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President’s Message

Greetings to All;

I hope you have made plans to attend the OAHPERD Convention on October 7 & 8, 2013 on the campus of the University of Central Oklahoma in Edmond. It looks to be a dynamic program with great presenters who will give you many new ideas for your program. I would like to call your attention to a session that has the “DO NOT MISS” headlines all over it. That is, the Awards Reception on Monday evening at 5:00PM when the 2013 award winners are recognized as Oklahoma’s BEST. You can register on the OAHPERD webpage and use PAYPAL to complete the process.

Come to the Convention
October 7 & 8, 2013
This is a GREAT professional development opportunity for HPERD professionals

A second acknowledgement, a well deserved recognition for a job well done, is that Jump-Rope-for-Heart/Hoops-for-Heart events in Oklahoma schools raised a total of $743,839.00 to help in the fight against heart disease and stroke...America’s number “1” cause of death. This is a great accomplishment and all those event coordinators are to be congratulated for this great effort.

I encourage you to conduct an event, help the cause, and in the process teach about involvement in a community service project.

- Jump-Rope-for-Heart and Hoops-for-Heart events are great because students learn how to develop heart-healthy habits while engaging in regular physical activity.
- Students help your school earn gift certificates for free P.E. equipment!
- Teaching tips from the Heart-Healthy Curriculum developed by the American Heart Association helps teachers strengthen their physical education program as well as meet the National (NASPE) K-12 Standards for Physical Education and Oklahoma Priority Academic Student Skills (PASS) for Physical Education.
It has been an absolute pleasure to serve as the 2012-13 OAHPERD President. I continue to be amazed at the willingness to commit to excellence and the dedication to strengthen Oklahoma programs 'attitude' that has been demonstrated by the Board and Council as they give of their time and resources. During the past years, serving as your spokesperson at the AAHPERD and Southern District convention meetings and representing your interests as HPERD professionals in this state has been an honor for me. I leave you with four challenges, as I turn the President’s gavel over to Stephanie Canada-Phillips that each member should work to achieve.

They are:
- Get involved in OAHPERD. The association can be stronger with your contributions. Be visible and an outspoken advocate about the "Benefits of Physical Activity." Share your activities with all community members, including parents, so they know how participants are being challenged, growing and learning.
- Transform your classrooms, activity areas, gymnasium, dance studios and playgrounds into a "learning center" by posting vocabulary, performance expectations, achievement goals, assessment documents and the rubrics you use as a teaching "tool".

I wish you well.

Bob Christenson

Bob Christenson,  
2012-13 OAHPERD President
Board of Directors and Advisory Council

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Journal Editor
Tyler Tapps

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Exhibits Manager
Susan McLemore

Newsletter/Directory
Mark Giese

Convention Manager
Donna Cobb

JRFH/HFH Coordinator
Holly Vonderhohe

Editor’s Message
Thank you again for your service, involvement and support of OAHPERD. I am excited to see you at this year’s conference. I will be sure to bring a few printed versions of the journal to distribute so that people know what kind of things are being put in the journal. Also, I am always open to new ideas and topics. Feel free to contact me with any inquiries about the journal or the process at tyler.tapps@okstate.edu. I would like to thank Nicole Sump-Crethar for all of her hard work with helping us get this journal published on time. Thank you for the continued support. We will see you at conference!

Thank you

Tyler Tapps
Executive Director’s Message

The Association looks strong going into the fall 2013 convention in Edmond. The slate of officers has been formalized and sent to the members via the Listserve and there are many new and very qualified candidates running for OAHPERD Board and Council positions. Please print the slate and bring it to the convention. A special thanks to those of you who participated in either Jump or Hoops for Heart last school year. Your efforts raised over $23,000.00 for the association and allows us to provide many services to members as well as take care of association operations. If you did not plan a Jump or Hoops event last year, please consider doing an event this school year. Due to the outstanding convention last year, we are in a very good financial situation going into this convention. You will not want to miss this one either. The convention at a glance is on the Listserve. Plan to attend.

President-Elect Canada-Phillips and I attended the Leadership Conference for state president-elect’s and Executive Directors. This event was sponsored by the State Executive Director’s national association (SAM) group and was held June 18-21st in Las Vegas. As you can imagine, Stephanie was a star at this meeting and she will share much of what she learned with you throughout her year as OAHPERD President. Both of us now know how hot it gets in the desert in June.

The Association continues to plan activities other that the convention and will once again assist with the Southwest Park and Recreation Training Institute held at Western Hills in early January. Board member Chad Stangl has been providing convention assessment and host activities with a group of NSU students. The Association receives compensation for these efforts.

Plan to attend the fall convention on the campus of UCO October 7-8th and receive the best professional development in our fields. See you there.

Mark L. Giese
Executive Director
Hoops For Heart gives students several great opportunities: helping kids with special hearts; learning the benefits of physical activity, healthy eating and avoiding tobacco; and raising funds for research and programs to fight heart disease and stroke. Besides having fun, students will learn basketball skills, supporting the National Association for Sport and Physical Education (NASPE) Standards of Physical Education and the American Association for Health Education (AAHE) Standards. Join millions of kids in serving others, saving lives and supporting research — hold a Hoops For Heart event!

**DID YOU KNOW?**

- Obesity and physical inactivity are major risk factors for cardiovascular disease.
- On average, American children and adolescents spend nearly 4 hours watching television every day.
- Obesity among our nation’s youth has tripled in the last two decades.
- Overweight adolescents have a 70 percent chance of becoming overweight adults.
- A number of studies have demonstrated that increased physical activity is linked to better school performance.

**Call 1-800-AHA-USA1 or visit americanheart.org/hoops to get your school involved.**
Monday, October 7, 2013

Registration Opens at 8:00 am in Nigh University Center Ballroom B

Visit the Exhibit Hall from 9:00-3:00 in Nigh University Center Ballroom B

9:00-3:00

**From Good to Great: How to train athletes to maximize their potential**
Let’s Get Active: Sections 1: How to warm-up and achieve optimal flexibility. Section 2: If you aim at nothing you will hit it every time: How to measure performance and athletic ability to set goals. Section 3: Plan your work and work your plan: How to design a training program to increase performance and decrease injury risk.
Room: Wantland Gymnasium
Presenter: Jason West, University of Tulsa

9:00-12:00

**Get on the Bus and Take TENNIS to SCHOOL**
When you bring tennis into your school, whether you work in the elementary, middle or high school level, the benefits transcend the boundaries on the court. Now bringing tennis to your school is easier than ever, with the following resources the USTA offers to help grow tennis involvement among school-aged children: training, curriculum, equipment assistance, staff support, and coach recognition.
Presenter: Laura Puryear, USTA Tennis Service Representative for Oklahoma
Room: Nigh University Center Ballroom A
9:00-11:00

**Share the Wealth Applications to Benefit Health Part I**
Please turn your cell phone “ON” when entering the classroom. Bring your cell phone, IPad, tablet, or laptop and participate in an interactive exploring Health APPS that can be utilized in and out of the classroom.

