving her baccalaureate degree at the University of Chattanooga and her master's degree from Illinois State University. She was a racket sports specialist who taught in the BGSU physical education major and general programs. She also coached track, but was known primarily for her tennis and golf coaching careers. At the outset, she realized that she had highly skilled tennis players, but her budget of $300 was insufficient to support the types of competition she wanted for such a talented group. Thus, she created several unique fundraising strategies, one of which had herself and her team collecting and cashing in pop bottles for the pennies they brought, eventually yielding $150 for a team trip. She ability-grouped the players and had enough athletes to coach three teams per tennis season, with each team playing at a skill level appropriate to the competition. Dr. Parks coached several winning tennis seasons, including an undefeated 12-0 season in 1972 when the BG "first-string" team had victories over several larger schools, including Ohio State. She was equally successful with her BG golf teams as they set several school records, particularly in the 1980 season when the team posted victories over several Big 10 schools.

After receiving her Doctor of Arts from Middle Tennessee State University in 1977, Dr. Parks' most notable contributions to girls and women in sport took the form of scholarship and education. She is the author or co-editor of seven textbooks, 13 book chapters, and hundreds of articles, presentations, lectures, and workshops most of which address the topic of sports equity. She is an expert on gender-biased and inclusive language and has made it part of her life's work to impact the ways in which the media report girl's and women's sport news and features. Her scholarship has also addressed gender gaps in sport and athletic administration, gender considerations in sports journalism, employment status of women in sport, media images of women in sport, and numerous other issues that affect the sport and physical education experience for females.

She was the force behind the 3-disc DVD set *Title IX: Implications for Women in Sport and Education* that presents a comprehensive account of the law's origins and addresses its impact on legal and gender issues,

The National Association for Girls and Women in Sport Board of Directors established the NAGWS Pathfinder Award to recognize those who have advocated, recruited, and enhanced opportunities for girls and women in sport leadership within their states. The primary purpose of Pathfinder recognition is to honor those women who have been instrumental in blazing paths for the future of girl's and women's sports through their leadership and tireless efforts. Pathfinders are chosen by representatives from each state AAHPERD association who review nominations submitted to them by general members. OAHPERD's Pathfinder Committee reviewed the nominees for 2013 and selected Dr. Janet B. Parks.

Honor Roll of OHIO PATHFINDERS

2012: Carolyn Peabody, *Toledo*
2011: Sandra Osterman, *Ottawa Hills*
2010: Carol Clark Johnson, *Cincinnati*
2009: Ella Shannon, *Ashland*
2008: Betty Dillahunt, *Springfield*
2007: Christine Brennan, *Toledo*
2006: Peggy Pruitt, *Athens*
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2004: Dorothy Leudtke, *Bowling Green*
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2000: Patricia K. Fehl, *Terrace Park*
1999: Patricia Buck, *Euclid*
1998: Helen A. Ludwig, *Ada*
1997: Sue A. Hager, *Bowling Green*
1996: Lucinda Williams Adams, *Dayton*
1992: Mary L. Motley, *Cleveland*

OAHPERD invites all members to nominate deserving persons to represent Ohio as the 2014 NAGWS Pathfinder. The Pathfinder Award nominee must have made a significant contribution to Ohio girls and women in sport. Nomination materials should consist of a one-page explanation, by the nominator, of why the nominee deserves the award, brief letters of support from three additional HPERD active or retired professionals from Ohio, and a high-quality digital color photograph of the nominee. Ohio-NAGWS Pathfinder Award nomination materials should be sent (no later than September 1, 2013) to: OAHPERD-NAGWS Liaison, 17 South High Street, Suite 200, Columbus, Ohio 43215.

*OAHPERD's Pathfinder Committee: Jane E. Williams (Lakeland Community College), Pamela Bechtel (Bowling Green State University), Jacquelyn Cuneen (Bowling Green State University), Louisa Rise (Goshen Schools), and Jordan Cravens (Student Representative, Bowling Green State University).

sport, physical education, and society. The DVD set was completed in 2009 and contains interviews with legislators, educators, reporters, NAGWS executives, as well as current and former athletes and coaches, and is generally accepted as the report of record regarding Title IX. Her next comprehensive work, *Forward Falcons,* chronicles the history of athletics competition for girls and women at BGSU, and lends perspective to the history and formal development of women's sport in general. The historical detail and testimonials in this 2010 book reveal girl's and women's long-standing interest in sport and accentuates the ways in which coach and athlete pathfinders challenged social norms in order to compete in organized competition.

Retired from BGSU since 2004, Dr. Parks continues to speak on behalf of girls and women in sport and education and actively supports equity for all athletes regardless of gender or ability. Even in retirement, she has received many honors for her past and present work, including recognitions for community leadership and distinguished service to her schools and profession. The Southern Sport Management Conference honored her lifetime achievement in 2011 and the North American Society for Sport Management—an organization she co-founded in 1986—named their annual research grant for Dr. Parks in that same year. She has truly been a tireless advocate for girls and women in sport, speaking out for fair play and a level playing field for female athletes of all ages.

Dr. Parks was selected to be the Ohio Pathfinder by an OAHPERD Pathfinder Award Committee consisting of representatives from Ohio public schools, community colleges, and universities. The OAHPERD

Pathfinder *(Continued on page 20)*

Editor's Comments

Bob Stadulis

As noted by President Mitchell, a change in Executive Director of the OAHPERD has occurred recently. The timing of this change in leadership had some impact on the preparation of the current issue of *Future Focus*. As a result, we are a bit behind our normal preparation time and may not meet our goal to have the issue published before the end of the school year.

The current issue reflects **change**. President Mitchell and President-Elect Bechtel focus their messages on change. New Executive Director Weidman's first written contribution is all about the change in leadership (welcome Rhonda). In his "Coaching Toolbox" offering, Mike Sheridan wants a change in how a coach's effectiveness is determined. Fisette and Gilliland describe a change in how to provide more physical activity within the elementary school schedule. Lorson and Poynter discuss the change in the way the ODE assessments for Standard 2, Benchmark B are conducted within the 6–8 and 9–12 grade bands. As some say, "Change is in the air" (and in the AAHPERD, the OAHPERD and the State of Ohio).

Another change of note is the completion of the three-year term on the Editorial Board by Lettie Gonzalez. The OAHPERD appreciates another stellar performance of service that Lettie has provided the organization. Lettie's departure means that there is an opening on the Editorial Board for 2013–2016. If interested, please contact the Editorial Board chairperson and *Future Focus* editor at **futurefocus.res@gmail.com**.

We continue to hope for change concerning presentations shared at the OAHPERD Convention. In the past, very few presenters have tried to prepare an article based upon their convention presentations. However, both refereed articles in this issue relate to presentations made at the 2012 Convention in Columbus. Once again we remind convention presenters that *Future Focus* hopes to better serve the OAHPERD membership by offering our practitioners' "best practices" in published form. To that end, a presentation at the 2013 convention has been proposed to provide aid to presenters concerning turning an oral presentation into a manuscript to be considered for publication. If the Editorial Board can provide any aid and support over the next few months individually, why wait until December? President Mitchell ends his message by wishing all a "restful summer;" in addition to rest, why not also consider spending some time on a "productive summer" by preparing an article for *Future Focus*? Manuscripts for the Fall/Winter issue are due by July 31st.

RES

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Updating Your Coaching Toolbox:

Bridging the Gap Between Coaching Research and Practice

What is this column all about?

This column is the 10th 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 Evidence (Not Simply Win/Loss Records) to Evaluate Coaching Effectiveness

Michael P. Sheridan

For years, coaches have been publicly evaluated by the scoreboard; coaches who win more are considered more effective, whereas coaches who have worse won-loss records are considered less effective. However, informed coaches and administrators know that some coaches are very effective coaches, despite poor win-loss records. By the same token, some coaches who have winning teams are not considered "effective." In fact, research shows that coaches are fired more often for poor relationships with their athletes than they are for poor records (Scantling & Lackey, 2005, p. 533). Based upon these findings, how can coaches' effectiveness be measured without so much emphasis being placed on win-loss records? This article will review a recently published article that discusses assessing coaching effectiveness and suggests applications for coaches to provide evidence of other measures of success rather than evaluating coaching performance based simply upon winning games.

Many coaches will admit that they first consider themselves teachers and secondarily regard themselves as coaches. In fact, as the study of coaching science has evolved, more publications have been written about the similarities between coaching and teaching (Bergmann Drewe, 2000; Gallimore & Tharp, 2004; Nater & Gallimore, 2010). In Ohio (and throughout the United States), many changes have been made to attempt to evaluate teaching effectiveness (Ohio Department of Education, 2013). For example, public school teachers are now accountable for providing evidence of their students' growth. Discussions among education professionals about how to demonstrate student growth are lively and contentious, yet the process can provide reflection for teachers about improving their own teaching practices to increase student learning. In

fact, based upon several indicators of teaching effectiveness adopted by state boards of education (including student growth), teachers will soon be categorized as: "Accomplished; Proficient; Developing; or Ineffective" (Ohio Department of Education, 2013).