Presenters: Samantha Beams-Summers, University of Tulsa, Dee Gerlach, NSU, and Tia Bennett, NSU
Room: Nigh University Center 314

9:00-11:00

**Paralympic Sit-Volleyball**
Members of the US Paralympic Sit Volleyball team will discuss their training and events.
Presenter: Elliott Blake and J.D. Marinko, US Paralympic Sit Volleyball Team
Room: Nigh University Center Ballroom C

9:00-11:00

**Race on Foot Expedition….UCO style!**
Teams of two solve clues which will take them to different locations to complete a task or take a picture. There is not a set course; teams will find their own way, traveling on foot only. Dress comfortably; bring a teammate, cell phone, camera, a little cash, pen and a sense of adventure. The 1st-3rd place teams will each receive a $50 gift certificate from US Games.

Presenters: Jason Hasty, Putnam City Schools; Dana Chambers, Newcastle Schools; and, Lanae Goucher, El Reno Schools.
Room: Wantland Hall Gymnasium

9:00-12:00

**Outdoor Recreation Activities**
This session will provide participants with exposure to a variety of outdoor education/recreation activities that can be utilized in a physical education classroom or as part of a recreation program. This interactive session will include exposure to map and compass challenges, slack lining, indo-boards, cooperative games, and other activities for recreational professionals.

Presenters: Jerel Cowan and UCO Students
Room: Lake Arcadia Boathouse
11:00-11:50

**Healthy Eating and Good Nutrition: What Does it Encompass and Why Is It Important?**
This session will explore the various aspects of creating a healthy eating culture in school, including all of the places where food comes into play and why it is important to ensure the healthy eating message is conveyed throughout the school building- not just in the cafeteria. It will also detail the important role that good nutrition plays in fueling the mind and body, as well as the role it plays in academic achievement. Learn about the Alliance for a Healthier Generation’s School Meals and Competitive Foods and Beverages guidelines and how they can help you get ahead of the curve.
Presenter: Jill Turley, MS, RD/LD, SNS, Alliance for a Healthier Generation
Room: Nigh University Center 300

11:50-1:00

**Lunch on Your Own (A list of restaurants is included in the program book)**
1:00-3:30

**Panel Discussion: Current Status of Physical Education in Oklahoma**
Panel of Physical Educator Leaders in Oklahoma will lead a Q&A and discussion around the status of physical education in regard to TLE, Common Core State Standards and new National and State PE standards.
Presenters: Denise Douglas, Yukon Schools and, Stephanie Canada-Phillips, University of Central Oklahoma
Room: Nigh University Center 314

1:00-3:00

**Small Sided, Short Timed Games!**
This very active session will have participants involved in small-sided games with high-energy expenditure, total team involvement, tactical decision-making and opportunities to use skill and strategies. Small-sided games offer teachers and students time to develop team strategy meetings, fast re-starts, offense and defense, and game skills. This is not your typical 3 on 3 all play at once games. These are the NJ Lake Conference evening event specials. The highlight of each day played at midnight in New Jersey. Great games for small areas with large groups of students!
Games to be offered: Tchoukball, Team Handball, Volleyball, Floor Hockey, Soccer, Striker, Football, Noodle Hockey.
Presenter: John L. Smith, NASPE National Elementary Physical Education Teacher of the Year
Room: Nigh University Center Ballroom A
1:00-3:00  
**It’s the Little Things That Count**  
This is an active participation session presenting ideas on individualizing your lessons and instruction using small pieces of equipment. The equipment will enhance your physical education and recreation programs leading to a greater learning potential environment. Innovative equipment, small group activities and unique small equipment that create individual learning experiences will be presented in this session. We will be using bean bags, Thera-Bands, pizzas, Little Shakers, timer Tops, dice, Launchers, Hoops, Noodle bits and much more.  
Presenter: John L. Smith, NASPE National Elementary Physical Education Teacher of the Year  
Room: Nigh University Center Ballroom A  

1:00-4:00  
**Strategies to Start or Improve Your Jump Rope for Heart Event**  
We will share all the resources that you will need to start or improve your JRFH event in this lecture/activity presentation! Curriculum materials, donation collection possibilities and a variety of event formats will be discussed with time for your questions. Several experienced presenters, from large and small districts, from around the state will share their successful strategies and tips. Come and see what your Event can be!  
Presenters: Jennifer Jones, Youth Market Director-Coordinator for the American Heart Association, Brandy Miller, AHA Eastern OK Youth Market Director, and Beth Moakley, OKC Public Schools.  
Room: Nigh University Center Ballroom C  

1:00-1:50  
**Kids Can Be Stroke Heroes- Act Fast**  
This session will provide short, simple, practical lesson plans and resources for stroke awareness for students of all ages and teachers. Every minute matters in stroke recognition.  
Presenter: Mary Pinzon, RN, CPE, M.Ed., Integris Stroke Centers  
Room: Nigh University Center 300  

2:00-2:50  
**LIVESTRONG at the YMCA: An Exercise Program for Cancer Survivors**  
LIVESTRONG at the YMCA is a 12-week program for Cancer Survivors that goes beyond just exercise by supporting participants through spirit, mind, and body.  
Presenter: Emily Bounds, University of Central Oklahoma  
Room: Nigh University Center 300
1:00-3:00

**Wilderness Survival**
An overview of theory and practice of survival/primitive living in remote, wilderness settings. Topics include edible plants, shelter building, bow and drill construction/fire starting, and implement construction.
Presenter: Ryan Haggard, SWOSU
Room: Lake Arcadia Boathouse

2:00-3:15

**Addressing the Challenge of Assessing Skill and Fitness Competence of Future Professionals**
Universities must meet National Standards for Initial Physical Education Teacher Education programs. Standard 2 addresses demonstration of competent movement performance and health enhancing fitness. This can be a challenge for Teacher Education Programs. This session will discuss this challenge and share how one university works to help candidates to meet the standard.
Presenter: Sandra Sims, SDAAHPERD President, University of Alabama-Birmingham
Room: Nigh University Center 304

3:30-4:45

**“How the Changing Landscape of Education in Oklahoma is Impacting PETE, Health, Recreation/Leisure and Exercise Science Programs”**

**Higher Education Meeting**
An outstanding panel of Oklahoma educators will discuss the constant changing landscape of education including K-12 and Higher Education and the impact these changes have on our disciplines.
Presenters: Pamela Fry, Provost, Oklahoma State University; Steve Lohman, Executive Vice President, Northwestern State University; John McArthur, President, Cameron University; Dexter Marble, Vice President for Academic Affairs, USAO
Facilitator: Vanessa Anton, Associate Dean, Northeastern State University.
Room: Nigh University Center 300
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5:00-6:30
OAHPERD Honors and Awards Reception (Open Invitation)
Facilitator: Bob Christenson, OAHPERD President
Room: Nigh University Center 326

9:00-4:00
ACSM Workshop (Additional $129 fee)
http://fitnessednet.com/ceu_schedule.htm
Room: NUC 301
Presenters: ACSM Trainers

Tuesday, October 8

Registration Opens at 7:00 am in Nigh University Ballroom B

Visit the Exhibit Hall beginning at 8:00-4:00 in Nigh University Ballroom B

8:00-8:50
Share the Wealth Applications to Benefit Health Part II
Activity based applications for health education connections to health promotion and disease prevention. Focus will be placed on physical activity, healthy body weight, energy expenditure, eating choices and fitness. FIT or fat-Application strategies to practice health-enhancing behaviors. Attendance in Part I is not necessary for Part II.
Presenters: Samantha Beams-Summers, University of Tulsa, Dee Gerlach, and Tia Bennett, NSU, and Dianna Pots, Tulsa Public Schools
Room: Nigh University Center 314
8:00-8:50
**Play Well with Others! Be Active Against Bullying**
This activity session will present games and activities with a connection to the bullying awareness and prevention programs being created across the country. Let’s Be Active Against Bullying combines games/activities and a curriculum that teaches kids to work together, cooperate and use physical activity to set the standard for bullying awareness programs in our schools and other organizations.
Presenter: John L. Smith, NASPE National Elementary Physical Education Teacher of the Year
Room: Nigh University Center Ballroom A