If coaches consider themselves first to be teachers, then it seems logical to assume that coaches may soon be accountable for their athletes' growth in a manner similar to how teachers are to be evaluated. For instance, it is possible that, in the future, coaches will be asked to provide evidence of their coaching effectiveness that does not emphasize win/loss records. While the public's measurement of coaching effectiveness is most frequently the scoreboard results (wins and losses), knowledgeable administrators and coaches know that win/loss records should not be the primary or most important method of assessment of coaching effectiveness. If coaches are to be evaluated by something other than wins and losses, then what criteria provide reliable evidence that shows that a coach is effective? If coaches are fired more due to poor relationships with players than they are fired for poor win-loss records, then it seems that there should be measurable criteria that validly assesses what is, and is not, a "good relationship" with athletes. Instead of an administrator firing a coach for a vague, undefined reason (i.e., "poor relationship with athletes"), more tangible criteria should be considered to assess coaching effectiveness. Furthermore, if coaches are to be evaluated on their athletes' growth and achievement (other than by the scoreboard results), then they should be given the opportunity to assess their strengths and areas of need and subsequently develop a plan to improve these areas of need.

The following article review briefly discusses criteria for measuring coaching effectiveness and provides practical applications for coaches and administrators to consider in evaluating coaching effectiveness.

Article Review

Vierimaa, M., Erickson, K., Côté, J., & Gilbert, W. (2013). Positive youth development: A measurement framework for sport. *International Journal of Sports Science & Coaching,* 7(3), 601–614.

Knowledgeable administrators and coaches know that win/loss records should not be the primary or most important method of assessment of coaching effectiveness.

The authors propose a framework for measuring coaching effectiveness that includes the 4Cs: **c**onfidence, **c**onnection, **c**haracter, and **c**ompetence. These variables are based upon the Positive Youth Development (PYD) Model that was created for outcomes related to youth development outside of sport (Lerner et al., 2005). Little research has been performed on measuring PYD in sport. However, recently, there has been interest in applying PYD to measuring sport performance and coaching effectiveness. In fact, Côté, Bruner, Erickson, Strachan, and Fraser-Thomas (2010) suggested that the 4Cs are useful for measurement and research in the sport domain. Furthermore, other researchers have offered a description of coaching effectiveness that includes measurement of the 4Cs (Côté & Gilbert, 2009). In their article, Côté and Gilbert defined effective coaching that includes three parts: coach knowledge, coaching context, and athlete outcomes. The authors suggested that coaching knowledge should include not only sport specific information but also intrapersonal and interpersonal knowledge. Furthermore, the authors indicate that athletes' needs differ at each of the levels in which coaches are engaged (e.g., youth, high school, collegiate, professional). Therefore, coaches' actions will also be different according to the level at which they are coaching. According to Côté & Gilbert, the third variable of effective coaching is athlete outcomes. Included in athlete outcomes are: a) psychosocial outcomes (confidence, connection, and character) for their athletes and b) performance (competence). Vierimaa, Erickson, Côté, and Gilbert (2013) provide a review of the literature on the assessments used to assess the 4Cs in sport and provide recommendations to develop a "toolkit" of inventories to measure coaching effectiveness.

Applying Research Findings to Coaching

Simply stated, according to the reviewed article, athletes who play for an effective coach should have improved confidence, connection, character, and competence. By contrast, ineffective coaches will not

positively affect their athletes' "4Cs." To adequately measure these variables, coaches ought to complete assessments of these four dimensions in the same way that many effective teachers guide their instruction, that is, using pre-testing and post-testing. The authors suggested using a "toolkit" to measure each component of the 4Cs. For example, the authors suggested using the self-confidence subscale of the Competitive State Anxiety Inventory-2 (CSAI-R2, Cox, Martens, & Russell, 2003) to assess athletes' confidence. In this inventory, athletes are asked to respond to questions (on a 4-point Likert scale ranging from *"not at all"* to *"very much so"*) such as "I feel self-confident," "I'm confident I can meet the challenge," "I'm confident about performing well," "I'm confident because I mentally picture myself reaching my goal," and "I'm confident of coming through under pressure" (Cox et al., 2003, p. 533). For research purposes, these suggestions seem like reasonable steps to accurately measure these variables. However, in practice, there are challenges to following these protocols. First, most coaches are not qualified to interpret the results of an instrument of this nature. Second, it is not clear if athletes' confidence is directly affected by coaches' actions using this questionnaire. Therefore, it is suggested that coaches use a modified version of the instrument by adding to the start of each question: "Does your coach's actions help you feel …" This addition to the items provides a more direct link between athletes' psychosocial development and the coaches' actions. It is recommended that coaches start with assessing only one component of the 4Cs (e.g., athlete "confidence"), and then, after becoming comfortable with the tools and assessment process, moving forward with evaluating other components of the 4Cs. If, however, coaches are concerned about their relationships with their athletes, then they may instead initially choose to assess "connection" instead of athletes' confidence.

A coach, who is interested in completing this system of assessment prior to (or along with) an administrative evaluation, would initially have to accept that these variables (4Cs) are, in fact, effective indicators of coaching effectiveness. Subsequently (perhaps with or without administrative direction), a coach would need to conduct a self-assessment of these variables. For example, a coach might create a survey that mirrors the questionnaire that measures athletes' self-confidence. Examples of a coach self-assessment might be: a) "How does my coaching affect my athletes' self-confidence?" b) "How does my coaching affect my athletes' confidence in meeting challenges?" c) "How does my coaching affect athletes' confidence in performing well?" d) "How does my coaching affect my athletes' confidence in reaching their goals?" and/or e) "How does my coaching affect my athletes' confidence in coming through under pressure?" Comparing athletes' perceptions of these items with the coach's perceptions provides an even stronger assessment of coaching effectiveness. Vierimaa, Erickson, Côté, and Gilbert (2013) also suggested collecting teammates' assessments of these variables combined with systematic observations of coaching conduct. While it may not be possible to collect all of these data from all of these sources in an applied setting, a thorough evaluation of coaching conduct would be gained by using all of these methods. If, after a season is completed, athletes improved their scores on the data collected related to the 4Cs, then presumably the coach was effective. However, if athletes' scores on the 4Cs did not show improvement or if their scores in these areas declined, then it could be said that the coach was less than effective. Using these measurable outcomes (instead of just scoreboard results) provides a more authentic evaluation of coaches' effectiveness.

> Coaching knowledge should include not only sport specific information but also intrapersonal and interpersonal knowledge.

The next logical step after collecting data on the coaches' effect on athletes' 4Cs is to plan a path for improvement based upon the data collected. The path for improvement should be based upon the areas of need identified by the results of the pre- and post-testing. For example, if a majority of the athletes playing for the coach did not improve in "confidence," then the coach could work with an administrator on ways to help athletes improve their confidence. These specific tactics on which a coach might work to improve athletes' confidence might include providing more effective coaching feedback (e.g., specific and prescriptive rather than

general and descriptive feedback), creating a mastery-oriented training climate, removing punishment as a primary means of behavior shaping, etc. Coaches would need guidance to develop a systematic review of goals and structured reflection to assess their own development. By focusing on these measurements of coaching effectiveness, the emphasis on winning and losing can be reduced, and a more reasonable assessment of coaching effectiveness can be accomplished. Such a system might assist coaches who do effective work relative to interacting with and developing players but who do not possess commendable win-loss records. This system of evaluation might also help administrators who find themselves forced to publicly defend coaches who possess exceptional won-loss records despite abusive or public mistreatment of athletes. For example, former Rutgers University Basketball Men's Basketball Coach Mike Rice was caught recently on videotape (in practice) hitting, kicking, and using slurs toward his players (CNN.com, 2013). When these incidents were first brought to the attention of the Rutgers Athletic Director, Rice was suspended. The administrator indicated that the reason for the suspension (and not immediate firing) was that he was attempting to help the coach through rehabilitation. Later, when the videos of the coach's verbal and physical abuse of his athletes surfaced for the public viewing, Rice was fired. It seems that this coach's behavior was a pattern that could have been earlier identified by utilizing assessments of players' perceptions of the 4Cs. Therefore, by assessing players' perceptions of the 4Cs, coaches and administrators may be able to earlier identify ineffective patterns of coaching behavior that could prevent incidents like the one at Rutgers from occurring.

TABLE • 1

Practical Strategies for Evaluating Coaching Effectiveness

Do's	Don'ts (& + Alternatives)
Be proactive about adopting the 4Cs as a regular and systematic measurement tool of your coaching effectiveness. Investigate what these variables are, how to measure them and consider how to improve your coaching behavior in these areas.	– Rely only on your team's win-loss record to determine your coaching effectiveness.
Take the position with your administrator that you want to be evaluated based upon the 4Cs and develop a system to pre-test and post-test these variables. Remember that these variables are based upon research, and an administrator who disagrees with this method of evaluation may or may not be up to date based on the current research. Therefore, you may have to provide support for this method of evaluation.	– Wait for an administrator to tell you how you are going to be evaluated. + Think of how impressive you will appear when you walk into an administrator's office at the conclusion of your season and say, "After conducting self-assessments and soliciting players' opinion of my coaching performance, these are the areas where I am strong and these are the areas that I need to improve upon…."
Chart a path for improvement. Consider providing something in writing that states, "Based upon the evaluation that I conducted with my team, I found that I need to improve upon…." Consider initially collecting data on only one of the 4Cs (e.g., athletes' confidence). Most all coaches want to help players improve their confidence; most coaches accept that improved confidence often leads to improved performance. Therefore, develop a plan for coaching improvement based upon this one variable.	– Avoid collecting data on your coaching and leave your contract renewal to chance or to areas outside of your control (winning and losing). + Improvement comes from continual reflection, assessment and systematic plans to improve. Use collected data to guide your coaching practice and be proactive about your own self-improvement plan.

The chart above (Table 1) summarizes some of the recommendations for coaches based upon this article review. It is recognized that the thought of collecting data on one's own coaching performance may seem overwhelming at first. However, selecting an entry point is an important first step. Initiating the process of self-assessment in itself can be very revealing for a coach who wants to improve his or her coaching conduct.

When I was coaching, I once walked into an administrator's office for my end-of-the-season evaluation. I clearly remember one of his comments regarding his assessment of my coaching. He said, "It seems to me that, when you are unhappy with your team, that you sit in your chair with your legs crossed and you have a very disappointed look on your face." So the message that I took away from his comments was that I should uncross my legs, stand, and appear to be happy while our team was thoroughly being beaten. These are hardly reliable or valid measurements of a coach's effectiveness. In fact, one observer's opinion is hardly a reliable method of evaluation. However, this was the primary method for deciding if my coaching contract was going to be renewed. The point is not to allow an

administrator to dictate to you what you should improve. These random points of measurement (uncrossing your legs, standing, appearing pleased) are unreliable and invalid measurements of coaching effectiveness. Won/loss record, while sometimes an indication of coaching effectiveness, can also have little relationship to the 4Cs. Be proactive about your own growth and development as a coach and initiate your own plan for improvement. Just as teachers are now being held accountable for their students' growth, so too will coaches most likely soon face a similar challenge. This author takes the position that many coaches are fully capable of being the expert of their own coaching conduct (some may still need guided reflection and help in honest self-assessment). Therefore, before an administrator takes the position that he or she is the expert of your own coaching conduct, demonstrate your ability to accurately assess your own coaching conduct based upon reliable measurement of athletes' outcome variables. Educate yourself about the proposed measurements of coaching effectiveness and chart your own path to improvement based upon evidence-based principles of effective coaching!

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Get Students Moving Throughout the School Day

Integrating Physical Activity Throughout the School Day – Experiences from the Field

By Jennifer L. Fisette and Mick Gilliland

The focus of this article is to provide some useful activities, ideas, and tools that can be used in physical education programs and schools to get students moving throughout the school day. The activities and tools were utilized at an elementary school in Northeast Ohio as part of a 10-minute physical activity program (PEAK—**P**hysical activity & **E**ducational **A**chievement for **K**ids) that the authors developed and carried out during the 2011–2012 academic year. Throughout this article a detailed description of PEAK, activity ideas that can be implemented in a classroom or non-gymnasium setting, and steps that can be taken to get administrators and elementary teachers to integrate physical activity into their curriculum will be provided.

During the 2011–2012 academic year, the Author 1 collaborated with the administrator and teachers, including the Author 2, as well as a university colleague, to implement a physical activity program at Upward Elementary School (pseudonym). This collaboration came on the precipitous of a 3rd grade teacher's interest in giving her students short "brain break" activities as they prepared for their spring 2011 Ohio Achievement Assessment (OAA), along with the principal's willingness to create change at Upward, since the school's performance on the OAAs was significantly below the district and state achievement levels (Ohio Department of Education, 2010). The principal's primary goal was to increase the academic achievement of her students and Author 1's mission was to increase the elementary students' physical activity opportunities throughout the school day in addition to having physical education once a week as well as daily recess.

Although the principal was open to change, she was concerned with the idea of taking academic time away from the teachers and students for physical activity. At this time, Author 1 presented the principal with data from research studies that demonstrated the benefits of students being physically active throughout the school day, which included an increase in academic achievement and on-task behavior as well as a decrease in office referrals (American College of Sports Medicine, 2006; Donnelly et al., 2009; Donnelly & Lambourne, 2011; Mahar, 2011). Furthermore, many elementary students are overweight and have health issues, are lethargic, fidgety and hyper, have attention deficit disorder and display disruptive behaviors (Hall, Little, & Heidorn, 2011). Positive changes may occur with all of these issues and behaviors when providing elementary students with increased opportunities to engage in physical activity. Sharing the research data with the principal resulted in convincing her to provide her elementary students with additional physical activity opportunities throughout the school day.

A research study was conducted by Author 1 on the activity program during the 2011-2012 academic year. That research study aimed to increase the physical activity opportunities of all of the 1st through 5th grade students at Upward Elementary School and to observe any correlations of increased physical activity to increased academic success, as defined through standardized testing. Throughout the study, data were collected through: (a) activity logs teachers completed on a weekly basis to record the time and type of activities in which they had students engage in throughout the week, (b) focus group interviews with the teachers once a month to learn what they needed in professional development and support, to obtain ongoing feedback on the physical activities they were integrating

into their curriculum, and to plan school-wide 'flash mobs' and physical activity days, (c) reflections written by teachers and students, (d) artifacts from the school, teachers, and students (e.g., BMI and standardized testing scores, physical activity logs, journals/reflections), (e) gathering aggregate fitness test results of students, and (f) school wide achievement test scores as reported to the state. Additional data were collected with the use of pedometers throughout spring 2012, which were purchased through an OAHPERD research grant. References will be made to the research aspect of the program in this article; however, this article will center on best practices in teaching rather than on specific research findings. In this article, the following topics will be addressed: (a) a detailed description of the activity program, (b) activity ideas that can be implemented in a classroom or non-gymnasium setting, and (c) steps that can be taken to get administrators and elementary teachers to integrate physical activity into their curriculum.

Get Students Moving at Upward Elementary

The physical activity program was conducted at Upward Elementary School, a 1st through 5th grade elementary school with approximately 25 teachers and 300 students. All of the elementary students in the district, who are identified as "special needs" through Individualized Education Plans, are located at this school. Upward Elementary has a 75% poverty rate, 75% receive free or reduced lunch, and over 50% of the students have been measured and determined to be overweight or obese. The school has been categorized academically as "Continuously Improving," which includes a decline in academic performance over the past two years. Currently, students receive physical education once a week for 30 minutes for three out of four quarters and twice a week for a total of 60 minutes for one quarter during the academic year. The purpose for selecting Upward as the school site for this intervention was due to: (a) Author 1's volunteer work conducted at the school over recent years, (b) it being Author 2's first year as a physical education teacher at the school, (c) the principal's willingness to incorporate physical activity into the daily curriculum, and (d) the great need Upward Elementary has due to the student population being economically disadvantaged and low performing.

The principal decided to require all of the teachers to integrate 10 minutes of physical activity within their daily curriculum throughout the 2011–2012 academic year.

The development of this program began before the start of the 2011–2012 academic year. Planning meetings were held with the school principal, 3rd grade teacher, Authors 1 and 2 and a colleague at the local university. Based on the planning group's discussions, the principal decided to require all of the teachers to integrate 10 minutes of physical activity within their daily curriculum throughout the 2011–2012 academic year. This component of the Upward curriculum was and is currently referred to as PEAK—**P**hysical activity & **E**ducational **A**chievement for **K**ids. A few days before the start of the academic year, Author 1 provided a 1-hour workshop for all of the Upward elementary teachers concerning different physical activities they could use to engage their students in the classroom. In January 2012, Author 1 provided an additional workshop offering new activities for the teachers to engage the students during PEAK.

Throughout the school year, all of the teachers in the school, including the special education teachers of the Moderate Disabilities classes, did engage the students in a minimum of 10 minutes of physical activity throughout the school day. At times, the teachers would combine their classes to do walks throughout the school and/or PEAK activities on the playground. On an almost monthly basis, "Flash Mobs," where all of the 1st through 5th grade students would meet in the gymnasium and perform various dances (e.g., Cha Cha Slide, Electric Slide, Cupid Shuffle, Chicken Dance), or PEAK activities as a whole school, were organized. The physical education teacher (Author 2) reinforced and expanded upon the activities the students were doing in their classrooms and also supported the teachers with the variety of activities introduced to the teachers. As the year went on, the teachers and students created their own PEAK activities, giving them ownership for their own physical activity.