8:00-8:50
**Classical Line Dance Through the Ages: Strategies for Using Line Dances in Your Physical Fitness Program**
A Fitness, Health and Dance Program designed for grade 6-Adults or Beginners through advanced level of dance. It is designed to help teachers, and participants to set up fitness program that they can participate in while using classical line dances. They will use classical line dances and other popular exercise movements that will be selected to help build and strengthen different parts of the body.
Presenter: Ollie Mae Ray, Siddall and Ray Foundation, Inc.
Room: Nigh University Center Ballroom C

8:00-8:50
**Fuel Up to Play 60 Success Stories**
Fuel Up to Play 60 responds to real-world needs in today’s schools with wellness tools that complement- not compete with- the academic-focused environment. The program supports national health, nutrition and physical education/physical activity guidelines and standards, and helps schools meet their wellness goals, supporting a Coordinated School Health approach. Fuel Up to Play 60 can complement and enhance existing programs with additional resources, tools, rewards, and incentives for students, adult program advisers and the school.
Presenter: Macey Fitzgerald, MS, RD/LD Dairy Max, Inc.
Room: Nigh University Center 300

8:00-8:50
**Biomechanics on a Budget**
This presentation will focus on providing new and existing teachers with free software to teach Biomechanics and make it fun for the students.
Presenter: Vanessa Fiaud, West Texas A&M University
Room: Nigh University Center 301
8:00-8:50
“Processed Based Coaching”
“Just Win, Baby! We play the game to be successful and many coaches are redefining success and shifting the focus to those things that are truly controllable; and the scoreboard is not one of them! Learn about the tools your players can use to enhance their game performance.”
Presenter: Jim Bonfiglio, Casady Schools
Room: Nigh University Center 304

8:00-8:50
A Practical Method for Determining Muscular Strength in Adolescents Over Time
An overview of how to easily and accurately assess muscular strength and endurance in elementary and middle school students in a physical education environment.
Presenters: Andrew Bodden and Timothy Baghurst, Oklahoma State University
Room: Nigh University Center 320B

8:00-8:50
Why Do Oklahomans Ride Horses for Leisure?
Oklahoma equestrians completed the Sport Motivation Scales (original and revised), allowing analysis using self-determination theory as well as comparison of the two scales.
Presenter: Shelly Mitchell, OSU
Room: Nigh University Center 320C

9:00-10:20
General Session
Introduction of 2013 OAHPERD Award Recipients; introduction of the 2013-2014 OAHPERD Board and Council members; Executive Director’s Annual Report; and 2013-2014 OAHPERD initiatives will be shared by President-elect Stephanie Canada-Phillips.
Facilitators: Bob Christenson, OAHPERD President and Stephanie Canada-Phillips, OAHPERD President-elect
Room: Nigh University Center 200 Constitution Hall
10:30-Noon

**OAHPERD Research Poster Presentations**
Stop by and review the various research studies conducted by OAHPERD members during the past year. The posters are located in front of the NUC Ballrooms on the 3rd floor.
Facilitator: Jan Drummond
Room: Front of the Ballrooms on 3rd floor

10:30-11:20

**Fitness Fun with Heart Rate Monitors**
Participants will enjoy games and activities that teach Diabetes Prevention, Disease Prevention, Nutrition Education, and fun games that will increase the heart rate. This session will offer Polar Heart Rate Monitors to measure the intensity level of the activities. So come join us and be ready to meet new people and learn how to have a healthy and more active lifestyles.
Presenters: Duane Meadows, Kimberlee Little, Taylor Thompson, and William Fixico, Muscogee (Creek) Nation Diabetes Prevention Program
Room: Wantland Hall Gymnasium

10:30-11:20

**Holiday Integrated Extravaganza**
We will take you through fall, winter and spring holidays incorporating the Common Core every step of the way!
Presenters: Susan Lalman, Morrison Schools and Heather Mastin, Stillwater Schools
Room: HPE Building Room 204

10:30-11:20

**Your First Year Teaching CAN be Great!**
A presentation of first year physical education teaching experiences by new and seasoned physical educators, followed by a question and answer period for those about to begin their teaching careers.
Presenters: Beth Moakley and Linda Luther, OKC Schools
Room: Nigh University Center 314
10:30-11:20  
**Fit at Every Level-Articulated PE**  
Participants will see how the articulation of fitness content can be accomplished throughout all grade levels in this activity-based session. They will learn how to introduce fitness concepts at the primary level, expand that knowledge at the upper elementary level, blend in the FITT Principal and utilize training principals to maximize their students’ personal fitness. Participants will learn how to help students gain the base-level knowledge of the importance of fitness, how the five components of fitness apply to their everyday lives, how to improve and maintain a healthy lifestyle and to challenge them to take responsibility for their personal fitness all through activities rather than lecture.  
Presenter: Jabet Wheeler, Focused Fitness  
Room: Nigh University Center Ballroom A 

10:30-11:20  
**Partners in Dance and Sports**  
This session will help you understand how dance and sports fundamentals can work together as one in a physical education program. The focus for this activity experience will be to include the elements of balance, speed, rhythm, and agility as you challenge students to strengthen their cognitive confidence during lessons. The presenters will demonstrate how to integrate a variety of different skills in your lessons while including rhythms, dance and music into your instruction. This added dimension will enhance the time-on-task when participating in sport-skills activities and will fortify the teaching-learning process during activity. Through your openness it will allow a safe emotional environment for your students to experience a new healthy lifestyle.  
Presenter: Sarah Gladden and OSU Physical Education Teacher Education Majors  
Room: Nigh University Center Ballroom C 

10:30-11:20  
**The i-Pad and Physical Education**  
A multitude of ways to use the i-Pad in your physical education class will be presented along with a list of apps and how to use them.  
Presenters: Susan McLemore, UCO and Mark Jones, East Central University  
Room: Nigh University Center 300
10:30-11:20

**The Biggest User: A Collegiate Wellness Intervention Program**
We will describe the implementation of the OSU Biggest User program, which is a wellness initiative to generate student interest in the campus fitness center programs and classes.
Presenters: John Sellers, Timothy Baghurst, Jennifer Volberding, Theresa Brown, and Kathleen Olson, OSU
Room: Nigh University Center 304

10:30-11:20

**Put Down the XBox and Let’s Go Outside**
This session will explore the many things that Oklahoma State Parks has to offer. The younger generation today is stuck behind a keyboard, joy stick, or some other gaming device, and missing out on exploring what the Great State of Oklahoma has to offer. At the same time, we want to change the mind set of parents so they too will come explore the great outdoors.
Presenters: Greg Snider and Keli Clark, Oklahoma Department of Tourism and Recreation, Division of State Parks
Room: Nigh University Center 312

10:30-11:20

**Mechanisms of Lower Extremity Injuries for Youth/Young Adult Females**
Lower extremity injuries are more prevalent in females than males, because of this, appropriate exercise techniques may off-set this trend.
Presenters: Eric Conchola and Ryan Thiele, OSU
Room: Nigh University Center 320B

11:30-12:20

**Being an Advocate for Let’s Move! Active Schools: From the Future Professionals Perspective**
Future professionals in Health Education and Physical Education are important pieces of the wellness advocacy puzzle. What role can they play in the national *Let’s Move! Active Schools* campaign? In particular, how can future professionals encourage children to become more active before, during and after school?
Presenter: Sandra Sims, SDAHPERD President, University of Alabama-Birmingham
Room: Nigh University Center 300
High Velocity Resistance Training for Older Adults
Muscular power declines as we age. Evidence has shown participating in high velocity resistance training can improve muscular power in older adults.
Presenter: Simon Smith and Jamie Aweau, UCO
Room: Nigh University Center 312

The Body/Brain Connection-From 100% Failing to 100% Passing EOI’s in an Action Based Learning Physical Education Class
Learn how a cardio-based Physical Education class, linked to a Math or Reading class, can improve test scores for students on state-mandated remediation plans. This session will briefly explain a learning readiness-type philosophy as well as the nuts and bolts of implementation.
Presenters: Heather Weilacher - Algebra I/Pre-AP Algebra II teacher at Jenks Freshman Academy; Rebbie Wale - Reading Composition/AVID teacher at Jenks Freshman Academy; Suzanne Cyrus Physical Educator at Jenks Freshman Academy/Jenks West Elementary
Room: Nigh University Center 304

Using the Jump Rope for Heart Curriculum
You can integrate the Jump Rope for Heart curriculum into your classroom many different ways. These teachers will give you some great suggestions and answer questions you may have. The Jump Rope for Heart-Healthy curriculum has components that can help with the new state evaluation systems. These components will help show student growth, an integral part of the new evaluations.
Presenters: Jennifer Jones, Youth Market Director-Coordinator for the American Heart Association, Brandy Miller, AHA Eastern OK Youth Market Director, and Denise Douglas, Yukon Public Schools
Room: Nigh University Center Ballroom A

Exergaming for All Ages
This session will introduce the definition of exergames and its effectiveness based on recent studies. The majority of the session will be spent rotating to a variety of different exergaming stations.
Presenters: Yoonsin Oh, Stephanie Boss and Cameron University majors
Room: Nigh University Center Ballroom C
11:30-12:20
“Sport Stacking with Speed Stacks: Teaching Techniques for the 3-3, 3-6-3, and Cycle Stacks!”
Learn the proper Sport Stacking teaching techniques for the 3-3, 3-6-3, and Cycle Stacks. Receive a FREE set of Speed Stacks and Instructional DVD.
Presenter: Liz Daniels, Tulsa University
Room: Wantland Hall Gymnasium

11:30-12:20
Tips for Successful Interviewing
Interviewing for jobs can be stressful and frustrating. So what can you do to create the right image and put your best foot forward? This presentation will consist of a panel of professionals discussing do’s and don’ts of interviewing. Audience participation is encouraged.
Presenters: Trey Cone and Jerel Cowan, UCO and Tia Bennett, NSU
Room: Nigh University Center 301

11:30-12:20
Adventure Programming for Adjudicated and Incarcerated Youth in Oklahoma
Presentation is designed to provide the participant with an insight into the adventure, education and therapeutic programming associated with Southwestern’s adjudicated program in Oklahoma.
Presenters: Ken Rose, David Rose, and Dustin Jarnigan, SWOSU
Room: Nigh University Center 320B

11:30-12:20
The Physical Effects of a Wrestling Season on Competitive Wrestlers
A comparison of the literature concerning the differences in wrestler strength-to weight (STW) ratios and the physical effects of weight loss.
Presenters: Timothy Baghurst, Oklahoma State University
Room: Nigh University Center 320C

12:20-Lunch
Join your colleagues for lunch in Legends(2nd floor, Buddy’s(north end of campus or the Food Court located on the 2nd floor of the NUC
JRFH/HFH Luncheon (Invitation only)
Special invitation to our JRFH/HFH Event Coordinators to join Jennifer Jones from the American Heart Association, Brandy Miller, AHA Eastern OK youth Market Director, Bob Christenson, OAHPERD President, and Beth Moakley, OKC.
Facilitators: Bob Christenson and Beth Moakley
Room: NUC 326

12:20-1:10
Past Presidents’ Luncheon (Invitation only)
Facilitators: Jerel Cowan, Trey Cone, and Donna Cobb
Room: Nigh University Center Room 423

1:15-2:10
PE is a Balancing Act
Using cutting edge equipment to engage all students at all levels. We will address: core, muscular endurance/strength, and balance training using IndoBoards and Slacklines.
Presenter: Jason Busche, 2013 NASPE National Middle School Teacher of the Year, Northwestern Oklahoma State University
Room: Wantland Hall Gymnasium

1:15-2:10
Leadership and Advocacy in and for Physical Education
Participants will receive training on how to advocate and lead to help promote Physical Education in their districts and communities.
Presenter: Stephanie Canada-Phillips, UCO
Room: Nigh University Center 314

1:15-2:10
“Snack It Up”
This presentation will discuss snacking and performance, nutrition needs of the athlete, and easy snack ideas for the busy athlete.
Presenter: Kim Quigley, RD, University of Central Oklahoma
Room: Nigh University Center 301
1:15-2:10
**How to Pair Reading and Movement**
With literacy being the main concern in Oklahoma education today, this presentation will demonstrate Elementary Physical Education activities that address Common Core Standards for Literacy.
Presenters: Susan McLemore, UCO and Mike Franz, Oakdale Schools
Room: Nigh University Center Ballroom A

1:15-2:10
**Hurdles, Hardships, and Hazards of Non-Traditional Students**
The speakers will explore the transition issues from the business world to college life of the non-traditional student.
Presenters: Joey Howard and Vanessa Fiaud, West Texas A&M University
Room: Nigh University Center 300

1:15-2:10
**Review of High-Intensity Interval Training (HIT)**
Presentation will review the research literature examining the effectiveness of HIT. Topics covered will include the health benefits of HIT, comparisons between traditional continuous aerobic exercise (CT) and HIT, and the optimal intensity and volume. Additionally, the question as to whether HIT can replace CT.
Presenter: Mike Reed, Southeastern Oklahoma State University
Room: Nigh University Center 320B

1:15-2:10
**Just Flip It: Roundtable Discussion**
This session will explore methods for flipping secondary personal health classrooms. Bring your ideas to share with participants.
Presenters: Kathy Hixon, Vanessa Anton, Dee Gerlach, and Tia Bennett, NSU
Room: Nigh University Center 304

1:15-2:10
**Orienteering**
Hands on overview of orienteering. Skills learned and practiced include compass reading, map reading, and basic land navigation.
Presenter: Paul Hummel, SWOSU
Room: Nigh University Center Ballroom C
2:20-3:15
**PE is a Balancing Act Part 2**  
Using cutting edge equipment to engage all students at all levels. We will address: core, muscular endurance/strength, and balance training using IndoBoards and Slacklines.  
Presenter: Jason Busche, 2013 NASPE National Middle School Teacher of the Year, Northwestern Oklahoma State University  
Room: Wantland Hall Gymnasium