During the winter months, the principal, teachers, and the authors decided to have a school-wide physical activity day, which was called "Move with the Flashes," where student-athletes and physical education teacher candidates from a local university ran physical activity stations for the students. This day provided students with over two hours of physical activity and, according to their written reflections, resulted in a very positive experience. At the end of the school year, another school-wide activity day was held, which the students entitled, "Reach for the PEAK—Teamwork Frenzy," which was a culminating event to celebrate the success of the PEAK program. All 300 students made an individual flag and each grade level created a banner for the school parade that ended with the entire school dancing to the Cha Cha Slide. Most recently, in Fall 2012, the principal opted for their annual Fall Festival to have a movement focus, similar to "Move with the Flashes" and "Reach for the PEAK—Teamwork Frenzy."

The principal, school counselor, and the teachers articulated, through written reflections and discussion at monthly meetings, that the PEAK program increased students' understanding of the benefits of physical activity, were more focused on academic work, and demonstrated more personal and social responsibility. The principal had the least amount of behavior referrals in her tenure at Upward Elementary and the school counselor rarely had students requesting to meet with her, which was the lowest out of the four elementary schools in which she counseled. In Fall 2012, the school, which was previously rated as "Continuously Improving," moved up two categories and was rated as "Excellent with Distinction;" this is the first time this school obtained such a rating (based on OAA standardized test scores). Collectively, the school culture, according to all involved, was enhanced due to the implementation of the school-wide PEAK activity program. While not presented here, the rest of the data collected supported all of these personal observations.

In addition to the PEAK program, recess expectations at Upward Elementary were enhanced, especially for the students who did not follow the rules. These changes evolved as the planning group thought about how to maximize student movement throughout the day. The planning group realized, in addition to physical education and PEAK, that the time of day where many students get the most exercise is recess, yet some students were asked to stand or sit "on the wall" for breaking the rules. Instead of putting students "on the wall at recess for poor choices," the principal and teachers implemented a "walk and solve" approach. When a student made a poor choice, they were asked to:

- Take a walk around the playground (the recess teachers specified where to walk and for how long).
- Become a problem solver, by thinking about what they did wrong and report back their derived solution to the recess teacher after they finished their laps.
- The students told the teacher (a) what they did wrong, (b) how or what they were going to do to "fix the problem," and (c) explain what they are going to do so that it did not happen again.

Students were told to think about their behavior and become "problem solvers;" however, the teacher still had the option to give the student a consequence. The planning group believed this accomplished two objectives. First, it kept students moving instead of sitting or standing against a wall during recess. Second, it gave the students time to think about their behavior and become "problem solvers" while moving, assisting them with self-regulation of emotions.

The changes at Upward Elementary have been paramount to the school culture; thus, the school personnel continue to implement PEAK and the recess changes this 2012–2013 academic year. The changes at Upward also caught the attention of a principal at another elementary school in the school district and that school opted to implement the program during the 2012–2013 academic year.

Throughout the remainder of this article, the authors provide ideas for activities that can be implemented in a classroom or non-gymnasium setting and steps that teachers can take to get administrators and elementary teachers to integrate physical activity into their curriculum. These activities and tools can be utilized when integrating physical activity throughout the school day, providing students with school-wide physical activity days or teaching physical education in the classroom, a hallway, or alternative teaching space.

Get Students Moving in YOUR School—Activity Ideas

Author 1 created activity packets for the teachers at Upward Elementary, which were divided into 1–2 and 3–5 grade bands (these packets are available on the OAHPERD Convention website). These packets were dispersed in August 2011 during the first professional development workshop that focused on PEAK activities. During the hour-long workshop, Author 1 engaged the

teachers in numerous activities from each grade band so they could learn by doing to have a better sense of how to conduct such activities within their classrooms. These packets provided activity ideas for the teachers to use during the daily 10 minutes of physical activity; however, they were not limited to these activities as they were free to choose any form of physical activity as long as students were moving for the required 10 minutes. In this section, a sampling of activities developed for the teachers to get students physically active in the PEAK program is provided. Author 2 also implemented some of the activities in his physical education program.

Fitness Card Warm-up

- Type (on address labels) or handwrite on index cards one physical activity (e.g., 20 ski jumps; 10 push-ups—give options as to type such as alphabet, wall, modified/knee; 15 crunches; 20 jumping jacks; touch all 4 walls; high-five two people). Make multiple copies of each of the activities. Be sure to have 5–10 cards more than the number of students in your class. Suggestion: have one or two cards that provide a 10–15 second rest.
- Find a good location in the gymnasium, hallway, or classroom (on a few desks or by the coat rack or other available space) to spread the cards, upside down, on the floor or desks/tables.
- Students are in an open space throughout the gymnasium/classroom/hallway. Each student starts with a card.
- When the music begins, the students perform the activity on the card. Once they are done, they jog or skip to the pile of cards, place their card face down and select a new one.
- Students can perform this task for an entire song or until you stop the music.
- *Equipment:* Music, fitness cards

Quiddler

- Create a set of index cards with a single or double letters on them, similar to Scrabble pieces. Have multiple cards for the letters, especially for vowels. You might consider having a few cards with double letters such as IN, TH, CL, ER, or another double letter of your choice. Similar to the Fitness Card Warm-up activity, you want to be sure you have more than enough letters for each group.
- Place students in groups of 5 (or how many that is suitable to your grouping needs) and have the groups find a designated spot in the gymnasium, spot on the carpet or at their tables in their table groups.
- Alphabet letters, on index cards, are placed facing down at the end of the gymnasium or walkway from the carpet to the coat rack (or another space that is a good distance away).
- Each student in the group gets a number (1-5).
- Goal: make a 5-letter word.
- When the music begins, all #1s from each group perform a locomotor movement (e.g., skips, gallops, slides, etc.), as they go to where the cards are. Upon reaching the cards, they select one card without looking at what the letter is and then skip, gallop, or slide back to their group. The remainder of the group performs a physical activity, selected by the teacher, while student #1 is going to get a card. The #1s show their group the letter. Student #2 then does 5 jumping jacks and performs a locomotor movement to the pile of letters. The process is repeated by different group members until the group has 5 total cards.
- If they can make a word with the 5 letters they have selected, then they raise their hand and inform the teacher. If they can not construct a word (and none of the other groups are able to as well), then they can pick 1 letter, go back to the group of letters, place their letter face down and select another letter card. The students continue this process until one of the groups forms a 5-letter word.
- *Extensions:* Allow the rest of the groups to keep going until they form a 5-letter word or see if the other groups can form any words with the letters that they have even if it's a 2 or 3-letter word. You can also select a "topic or

The PEAK program increased students' understanding of the benefits of physical activity, were more focused on academic work, and demonstrated more personal and social responsibility.

theme" in which they have to formulate their words.
- *Equipment:* Music, index cards with letters on them

Dance (Movement) Creation

General Directions

- Have three students demonstrate with you the entire process of the dance activity.
- Place students in groups of 4 to 6.
- Students can decide on the order in which they will perform.
- Using an 8 count, have the students create a movement or movements (two 4-counts) that the entire group can perform (no splits, gymnastics, etc.). The movement does not have to be a "dance" movement; it can be jumping jacks, windmills, etc.
- Encourage students to come up with their own movement. If students have difficulty coming up with a movement, they may ask their teammates for ideas.
- Once each student has their dance movement, they need to connect all of the movements into one dance.
- The students will perform their routine to the rest of the class.
- Play music while they create their dances.

Teaching Dance Progression

- Starting Pose: The students, as a group, will decide on a starting pose before the music starts.
- Students get into a line. The 1st performer stands in front of the group and demonstrates his/her movement on an 8 count. They may repeat the movement for a 16 count if desired. The group then performs the movement together. Practice each student's movement 3 to 4 times.
- The students then decide on a transitional movement (8 count) they will perform after each performer. This can be 8 claps, 8 jumps, etc. During this transition, the performer will return to the line and the next performer will move in front. Repeat this process until all performers have demonstrated their movement.
- After all the students have "taught" their movement to their group, they will create a closing movement that they will perform as a group to let the audience know the performance is over. This could be another pose, everybody falls down, etc.
- After all students in the group have taught their movement and all movements have been practiced, have them practice the entire routine over and over from starting pose to closing movement.
- Each group will perform their dance routine for the rest of the class.
- *Equipment:* Music

Balloon Activities—Keep it Up and Hot Balloon Potato

Keep it Up

- Purchase balloons.
- Can have students work in small groups or 1–2 big groups.
- Rules: keep the balloon up in the air as long as possible without the balloon touching the ground. Caution the students that the balloon cannot touch the ceiling, walls, or go into another group's area (or create your own "boundaries"). Students cannot hit the balloon 2 times in a row. Students count out loud to see how many they can get in a row. If the balloon is out of bounds or hits the floor, they must re-start the count from zero.
- Challenges: Can only use your right/left hand, right/left elbow, knees, have to be kneeling or sitting down, etc.
- Extension: Have competitions among the groups to see who can get the most consecutive hits in a row within a designated time or until the music stops.
- *Equipment:* Music, balloons

Hot Balloon Potato

- All students get in one big circle or in smaller groups.
- Start with 1 balloon; can add others as activity continues.
- Give one person the balloon and select the direction in which the students will pass around the circle.
- When the music begins, all students start to jog in place (or they can do jumping jacks, ski jumps, etc.) while passing the balloon around. When the music stops, the person with the balloon gets a REST for the next turn OR the person with the balloon selects a physical activity and everyone does it ____ times.
- Repeat as many times as you would like.
- *Equipment:* Music, balloons

Dances

- Select appropriate music for selected dance(s).
- Students spread out and find personal space in the gymnasium or classroom.
- Teach students the dance steps using the part-whole instructional method. Ask students that already know the dance to be visible so other students can follow along.
- Some popular dances elementary students may enjoy or have an easier time learning, whether in physical education or in the classroom, are: Cha Cha Slide, Hokey Pokey, Electric Slide, Cupid Shuffle, Chicken Dance, Cotton-eyed Joe, Macarena, and the newest popular dance, Gangnam Style.

- If classroom teachers have smart boards, the students may enjoy watching YouTube videos of the songs/dances to help them either learn/follow the dance steps or to have their motivation increased.

Getting Administratores and Teachers on Board

The authors were fortunate at Upward Elementary that the school principal was not only open, but also eager, to integrate physical activity into the elementary curriculum. She felt the school needed a change and believed in the research that was presented to her about the benefits of physical activity with school-aged children. However, the authors understand that not all administrators will be so positive and willing to require teachers to take 10-minutes out of their daily curriculum for physical activity, especially with the current pressures and expectations placed on classroom teachers by the State. The authors suggest that physical education teachers provide research data that show the benefits of physical activity in relation to academic achievement and student behavior, both of which tend to be very important with administrators (e.g., American College of Sports Medicine, 2006; Donnelly & Lambourne, 2011; Donnelly et al., 2009; Mahar, 2011). If a physical education teacher is looking to have elementary classroom teachers integrate physical activity into their curriculum, the authors suggest that they encourage the administrator(s) to make it a requirement for the teachers. If it is not a requirement, most teachers will not engage in physical movement because of the other demands placed on them. Additionally, many classroom teachers may not be physically active themselves and, as a result, do not know or understand the benefits of physical activity.

Once approval is obtained from the school administrator, then it is time to get the classroom teachers on board. Most of the teachers will have limited knowledge and experience with physical activity, especially within the confines of their classrooms. This is when the physical education teacher can showcase their expertise with movement and provide the teachers with activity ideas and professional development so the teachers feel supported and encouraged. The authors suggest that they try and get the teachers to work together so they get ideas from one another or do not feel alone; getting together to organize a school-wide "Flash Mobs" or physical activity day should enhance teacher interactions. A program like PEAK is only as successful as the classroom teachers' commitments because they are the ones who are expected to carry out the program.

At Upward Elementary, many of the teachers participated in the PEAK activities, which not only motivated the students, but, according to them, caused the teachers to feel better about themselves as well. Upward really did move upward, as the culture of the school changed (i.e., a lighter, happier, friendlier, more alive atmosphere) for the principal, teachers, students, and support staff.

Challenges to PEAK Implementation

Although there were many positive outcomes of the PEAK program, it would be remiss to not acknowledge some of the challenges that were experienced. For example, initially, the PEAK activities revved up and excited the students, so much so that the teachers had a hard time getting them to refocus on their academic work. Thus, the teachers developed routines for when and how they would move into and out of the PEAK activities to clearly communicate the transition from movement activity to classroom work. Ending with a non-cardiovascular activity such as yoga or stretching are examples of such transition routines used by Upward Elementary.

Another challenge was that not all students wanted to move or participate in the activities. The teachers, who knew their students well, were able to come up with strategies to get all students moving, even if they were not doing the same activity as the rest of the class (e.g., see how many pencils you can pick off the floor, walk when others are doing other forms of movement). The key is to come up with as many strategies as possible for the students who are not willing to engage, while at the same time understanding that some students just need more time to feel comfortable in the movement context. The best strategy is to give the students a voice by talking to them, to understand better their perspective and how they might be made to feel more comfortable.

At times, the teachers did not do PEAK every day or for the full 10 minutes, especially during the winter months or when leading up to the standardized tests. Yet some teachers, especially in grades 1 and 2, opted to do PEAK twice a day, because they observed how the students benefited from engaging in physical activity.

Positive Changes at Upward Elementary

Over the course of the 2011–2012 academic year, many changes were observed in the students by the authors, teachers, and administrator, including an improvement in the students' attitudes and enthusiasm, level of motivation, self-esteem, behavior, and overall feeling of school pride. These changes did not hap-

pen overnight, but as the teachers and students "bought into" the PEAK program, the positive changes became progressively apparent to the authors, as well as to the teachers, staff and administration. As previously stated, some of these changes were reported through student and teacher reflections and discussions; however, the specific data will not be reported in this article. In this section, a description of some of the changes that were observed at Upward Elementary is provided, all of which has the potential to occur at any school when a program similar to PEAK is implemented.

Attitudes and Enthusiasm

The students demonstrated a better attitude toward school because, "PEAK made school fun." Students were especially excited during the Flash Mob days. The students looked forward to the whole school meetings, which took place in the gym or outside, and the opportunity to dance with their friends. Author 2 frequently had students asking, "When is our next Flash Mob?" or "When are we going to have another Move with the Flashes day?" PEAK gave the students something to look forward to on a daily basis and they enjoyed anticipating the monthly larger school activities.

Motivation

Earlier in the year, many of the students did not seem motivated to engage in physical activity, and, according to some classroom teachers, this was observed "in the classroom as well." As PEAK progressed, these students looked forward to their 10 minutes of physical activity during language arts and were more willing to try new activities in physical education class such as dance, rhythm, and cooperative games.

Self-Esteem

At the beginning of the year, some students were reluctant to participate in the school wide Flash Mobs and some of the PEAK activities because they were embarrassed. This embarrassment faded and their self-esteem began to increase as they became more comfortable with their peers and PEAK became a part of their daily routine. The PEAK program provided a school wide effort that included students' input about different activities they could do in PEAK and many began to feel better for accomplishing a certain amount of steps with their pedometers. Students discovered that if they at least tried, they were able to succeed at things they thought they could not do. Students learned the value of getting past their fear of failure when trying something new. The PEAK program seemed to give students a sense of school pride because they were proud of the group accomplishments and saw the positive effects this program had provided to the school.

> Some teachers … opted to do PEAK twice a day, because they observed how the students benefited from engaging in physical activity.

Behavior

As previously stated, the school principal and counselor both observed and recorded a dramatic positive effect with students' behavior. They believed that as the students' self-esteem improved, student conflicts decreased. In physical education, Author 2 stressed good sportspersonship and created a safe environment by only using positive comments when talking to one another. In physical education, Author 2 focused on teaching the students to learn how to win and lose graciously, as well as to try or attempt an activity even if unable to perform the task. By creating an environment where students felt comfortable to try, students were less guarded and more willing to attempt an activity. PEAK also provided students with an outlet to release built up energy for the 10 minutes they engaged in PEAK activities during the hour-long language arts block. Once the students and teachers learned to redirect their focus after PEAK, students were able to stay on task and maintain focus.

School Pride

The PEAK program has created a sense of pride among students at Upward. Earlier in the year, many of the students did not seem motivated to engage in physical activity, and, according to some classroom teachers, this was observed "in the classroom as well." As PEAK progressed, these students looked forward to their 10 minutes of physical activity during language arts and were more willing to try new activities in physical education class such as dance, rhythm, and cooperative games. Students who had little or no confidence were observed gradually

building their self-confidence. Other students with low self-esteem, who often engaged in fights or conflicts, started to get along with others and feel better about themselves. Huge smiles on the students' faces were viewed during Flash Mobs or Move with the Flashes from students that rarely smiled before PEAK was implemented. The authors, teachers, and principal observed students who were in the office regularly for misbehavior at the beginning of the year now visiting the office with teacher reports for positive behavior. The students at Upward Elementary appeared to have gained a sense of school pride and belongingness. As teachers, one of the greatest joys is to see students grow and become the best they can be, and from the authors' observations, the PEAK program has provided students with tools to help them be successful, both as physical movers as well as in the classroom.

Conclusion

The simple fact of the matter is all human beings are meant to move, especially school-aged children. At a time when national and state recommendations are insisting on incorporating more physical activity opportunities for students (American College of Sports Medicine, 2007; Center for Disease Control and Prevention, 2010; National Association for Sport and Physical Education, 2004; U. S. Department of Health and Human Services, 2008, 2010a, 2010b), the PEAK program implicates an important step in making this happen. The PEAK program is one example on how teachers can provide physically active learning opportunities to students, both in physical education and throughout the school day, with the hope that they will become healthy and active physical movers for a lifetime.