2:20-3:15
**Common Core and Teaching Academic Vocabulary in Physical Education**  
Participants will receive training on implementing Marzano and Pickerings’s (2005) method for building academic vocabulary within the physical education context.  
Presenter: Stephanie Canada-Phillips, UCO  
Room: Nigh University Center 301

2:20-3:15
**Archery in the School Comes to Physical Education Class**  
The Archery in the Schools Program offered through the Oklahoma Wildlife Department hits the bulls-eye in meeting the physical education needs of students.  
Presenters: Peggy Morrow and Rachel Hughes, Jenks Schools  
Room: Nigh University Center 314

2:20-3:15
**Schools for Healthy Lifestyles: Shake It Up!**  
The presentation will be an overview of Schools for Healthy Lifestyles, a statewide school health program. Topics will include the application process, evaluation, and schools success stories.  
Presenter: Lindsi Lemons, MPH, Schools for Healthy Lifestyles  
Room: Nigh University Center 300

2:20-3:15
**Ballroom Dance for Elementary Students**  
Combine music and movement… come join the fun and learn some ballroom dance geared for elementary students.  
Presenter: Kelly Worthy, Stillwater Schools, 2012 OAHPERD Elementary TOY  
Room: Nigh University Center Ballroom C
2:20-3:15  
**Bowler’s Education- A Lane of New Opportunities**  
Teach America’s #1 participation sport- Bowling!  The Bowling Foundation’s FREE curriculum and instructional video makes teaching bowling easy. Curriculum includes activities that reinforce fitness, math, spelling, nutrition, and more! Your students will love it and so will you!  
Presenter: Dicki Ward, Oklahoma Bowling Centers Association  
Room: Nigh University Center Ballroom A

2:20-3:15  
**PE on-Line, Really?**  
Participants will explore how on-line courseware can be utilized in the Physical Education program. The session will share unique, on-line health and fitness materials and resources that will enhance traditional Physical Education curriculum. It will show how to use on-line courseware in a blended environment or as independent study and how you can help students make the connection from what is learned in PE class to personal (out-of-school) time as well as building awareness and encouraging utilization of other community resources to support personal fitness and health.  
Presenter: Jabet Wheeler, Focused Fitness  
Room: Nigh University Center 320B

2:20-3:15  
**Effort and Participation in Physical Education Grading**  
Presented will be discussion on why physical educators include effort and participation as part of a student’s grade, and how it’s negatively impacting the profession.  
Presenter: Timothy Baghurst, OSU  
Room: Nigh University Center 320C

2:20-3:15  
**Careers in State and Federal Parks and Wildlife**  
Join us for an exploration of career options with a variety of state and federal parks and wildlife agencies.  
Presenter: Chad Kinder, SWOSU  
Room: Nigh University Center 304

*See you at the 2014 OAHPERD Convention!*
OKLAHOMA ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE (OAHPERD)
RESEARCH FELLOW STATUS

Attainment of Fellow Status is a prestigious honor bestowed upon an OAHPERD member. Fellows are recognized for their contributions in the area of scholarship (i.e., research publications and presentations). OAHPERD Research Fellows demonstrate a commitment to research and a high level of achievement in their field.

Fellows Have the Privilege of:

- Serving on selection committees for honors and awards (e.g., Betty Abercrombie Scholar Award).
- Serving on selection committees for OAHPERD research presentations.
- Serving on peer-review committees for the OAHPERD Journal.

The Purpose of Fellow Status in OAHPERD is:

- To recognize distinguished professional achievement in scholarship in the fields of health, physical education, exercise science, sport science, parks, recreation, leisure studies, and dance.
- To encourage continued professional development and service to OAHPERD in a leadership role.
- To further collegial and collaborative efforts within the state of Oklahoma in the HPERD disciplines and assist with associated OAHPERD research activities.

Criteria for Fellow Status:

- The candidate must have been a Professional Member of OAHPERD for at least five (5) years at the time of application for advancement OR have been a member of OAPHERD for at least three (3) years AND been a Professional Member of another state AHPERD for at least two (2) years.
- The candidate must have attended at least three (3) OAHPERD Annual Conventions within five (5) years OR have attended at least two (2) OAHPERD Annual Conventions within three (3) years AND attended at least one (1) other state AHPERD Annual Convention.
- The candidate must have published a minimum of seven (7) journal articles as principal, first author on health, physical education, exercise science, sport science, parks, recreation, leisure studies, and/or dance topics in empirically peer-reviewed journals. A minimum of two (2) journal articles must have been published in the OAHPERD Journal.
- The candidate must have presented at least ten (10) refereed, peer-reviewed presentations as principal, first author on health, physical education, exercise science, sport science, parks, recreation, leisure studies, and/or dance topics. A minimum of two (2) presentations must have been presented or exhibited in an OAHPERD annual convention research session.
The candidate must have received the approval of the Credentials Committee and the OAHPERD Board.

- The Credentials Committee is comprised of the OAHPERD Research Section Chair, Chair-Elect, and one appointed Fellow (the Fellow is appointed annually by the Research Section Chair).
- The Research Chair will present the Credentials Committee recommendations to the OAHPERD Board for approval during regularly scheduled meetings.

Application Procedure:

The OAHPERD Research Fellow involves a self-application, with qualified candidates submitting their credentials by April 1 to the current Research Chair in the following format:

1. List your Name, Rank and/or Title, Years as a member of OAHPERD and other State AHPERD organizations (if appropriate), Research Areas/Interests, Address, Telephone, and e-mail address.

2. List a minimum of seven (7) first author publications in APA format and attach a copy of the first page of each publication.

3. List a minimum of ten (10) first author presentations in APA format and attach a copy of the program cover page and the program page containing your name and presentation title for each presentation.

4. Compile 1, 2, and 3 into one document and save as a pdf file.

5. Send the file to the current Research Chair via e-mail. Credentials/materials will not be returned to the applicant.

Process for Advancement to Fellow Status:

- The candidate submits a self-application to the current Research Chair in accordance with the yearly deadline of April 1.
- The Research Chair reviews the application to ensure that all required materials are included. The Credentials Committee evaluates applications based on the submission package and Fellow status criteria.
- The Research Chair conveys the recommendation of the Credentials Committee to the OAHPERD Board for final approval during the first regular fall OAHPERD board meeting.
- The Fellow status award recipient will be electronically notified by the Research Chair within five (5) business days of Board approval.
- Fellow status award recipients will be recognized during the upcoming OAHPED Annual Convention. Recipients will also be recognized in the OAHPERD Journal and the OAHPERD Website.
OAHPERD Journal Peer-Review Guidelines for Authors

Manuscripts involving practical applications for the HPERD readership are priority. Manuscripts that are informational and that involve scholarly research are also encouraged, but must address practical application. You may also submit manuscript materials pertaining to OAHPERD news, statewide news, national news and other items which are not peer-reviewed. The author guidelines in this document apply only to peer-reviewed manuscripts.

Submission Deadlines:
Spring Journal (mid-April): Deadline for peer-reviewed manuscripts February 1st, all other items March 1st
Fall Journal (mid-September): Deadline for peer-reviewed manuscripts July 1st, all other items August 1st.
Winter Journal (mid-December): Deadline for peer-reviewed manuscripts October 1st, all other items November 1st.

Basis for Acceptance of a Manuscript for Publication:
1) Significance to the HPERD profession
2) Accuracy of the material
3) Originality of material
4) Clarity of material
5) Validity of material
6) Compliance with OAHPERD guidelines for submission

Preparation of the Manuscript:
- Manuscripts must be submitted using Microsoft Office Word
- Preferred length of manuscripts submitted, including tables, graphs, references, etc., is 5-12 double-spaced, typed pages using 12 point font. Longer manuscripts will be returned to the author without review. Shorter manuscripts of interest to the readership are appropriate to submit and will be reviewed.
- Manuscripts should be written in third person.
- American Psychological Association (APA) format should be used throughout the manuscript.
- Keep direct quotations, especially lengthy ones, to a minimum (see APA style for formatting)
- Insert line numbering in the manuscript as it is helpful in communicating location if there are questions or corrections to be made. (Microsoft Word = File, Page Setup, Layout, Line Numbering, Check Line Numbering Box, Continuous, Apply)
OAHPERD Journal Peer-Review Guidelines for Authors—Page 2

Submitting the Manuscript:

- E-mail manuscript and author(s) information in separate files as attachments to the OAHPERD journal editor, Dr. Tyler Tapps (tyler.tapps@okstate.edu). There should be no identifying information in the manuscript itself, as they are blind reviewed. **In the e-mail include a statement indicating the manuscript has not been submitted (simultaneously) or published elsewhere.**
- There should be no identifying information in the manuscript itself, as they are blind reviewed. In the e-mail include a statement indicating the manuscript has not been submitted (simultaneously) or published elsewhere.
- Include all original (not resized) photos, artwork, and illustrations
- Photos, artwork, tables, illustrations, and other additions to text should be captioned and placed in the document file where they should be located in the published article. They may also be sent on a separate page or in a separate file as long as it is clear where they should be placed. (In some cases they may need to be moved due to publication considerations.)

Review of the Manuscript:

- OAHPERD’s journal advisory board is made up of five members appointed by the journal editor, with the journal editor serving as chair.
- Each manuscript submitted for peer review will be sent by the editor to advisory board members. Each manuscript will be reviewed by at least three advisory board members.
- If the editor determines that the manuscript topic falls outside the expertise of board members, an outside reviewer from the field may be solicited.
- All peer reviews will be blind. The editor will not send the authors’ names or personal information with the manuscript to the journal advisory board.
- The journal advisory board may provide corrections with regard to grammar or spelling without notifying the author as long as it does not change the meaning of the content. However, the lead author will be notified and asked to make corrections, if the errors are numerous or there are significant revisions required in order for the manuscript to be published. If the manuscript is considered of great or vital interest to the readership and the changes/corrections needed are not deemed to be overwhelming, members of the journal advisory board are encouraged to assist the author(s) in developing the manuscript. The lead author will be notified regarding status of their manuscript.
- If a manuscript is selected for the journal, it will be published in the earliest available issue. (Manuscripts may be pushed to a later journal due to space and printing constraints. The lead author will be notified.)
- If a manuscript is found to be partially or completely plagiarized: 1) it will not be published, 2) the author(s) will receive a formal letter, 3) the author(s) place of employment will receive a copy of the letter, and 4) the author(s) will be ineligible for OAHPERD publication for a minimum of 3 years.
- Authors should contact the journal editor (Tyler Tapps) with concerns or questions regarding issues dealing with the manuscript they have submitted. Members of the journal advisory board should not be contacted regarding manuscript submission.
Ideas to Enhance your K-12 Physical Education Curriculum

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Abstract
The article explores some of the issues facing k-12 physical education. It opens with a brief discussion of new trends in physical education related to physical activity and academic achievement and transitions into a discussion of student input on one’s choice of curriculum offerings. Next, the article explores evaluation and standards and concludes with a brief discussion of what physical education might look like in the future.

Schools across the nation are implementing new research based physical education curricula that are redefining what students learn in physical education. The benefits of physical education have transformed classes and districts throughout the United States. An example can be found in the Naperville School District 203 of Chicago, Illinois. Naperville’s physical education classes focus on getting students moving and active. According to Ratey and Hagerman, authors of the book Spark (2008), “kids are spending an average of 5.5 hours a day in front of a screen like televisions and computers” (p. 19). This statistic causes concern among physical educators as they must adapt and change physical education classes in order to compete with screens and hand held devices for the attention of youth. The purpose of the ‘new’ physical education is to get students moving and active in activities that are moderate to vigorous in effort. Recent research suggests that moderate to vigorous physical activity can improve learning in other content areas and student academic scores (Coe, Pivarnik, Womack, Reeves, & Malina, 2006; Fox, Barr-Anderson, Neumark-Sztrainer, & Wall, 2010). Ratey and Hagerman continued, “exercise provides an unparalleled stimulus, creating an environment in which the brain is ready, willing, and able to learn” (p.
In fact, Ratey and Hagerman suggest that exercise and aerobic activities serve as the catalysts or “miracle-grow” for the brain development. Going one step further, Medina (2008) stated that “physical activity is cognitive candy” (p. 22).

Some school districts are looking at cutting physical education programs in order to meet guidelines set out by the No Child Left Behind Act (Robert Wood Johnson Foundation, 2003). School districts are seeing students’ math, reading, and science scores drop, causing districts to look at increasing learning time in core subject classes and eliminating physical education. However, Naperville School District 203 implemented a zero hour physical education class that starts before the school day that is specifically designed to boost students’ scores. Students get engaged in moderate to vigorous activities that raises their heart rate. The positive results Naperville experienced have triggered other states and school districts to look at increasing learning time in core subject classes and eliminating physical education classes (Ratey & Hagerman, 2008). Students have developed healthy skills and knowledge to become successful in and out of the classroom. Ratey and Hagerman said that “physical activity has positive impacts on mood, attention, self-esteem, and social skills”, (p. 24) which makes daily physical education in our schools an even greater priority.

Other examples of new and unique physical education programs are found in Miami, FL where schools have developed wellness centers within their physical education programs (Greenberg & Stokes, 2007) and in Sierra Vista Middle School, Canyon Country, CA. The Sierra Vista program has been recognized by the President’s Council on Physical Fitness/Sports as a Demonstration Center for the Nation by focusing on individual student fitness rather than traditional team sports (Motion Fitness, 2013). The Sierra Vista Middle School physical education program has demonstrated improved fitness scores and the school’s Academic Performance Index (API) scores (API) have increased every year since the physical education department changed their philosophy from the “Old PE” to the “New PE”. The 2003-2004 API was 746 while the 2011-2011 API increased almost 100 points to 840 (Sierra Vista Junior High School, n.d.).

Today’s new physical education is focused around two objectives. The first objective is to promote lifelong physical activity and the second is to improve current physical education classes. First, schools need to add physical education classes that promote and teach lifelong skills that students use outside the classroom (gymnasium). Teachers should educate students about health and fitness concepts and the benefits of regular physical activity. Physical educators should also introduce students to equipment and trends that are commonly found in health clubs such as treadmills, elliptical machines, indoor bikes, rowing machines, and other various aerobic exercises and routines.

Second, teachers should improve physical education classes by getting more students active and engaged in physical activity during their class period. Traditional sports in physical education may not be the best way for students to be active. Instead, sports can be modified into smaller games that include more students, allowing them to become more active for longer periods of time. One way to monitor activity time is to have students wear heart rate monitors that indicate if students are below, in, or above their target heart zone.