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Pathfinder *(Continued from page 7)*

Committee is especially pleased to honor Dr. Parks, whose lifetime commitments to girls and women in sport had enormous impacts not only in Northwest Ohio but across the state and region as well as nationally. Pathfinders from each of the 50 states were honored at the NAGWS General Session at the 2013 Convention of the American Alliance of Health, Physical Education, Recreation, and Dance in Charlotte, NC.

American Heart Association®

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It Takes Heart to be a Hero

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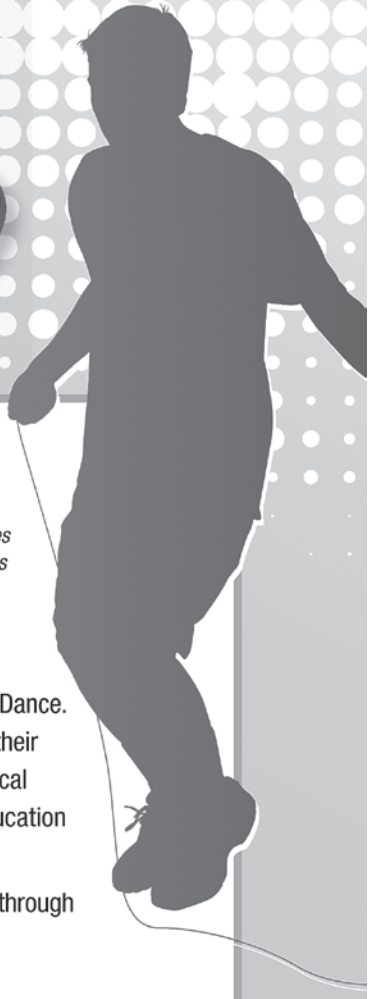
"My family calls me Miracle Mia because I've survived two heart surgeries and lots of visits to the hospital. I am very thankful for all the Heart Heroes who participate in these events. I know that there are a lot of people who care and want the best for kids with special hearts."



Jump Rope For Heart is a national education and fundraising event created by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance. Elementary school students have fun jumping rope while becoming empowered to improve their health and help other kids with heart-health issues. And it is a great way to satisfy the physical education standards as determined by the National Association for Sport and Physical Education and the American Association for Health Education.

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

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

Jump Rope For Heart helps students:

- Learn the value of community service and contribute to their community's welfare
- Join with other children to help kids who have heart problems
- Develop heart-healthy habits while being physically active
- Learn jump rope skills they can use for the rest of their lives
- Earn gift certificates for free school P.E. equipment from U.S. Games

With your support, we can help protect and improve children's health. Your efforts to educate your students and raise funds for research and outreach are vital to improving kids' lives.

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

American Alliance for Health, Physical Education, Recreation and Dance

AAHPERD is a proud program partner of Jump Rope For Heart.

Refereed Article

Standard 2: Teaching Biomechanical Principles in Physical Education

By Kevin Lorson and Chris Poynter

The purpose of this article is to provide an overview of the Standard 2, Benchmark B Assessment for the Ohio Physical Education Benchmark Assessment (Ohio Department of Education, 2012) for grade bands 6–8 and 9–12. To demonstrate Standard 2, Benchmark B students will analyze movement performance using biomechanical principles. This article overviews the importance of biomechanical principles, implementation strategies for the assessment and ideas to integrate biomechanical principles into instruction.

Why did a runner win the race? Why is it important to demonstrate BEEF (**b**alance, **e**yes, **e**lbow, **f**ollow-through) when shooting a free throw? When teaching an ultimate disc lesson, what are the key aspects to consider to accurately send the disc to a target player? Biomechanical principles are a key factor influencing the answer to each of these questions. Physical educators apply underlying biomechanical concepts and principles to develop skilled movers. Teachers utilize these concepts and principles to help students perform movements successfully by providing effective instruction, practice tasks and feedback.

While the achievement of all the Physical Education Academic Content Standards is essential to develop a physically educated person, this article will focus primarily on Standard 2, Benchmark B of the Ohio Physical Education Academic Content Standards (Ohio Department of Education, 2009). The purpose of this article is to provide teachers with tools to help implement the Standard 2, Benchmark B assessment and to help students better understand biomechanical principles as they pertain to physical activities. We will describe common biomechanical principles, discuss the importance of biomechanical principles in physical education, provide implementation ideas for the Ohio Department of Education (ODE) benchmark assessment and share practical examples for how to develop students' understanding of biomechanical principles in physical education lessons.

What are Biomechanical Principles?

Biomechanics uses a branch of physics to study the effects of actions and forces on the mechanics of living organisms (Hall, 2011; Siedentop & van der Mars, 2012). In biomechanics, the performance of an activity, such as throwing a ball or picking up a weight, is evaluated by examining the parts of the body and how muscles, bones, tendons and ligaments work in concert with each other to produce movement. Physical educators are primarily concerned with the impact of biomechanical principles on motor skill performance. Biomechanical principles can be seen in the cues and critical elements used by teachers to improve movement skill performance. An example for the overhand throw is using the cue "long step with the opposite foot" to shift the center of gravity from the rear leg to the front leg to generate force towards the intended target. Teachers also use their knowledge of biomechanics to plan practice tasks or lessons, to emphasize critical elements during demonstrations and instruction, and to provide skill-related feedback to performers. Fortunately, applying biomechanical principles to improve motor skill performance does not require degrees in physics and engineering. The recipe to incorporate biomechanical principles into physical education requires content knowledge in biomechanics and anatomy, mixed with the pedagogical content knowledge of basic sports concepts and a touch of pedagogical skill.

Why are Biomechanical Principles Important in Physical Education?

Biomechanical principles are important to teachers and students because knowledge of these principles can be used to improve performance, perform movements safely, and to reinforce and apply concepts from other content areas (Burkett, 2010). Biomechanical principles are also part of the foundational knowledge of movement concepts, principles, strategies and tactics needed to achieve Standard 2 of the National Association for Sport and Physical Education National Standards for Physical Education (NASPE, 2004). To demonstrate Standard 2, Benchmark B of the Ohio Physical Education Academic Content Standards (Ohio Department of Education, 2009, 2012) students must apply biomechanical principles in Grades 6–8 and 9–12 (See Table 1).

TABLE • 1

Standard 2, Benchmark B of the Ohio Physical Education Academic Content Standards (Ohio Department of Education, 2012)

Content Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.
Grades 6–8
Benchmark B: Demonstrate knowledge of critical elements and biomechanical principles for specialized skills.
Grade Level Indicators
1. Demonstrate understanding of movement principles through knowledge of critical elements (key points) of combined (locomotor, non-locomotor and manipulative) skills and movements. 2. Describe and explain critical elements required for the application of specific sport and movement skills in a dynamic environment (e.g., games). 3. Detect and correct errors in personal performance based on knowledge of results (e.g., analysis of contact and release point in sport skill execution). 4. Detect and correct errors based on knowledge of results and biomechanical principles (e.g., analysis of contact and release point in sport skill execution).
Grades 9–12
Benchmark B: Apply biomechanical principles to performance in authentic settings.
1. Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms. 2. Analyze and evaluate performance of self and others across multiple movement forms. 3. Use information from a variety of sources to design a plan to improve performance.

Applying the key underlying biomechanical principles can help students improve movement performance. These principles can also be applied to perform movements in a safe manner or in a way that reduces the chances of injury. Comprehension and application of Standard 2, Benchmark B could be linked to improved physical skill performance and the achievement of Standard 1 (motor skill performance). Students apply biomechanical principles to analyze their own performance, diagnose errors and make necessary changes to performance. For example, a student may have missed a free throw. Using biomechanical principles, the free throw shooter analyzes the situation and determines more power is needed from the legs to generate enough force to move the mass of the basketball so it reaches the basket. With improved skill performance ancillary benefits could be realized in Standard 3 (physical activity) and Standard 4 (health-enhancing fitness) (Stodden et al., 2008).

Teaching biomechanical principles can take advantage of the many opportunities to integrate other academic content areas (math, social studies, science and language arts) into physical education. Biomechanical principles provide an opportunity to apply knowledge from other content areas (math, science and physics) into the "real world." Teaching biomechanical principles can also develop academic language. Academic language is the oral, written and nonverbal language used for academic purposes (Zwiers, 2008). An example of academic language in physical education would be when students express their knowledge of biomechanical principles or use vocabulary such as rotation and stability to analyze or describe the critical elements of a movement, skill or performance.

Developing Students' Understanding of Biomechanical Principles

Ohio Department of Education (ODE) Benchmark Assessment.