Naperville School District 203 attributes their academic achievement to their physical education classes. Naperville’s academic scores are in the top ten out of all Illinois public schools. More notably,
Naperville School District 203 scored first in science and sixth in math on the Trends in International Mathematics and Science Study (TIMSS), a test designed to compare student’s knowledge from different countries (Ratey & Hagerman, 2008). The test scores might be attributed to the zero hour physical education class that is taught before the other regular school classes begin.

Research suggests that there is a positive relationship between participation in physical education and academic achievement (Centers for Disease Control and Prevention, 2010). The new physical education classes are impacting not only the overall health of students but are also increasing academic performance. The findings provide strong support as to why physical education needs to be taught and required. Credits for physical education classes need to increase throughout our nation’s school districts. The goal is for more physical education classes and more time in physical education with an emphasis on getting students moving and learning skills they can use for the rest of their life. A great way to get students moving is to obtain student input. The next section of this paper looks at the how student feedback can improve physical education classes.

**Student Input on Curriculum**

Students who participate in the same games and activities for several weeks may lose interest and enthusiasm in those activities resulting in boredom. Boredom occurs when external stimuli are excessively scarce or excessively monotonous (Chen, 1990). Chen suggested that students feel bored when “they are engaged in activities that are repetitive, habitual and unchallenging” (p. 2). Chen described another type of boredom that includes students being forced to interact with a task in which they have no interest. Boredom can be caused when the task learned requires excessive effort. It can also come from expectations students might have about an activity when the quality of instruction is poor. This negative perception can be carried to future classes when students choose not to participate to avoid boredom. Chen’s data indicated that the more difficult an activity was perceived, the less control students felt during the learning process, the more likely they would resistance the content, thus causing boredom. Figley (1985) identified six determinants that affect students’ positive or negative attitudes toward physical education. The six determinants are: teacher, curriculum, atmosphere, and student perceptions of self, other, and peer behavior. The new physical education should include student input, variety, and a challenging age appropriate curriculums for students to stay interested.

Physical educators need to take students’ interests and concerns about physical education into account when developing a strong physical education curriculum in which students will be active as well as educated about the benefits of physical activity. Student attitudes towards class and activities are important as curriculums are developed. Students may be turned off to physical education if teachers do not adapt to newer approaches and teaching styles. Barney and Deutsch’s (2009) research on the effects of middle school physical education curriculum on student attitudes said “If the activity is fun, revealed that there is a better chance of keeping a student’s interest in the activity” (p.15). The more interested that students are, the more engaged they likely will become. When teachers are aware of student’s views towards certain curriculum choices, modifications can be made to positively change games and activities to promote higher participation and interest. Barney and Deutsch (2009) also suggested that one aspect that can affect student’s attitudes is by giving them a voice or getting their input on the curriculum. When students have choices, they are more
likely to invest and find enjoyment in physical education and participating. Students enjoy giving their input. The input has impacted teachers to include new activities such as snow shoeing, rock climbing, kayaking, and hiking and camping trips.

**Implementing New Curriculum Models**

After students have expressed their input, physical educators can incorporate a curriculum model that best fits student interests. Sport Education, Social Responsibility, Teaching Games for Understanding, and Fitness Education are four curriculum models that can help school districts and physical educators improve their classes. The research based models are redefining what and how students learn.

Sports education provides students with an authentic and complete sport experience. This is accomplished by allowing students the opportunity to experience all of the roles in a sport unit which include coaching, scorekeeping, statistics, managing equipment, and refereeing. Students enjoy this approach because there are more opportunities to be leaders and work cooperatively in a team setting. Students may also have an increased sense of belonging and trust with their peers, which are two of the six determinants (Figley, 1985).

The teaching games for understanding model provides students with the opportunity of playing games first, helping increase the amount of activity students achieve. The teaching for understanding model also helps students accept units teachers are teaching. The original model has six parts, 1) playing the sport but a modified game version, 2) understanding the rules that shape the game, 3) learning the tactics used to play the game, 4) making appropriate decisions on how the game is played, 5) practicing the skills needed to play the game better, and 6) playing the game again after students have understood the value of developing the skills necessary to play the game. This model is similar to the traditional sports model with the biggest difference being that games are played before skills are taught. This model can be implemented into most physical education curriculums without very many problems. Many teachers practice skills and progressively play more of the game throughout a unit. Teachers can implement this model by having students start with modified game play and then continue through the rest of the steps.

Fitness education maintains a focus on the process of learning about physical activity rather than the production of physical fitness. Fitness education educates students about developing lifetime physical activity habits, as opposed to getting kids fit by doing fitness to kids. Fitness education is not fitness boot camp (McConnell, 2010). This model helps students develop the knowledge and skills necessary to maintain a lifetime of physical activity and fitness. Students have the opportunity to participate in both classroom activities and gymnasium activities that reinforce lifetime fitness principles. Less time within the class period is based around sports while a greater portion of the class period is focused on the development of health related fitness components (cardiovascular, muscle strength, muscle endurance, muscle flexibility, and body composition). Fitness education can be implemented in two different ways.

The first way fitness education can be added to a current physical education class is to spend 15 minutes every day on fitness education and participation from the fitness related components. This option works best for teachers who are unwilling to make a complete change to their current curriculum.

The second way fitness education can be implemented is by dividing a class period into thirds, two-thirds fitness based and one-third traditional sports based. Students might also have health every other day and learn about the components of fitness. On opposite
days students would have physical education. Students will learn fitness concepts in the classroom and then apply fitness concepts during physical education. Students spend one-third of the class period learning and performing cardio fitness activities, one-third of the class period learning and performing strength training, and the final third learning and playing a sport activity.

The social responsibility model teaches students to be socially responsible citizens for the good of their community and the betterment of society. This is a very important model that can be included into any physical education curriculum. This model can easily be integrated and maintained in all K-12 physical education classes. The social responsibility model should not be the sole model but rather taught in conjunction with any of the other curriculum models.

**Evaluation and Standards**

Physical education must align with state and national standards in order to provide quality instruction and implementation. When designing curricula, educators evaluate what needs to be taught and assessed, as well as what objectives the students should be able to perform. Establishing and implementing high quality physical education programs can provide students with the appropriate knowledge, skills, behaviors, and confidence to be physically active for life (Centers for Disease Control and Prevention, 2010). Standards and benchmarks allow physical educators to lay a solid foundation for a quality physical education environment.

When preparing for curriculum needs and modifications, a good tool to help physical educators through the process is the Physical Education Curriculum Analyses Tool (PECAT) (Centers for Disease Control and Prevention 2010). PECAT provides a vision of what should be included in high-quality physical education curricula and is effective in developing physically educated individuals. This tool helps identify where revisions are needed in the current curriculum, and provides tools for implementation of new material. The process of creating a new curriculum can be tedious, and input and planning from administrators and physical educators within the district is highly recommended.

By having a quality physical education curriculum in place, educators are more prepared when teaching skills and providing instruction. Physical education curriculum should be based on state and national physical education standards, which provide benchmarks and standards so students know what is expected of them (Centers for Disease Control and Prevention, 2010). Highly qualified programs should provide adequate instructional time, be taught by highly qualified physical education specialists, have reasonable class sizes, and provide proper equipment and facilities.