Developing effective curriculum begins with identifying learning outcomes, identifying evidence of student achievement through assessments and then planning aligned activities to develop students' knowledge and skills. Beginning in the 2012–2013 academic year districts are required to demonstrate progress toward the achievement of the Ohio Physical Education Benchmarks

using the Ohio Physical Education Evaluation Instrument (ODE, 2012). The requirement for districts is to report student progress once during each grade band (K–2, 3–5, 6–8, 9–12). Understanding the expectations and progressions for student learning can help teachers provide appropriate and meaningful activities. The learning outcomes for Standard 2, Benchmark B at the middle school and high school grade levels progress from the foundational knowledge of critical elements of motor skills and movement patterns in Grades K–5. In grades K–2 students are recognizing and recalling the critical elements for movement patterns. In grades 3–5 students apply their knowledge of critical elements to analyze a movement performance, recognize strengths and weaknesses of the performance and suggest ways to improve. Grades 6–8 and 9–12 continue to use the knowledge of critical elements, but now students apply biomechanical principles in their analysis of a movement performance and their practice plan to improve performance.

The focus in this article will be the 6–8 and 9–12 grade band assessments because the assessment task for Standard 2, Benchmark B is very similar for both grades 6–8 and 9–12. The first step in the ODE assessment for both grade bands is for students to select an activity area (e.g., games, gymnastics, dance, outdoor activities, track and field, aquatics or other activity areas). It is appropriate for teachers to narrow or select the activity to ensure that all students have received instruction for the appropriate area. In grades 6–8 students select three important skills and develop a list of critical elements for each skill. For the Standard 2, Benchmark B assessment in grades 9–12, the number of skills analyzed is not specified, but the skill selected should be part of the activity or sport included for the Standard 2, Benchmarks A and B portfolio that assesses both Standard 2, Benchmark A (demonstrating their knowledge of how to apply tactics and strategies) and Standard 2, Benchmark B (biomechanical principles). The portfolio can be produced either on paper or electronically and might include video clips to show aspects of performance. For the Standard 2, Benchmark B assessment students first select the skill and describe the critical elements, then determine common performance errors while referencing biomechanical principles such as body position, contact or release point, balance or rotation. Students finally describe the types of practice necessary to improve performance for the selected skills.

Standard 2, Benchmark B Formative Assessment

Formative assessments are useful to track student progress, provide opportunities to collect feedback and to practice for the summative assessment. Figure 1 provides a Standard 2, Benchmark B worksheet that can be used by the teacher to prepare students to complete the ODE assessment. Students can also use the worksheet as a formative assessment or lesson activity in preparation for the Standard 2, Benchmark B assessment. The worksheet begins with selecting a motor skill to analyze. This worksheet identifies the volleyball forearm pass, a push-up and a free throw, but a teacher can select different skills as it is easier to introduce biomechanical principles by choosing an activity or skill that the students already know.

After selecting the skill, the student will determine the critical elements essential to correct performance of the movement pattern. It is important to identify and describe the critical elements because of the close relationship between biomechanics and correct technique. It is difficult to avoid discussing biomechanical principles if technique is going to be discussed. Techniques or critical elements of effective motor skill performance are directly influenced by the underlying mechanical reasons for performing the skill. This relationship is highlighted in Table 2. Table 2 identifies common biomechanical principles, summarizes each principle, and provides an example of the principle in motor skills. The table does not include every biomechanical principle. *Sport Mechanics for Coaches* (Burkett, 2010) is another useful resource to collect additional information about biomechanical principles.

The next step after describing the critical elements is to identify the biomechanical principle(s) directly impacting performance. Using a volleyball forearm pass as an example, a flat platform pointed at an angle to the target is key to sending the ball to the target with the correct trajectory.

The final part of this section analyzing personal performance aligns with the requirements of the ODE assessment. Students should use the critical elements and biomechanical principles previously identified to explain the strengths and areas of skill performance to improve. Video may be a useful tool to use to help students analyze performance. Video is especially helpful for beginners who struggle visualizing their own movements.

The final section of the worksheet addresses the practice plan to develop those areas needing improvement. This practice plan is not a two-hour practice session a coach would develop for his/her players, but a specific

Standard 2, Benchmark B: Biomechanical Principles Worksheet

Directions: Select one scenario to complete the following task.

☐ Scenario A: Basketball—Shooting a free throw ☐ Scenario B: Push-up ☐ Scenario C: Volleyball—Forearm Pass

1. ODE Task: Provide a description of the biomechanical principles that impact performance (e.g., force, stability, angles, rotation).

A. List the critical elements (i.e. key parts) of the skill.

Critical Element	Description

(Provide a word bank of the biomechanical terms discussed in class.)

Biomechanical Word Bank

- Acceleration (Newton's second law)
- Action & Reaction (Newton's third law)
- Angular motion
- Balance, stability, center of gravity
- Body position
- Force
- Friction
- Inertia (Newton's first law)
- Mass
- Power
- Rotation & rotational inertia
- Trajectory or Angle of release
- Torque

B. List a biomechanical term that can be applied to your skill.

Term	Impact on Performance

2. Analysis of personal performance describing the strengths and weaknesses of performance. (Use the critical elements and terms from Part 1AB above to describe strengths and areas to improve).

Strengths	Areas to improve

3. A detailed practice plan indicating how performance might be improved. The practice plan should document the frequency, duration and intensity of practice (the what, when, where and how of practice). **Remember how to improve performance could be cues (key words to remember to perform the critical elements correctly), environmental cues (hints or clues the opponent shows), practice drills to improve critical elements or the entire skill (remember these could be drills from your lessons), or fitness activities to improve strength or flexibility.*

Areas to improve	How to improve (cues, drills, fitness activities)?

Figure 1. Biomechanical principles worksheet.

TABLE • 2

Descriptions of biomechanical principles and examples of principles in skills (Burkett, 2010; Hall, 2011)

Term	Description	Example
Angular motion, rotation & momentum	Motion that is circular or rotary. Angular momentum is when an object will continue to rotate without a force applied to stop the rotation.	• In a person: somersaulting, twisting, rolling, swinging, spinning. • For an object: spin of the football, the ultimate disc spinning and a basketball rotating into the net.
Balance, stability, and center of gravity	Ability to control the forces that make an athlete stable. Stability is resistance to change in balance from a given force or time and is influenced by the center of gravity (weight evenly distributed over thebase of support).	• Factors influencing balance include: ▪ increasing the size of base of support ▪ centralize line of gravity and base of support (skating) ▪ lower center of gravity (get low) ▪ increase body mass (large offensive lineman are stable) ▪ extending base or line of gravity in direction of oncoming force (widen base towards direction of travel).
Force	This is simply the pull or push that changes the motion or the dimensions of an object.	• Runners push against the track and equally the track's ability to push back at an equal force. • A racket exerts a force against a tennis ball.
Friction	A constant force that acts in an opposite direction to a moving object. Some sports require friction while others attempt to reduce it.	• Bowling ball rolling down the lane. • Wind slows down a birdie or ball. • A football player loses traction when making a cut.
Mass	Amount of matter or substance of an object. See Newton's First Law for additional information.	• An object with more mass will be more resistant to stopping if moving.
Newton's Law of Acceleration (Newton's Second Law)	This law states that heavier objects require more force to move the same distance as a lighter objects.	• A player needs more force to kick a soccer ball than a foam ball.
Newton's Law of Inertia (Newton's First Law)	In the absence of an unbalanced force (friction, gravity, etc.) an object in motion will maintain its state of motion.	• A soccer ball is going to keep rolling until something stops it (another player's foot, the soccer goal net, resistance/ friction from ground, or gravity).
Newton's law of action and reaction (Newton's Third Law)	When an athlete exerts a force on an object or surface, the object or surface exerts a reaction force on the first that is both equal and opposite in direction.	• A runner exerts the same amount of force on the ground as the ground exerts on the runner.
Power	Force multiplied by the distance the resistance moved.	• A weightlifter moving a 20lb weight in 1 second is more powerful than the person that took 2 sec.
Rotation	The ability of the object or person to spin on an axis.	• A tennis or golf ball rotates in flight. • A gymnast performing rolls.
Rotational inertia	Tendency of an object to resist rotating and then continuing to want to rotate once torque is applied.	• A figure skater continuing to spin unless the arms are extended.
Torque	Twisting or spinning force applied to an object to initiate rotation around an axis.	• Application of force by the bicep to curl the weight up. • Rotation in a baseball swing or throw.
Trajectory (Angle of release)	The flight path of a moving object through space (the air).	• The arch of a free throw. • Lofting a pass over a defender.

overall plan for how to improve skill performance. When considering how to improve a skill the student can examine *cues* (key words to remember to perform the critical elements correctly), *environmental cues* (hints or clues the opponent or environment evidences), *practice drills* to improve critical elements or the entire skill (remember these could be drills from previous lessons), or *fitness activities* to improve strength or flexibility.

Integrating biomechanical principles within lessons.

Sometimes it is easier to introduce biomechanical principles by choosing an activity that requires the use of an implement such as a ball, disc, racquet

or object. Beginners (students and/or teachers) might find it easier to dissect the biomechanical concepts around the implement used in an activity rather than the anatomical vocabulary associated with a human in motion. Angular rotation is an example of a biomechanical principle that could be used in any unit involving an object such as disc golf, corn hole, football, bocce, or baseball.

The following lesson for disc golf or ultimate disc is an example of integrating biomechanical principles into a lesson. The lesson begins with a brief introduction. "When tossing the disc try to put as much spin as possible on a disc. Spin provides stability, so that the disc will continue to fly in the direction it is already flying. A disc that is lacking in spin will tend to 'turn over,' that is, twist about the axis of flight and will generally not go as far as one which has more spin. Lack of spin is probably one of the major problems encountered when trying to throw accurately over any reasonable distance."

The practice tasks in the lesson focus on throwing the disc with spin for distance and accuracy at a variety of targets. The teacher could hang hula-hoops on basketball rims and other areas in the gym for short to mid-range targets. After a few minutes of practicing the throw to the large targets, the teacher freezes the practice and refocuses student attention on how to make the disc fly to the intended target by manipulating the angular rotation (spin) of the disc. "Angular rotation causes the disc to drift two different ways, and how we throw the disc determines the angular rotation." Now we can begin to talk to the students about, "Why did they throw the disc that way?" If thrown with the right hand with a forehand motion the disc will eventually drift to the right, while throwing that same disc with a backhand motion and it will drift to the left. Understanding the biomechanical principle of angular rotation will allow students to adjust their strategic approach to any disc game. By controlling the angular rotation the thrower can manipulate the disc around any defender or obstacle. When the discussion shifts to throwing for distance the focus can add the biomechanical principles of gravity, mass and inertia.

Summary

Understanding and using biomechanical principles can help improve motor skill performance and develop self-directed learners that are capable of analyzing performance and determining ways to improve their motor skill performance. Biomechanical principles are present in the critical elements that are the foundation of skill performance. To achieve Standard 2, Benchmark B teachers should incorporate biomechanical principles and vocabulary into their instruction and lesson tasks. Teachers can also develop formative assessments or worksheets to check students' understanding of biomechanical principles and to prepare students to successfully complete the Standard 2, Benchmark B assessment.

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Kevin Lorson, Ph.D is an Associate Professor and Physical Education Program Coordinator at Wright State University. Chris Poynter is a teacher at Westerville City Schools. Both Kevin and Chris continue to examine the implementation of the Ohio Physical Education Academic Content Standards and Benchmark Assessments.

American Heart Association®

HOOPS® FOR HEART

We Jump. We Shoot. We Save!

HEART HERO

Diego, age 8

"I've always known that my heart is different because my mom and dad have always taken me to the heart doctor. Doctors are going to switch the two bottom pieces of my heart around. Helping people with different hearts is important so doctors can find cures for kids like me!"

Hoops For Heart a national education and fundraising event created by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance. Middle school students have fun playing basketball while becoming empowered to improve their health and help other kids with heart-health issues. And it's a great way to satisfy the physical education standards as determined by the National Association for Sport and Physical Education and the American Association for Health Education.

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

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

Hoops For Heart helps students:

- Learn the value of community service and contribute to their community's welfare
- Join with other children to help kids who have heart problems
- Develop heart-healthy habits while being physically active
- Learn basketball skills they can use for the rest of their lives
- Earn gift certificates for free school P.E. equipment from U.S. Games

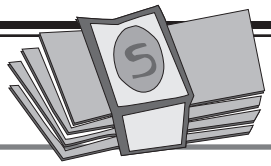
With your support, we can help protect and improve children's health. Your efforts to educate your students and raise funds for research and outreach are vital to improving kids' lives.

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

American Alliance for Health, Physical Education, Recreation and Dance

AAHPERD is a proud program partner of Hoops For Heart.

GRANT AVAILABLE!



Research grant monies are available to the OAHPERD membership. Each year, $3,000 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 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:

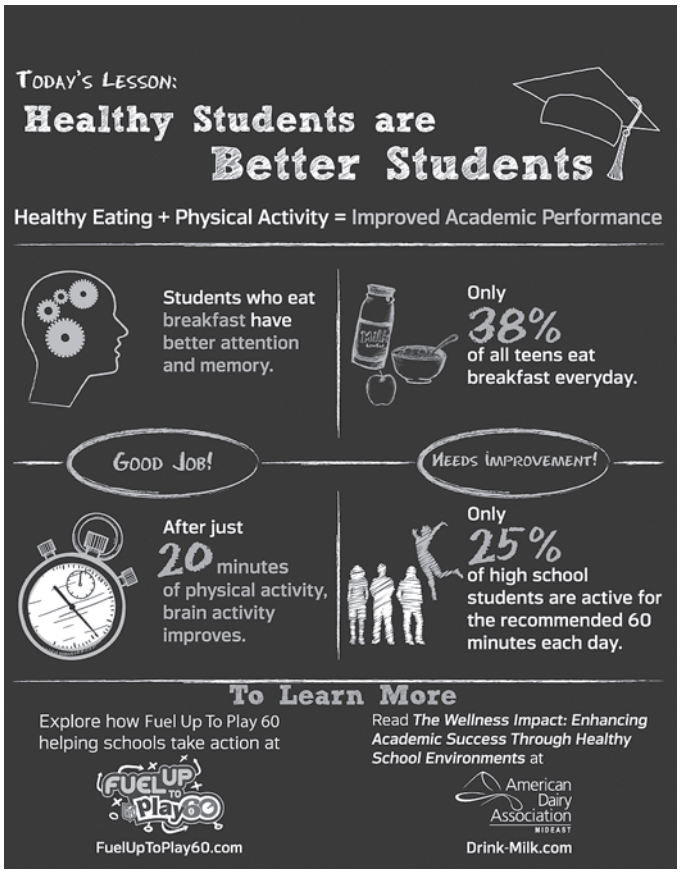
Rhonda Weidman
OAHPERD Executive Director
17 South High Street, Suite 200
Columbus, OH 43215 P: 614-221-1900
E: rhonda@assnoffices.com F: 614-221-1989

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.



Setting the stage for lifetime fitness!

The *Fitness for Life: Elementary School* program available from Human Kinetics is a flexible schoolwide physical activity program built around four Wellness Weeks, each highlighting a different physical activity theme and nutrition theme. You can purchase the complete set as shown here, or buy just the books you need separately.

For more information, visit www.FitnessforLife.org
855-HPERD-HK (855-473-7345) or k12sales@hkusa.com

New Resource Kit for Educators

The **Ohio Department of Health** and **Donate Life Ohio** have launched our *"Together We Can Save Lives"* educator kit designed to help teachers present information about organ, eye and tissue donation to their students.

The Kit includes:

- *Teacher resource manual* containing basic facts about donation
- *10 & 20 minute videos* telling the powerful story of teen donors, Erin and Andrew Ehbar, and addressing donation misconceptions
- *Corneal blindness glasses* for students to experience how the "Gift of Sight" improves lives
- *Assessment & activity tools*
- *Student handouts*
- *Contact information* to schedule a FREE classroom presentation from a Donate Life Ohio representative


CORNEAL BLINDNESS GLASSES

To request a kit visit: http://donatelifeohio.org/local-resources.html and click on your county to find your local representative

PEFit has updated the activity programs designed specifically to satisfy the new Ohio PE Assessments

"PE Fit Journal supplies the student with one complete tool to record all of their fitness testing results, physical activity goals, activity plans and activity & nutrition logs. My students are clear on their expectations and how I am assessing them during class. The PE Fit Journal is essential in the PE classroom! It allows the teacher to easily assess their student's progress!"

PE Fit High School Online Pilot Program began in January 2013… check out PE-Fit.com for details

To learn more, attend Betty's session and/or visit PE Fit's exhibit booth at the Convention in December

www.PE-Fit.com | Betty@PE-Fit.com

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 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.

Current *Future Focus* Editor:
Robert Stadulis, College of Education, Health & Human Services, MACC Annex, KSU, Kent, OH 44242

Membership Form
(Effective Date 2012–2013)

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

NEW!

❑ 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**

Professional 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

Membership Type

❑ **1 Year CORPORATE**	$550
❑ 1 Year Professional	$50
❑ 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.*

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)

Guidelines for Authors

Manuscripts

Each manuscript should be formatted for 8½ 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 manuscript pages.

Cover Sheet

On a cover sheet, please provide the following:

- Title of manuscript.
- The name, position, mailing address, telephone number, and email address for all 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. 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.

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Reviewing and Editing

Each article is reviewed by the editor and submitted for blind review to three 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. To be eligable to appear in the Fall/Winter issue of *Future Focus,* the manuscript should be received by July 31. Manuscript deadline for the Spring/Summer issue is Jan. 31. 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.** Non-electronic inquiries can be sent to:

Robert Stadulis, *Future Focus* Editor
College of Education
Health & Human Services
263 MACC Annex
Kent State University
Kent, OH 44242

Articles for *Newsline,* OAHPERD's newsletter, should be submitted by December 15 for the Spring issue and by June 15 for the Fall issue. Address all *Newsline* articles to:

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

Ohio Association for Health, Physical Education, Recreation and Dance

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Columbus, OH 43215