Content and student assessments are measured regularly by physical educators to provide feedback and instruction. Alternative, authentic, and performance assessments are some of the ways to better understand what students are receiving from physical education. These assessments give physical educators the information needed to address concerns by parents, teachers, or administrators. Educators can see if students are improving skill development and knowledge and use this information to plan future activities. Many schools also use fitness tests as a way to measure a students’ progress from day one to the end of semesters. Evaluation in physical education is imperative to gain a better understanding of what students are learning and able to do.

Aligning well designed lessons with state and national standards allows educators to evaluate student performance and provide better instructional strategies. This ensures that all students have many opportunities for
regular physical activity. Educators must also create a positive environment for student participation. As mentioned earlier, the objective of the new physical education is to promote lifelong physical activity and improve physical education classes. By aligning curriculums with standards and benchmarks and evaluating students regularly, physical educators are creating high quality and respected programs.

**Physical Education in the Future**

School districts across the nation have redefined physical education using research based curriculums. School districts will be adding physical education programs and active learning into the classroom to meet guidelines required by the federal government. Ratey stated that “exercise provides unparalleled stimulus, creating an environment in which the brain is ready, willing, and able to learn” (p. 18). With the catalyst or “miracle-grow” being moderate to vigorous exercise for the brain, school districts will see students’ math, reading, and science scores improve. Improving students’ scores and health involves four key elements: increased student input on curriculum, implementation of new curriculum models, standards, and routine evaluation of physical education programs.

Students’ attitudes towards physical education will improve because the six determinants are taken into account when physical education curriculums are developed. Students will be more interested and engaged in physical education if their input, concerns, and attitudes are taken into consideration when developing physical education curriculums. Teachers will be more aware of student’s views toward certain curriculums and more willing to make modification to activities to positively change and promote higher participation and interests.

Sport Education, Social Responsibility, Teaching Games for Understanding, and Fitness Education are curriculum models that teachers can follow to enhance student learning. The models can be used so students have an increased sense of belonging and trust with their peers, be vested in units being taught, and be socially responsible citizens within their community. The models can also increase student activity time, and be focused on the process of learning about physical education.

Standard based curricula create a solid foundation for teachers to provide students with feedback so teachers can improve their instruction. Students are graded using performance assessments that measure students’ progress from the beginning to the end of a semester. Students who reach benchmarks and standards will show that they have a full understanding of the curriculum being taught.

Physical education programs will be evaluated on a regular basis. This is accomplished by the administration and physical educators within the district working together to ensure that curriculums are current, aligned with state and national standards, have the tools needed to educate and implement new materials, and are student based. Physical education programs that are evaluated prepare teachers to teach a quality physical education curriculum and ensure that students are eager to learn and participate.

With the four key elements listed above in place, the future of physical education is bright. Schools across the nation will provide creditable research based physical education programs that will affect students’ health and well-being beyond the walls of the gymnasium and school buildings.
Enhancing your PE Curriculum

References


Identifying Risk Propensity of Parks and Recreation Professionals: A Certified Park and Recreation Professional Case Study

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Greece

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Eastern Kentucky University

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Oklahoma State University

Abstract
The purpose of this study was to gain insight from certified professionals affiliated with park and recreation management, pertaining to the likelihood they would engage in various activities with varying levels of risk. Currently, there are no national studies that have been conducted pertaining to decision-making and risk assessment of this target population. The population of identified professionals was generated from databases of all individuals that are, at the time of the survey, Certified Park and Recreation Professionals (CPRP) in United States. This survey was sent to the entire population of 3,801 identified professionals with a current CPRP certification. Six hundred ninety four professionals (n=18.3%) of the original population accessed the survey, 542 of which (14.3% of the original population) responded to and completed this research study. The researchers investigated the extent to which park and recreation professionals engaged in 30 different behaviors with varying levels of risk, the degree of benefits thought they would receive from engaging in the same behaviors, and how much risk they perceived those behaviors carried. The data showed that few demographic variables (sex, age, and years of working experience) were associated with risk-taking. Implications of this research are identifying the types of activities that parks and recreation professionals view as being more or less risky. Identifying these activities and the likely associated behaviors may be beneficial for future education and training, supervisory awareness of risk being taken, and possible legal implications. Further, identifying which demographic variables that are related to more or less risky behavior enhances the knowledge of differences that may exist between various demographic variables and decision-making related to risk.
Introduction: Risk propensity

People’s rationale when it comes to decision making is unique, thus every decision-making process produces a final choice as a result of the selection of a course of action among several alternative scenarios. Although decisions aim to produce the best outcome, sometimes they may produce unwanted outcomes due to a variety reasons, such as the alternatives were not clearly defined or the right information was not collected. Furthermore, the decision-making process varies among professionals due to specific relationships between the professional and clientele (Hitt, Ireland, and Hoskisson 2003). As a consequence, decisions entail balancing differing interests and reaching a consensus to satisfy most of the constituents' interests. For example, the government agencies exist to serve the public, thus their employees act in the best interest of the public. While government agencies are mandated to serve the public, private agencies exist to serve ownership interests related to profits. Inevitably, public and private professionals make decisions based on different desired outcomes, resulting in competing values and priorities, varied interpretations of governing laws and policies, and serving starkly different stakeholders. Furthermore, decisions are portrayed as part of a process based on using the maximum amount of available information when considering all possible outcomes, and carefully weighing the costs and benefits of each possible outcome (McIntyre & Platania, 2009). Additionally, decision-making often involves the assessment of risk, thus it is important to understand how the decision makers view their risk assessment and willingness to properly address issues and concerns in the correct contexts.

As a concept, risk propensity has been the subject of numerous theoretical and empirical studies. Sitkin and Pablo (1992) defined risk propensity as “the tendency of a decision-maker either to take or to avoid risks” (p.12) and conceptualized it as a confluence of dispositional tendencies, cognitive inputs and past experience. According to Sitkin and Pablo (1992), risk propensity presents two main points. The first point relates to prospect theory (Kahneman & Tversky, 1979), which describes the way people choose between probable alternatives that involve risk, where the possibilities of outcomes are known. As a theory, prospect theory has stimulated numerous research studies into risk preferences and risk-taking and the law. This particular theory states that individual level risk-taking is relatively inconsistent across situations; therefore an individual will take risk in some circumstances, and avoid risk in other circumstances (Kahneman & Tversky, 1979). The second point considers different individual factors that could influence risk-taking. A significant contribution to this research is the argument that risk-taking could be linked to factors that are trans-situational, such as personality traits. Thus, risk propensity could be more a characteristic of an individual than their situation. Other researchers have found that in risky decision situations, individuals’ choices will vary depending upon their disposition to riskiness (Fagley & Miller, 1987). For example, an individual with a risk-averse risk style should consistently prefer safe options over unsafe ones, contrast to the one with a risk-seeking risk style who should prefer the risky option over the option with more assurance. According to Larrick (1993), individuals are known to have different risk motivations; in decision-making literature these different risk motivations are also known as “risk-styles” (Schneider & Lopes, 1986). Although research conducted with professionals in public and private organizations provides evidence for individual differences in their decision-making process (Nutt, 2005), no studies have investigated the risk behavior associated with parks and recreation professionals, especially with professionals certified by the National Recreation and Park Association. The researchers of this paper utilized the DOSPERT scale to investigate the risk-taking attitudes of certified professionals within the parks and recreation field across different domains and contribute to the already existing literature within professionals in public administration.

Risk Taking in Public Administration

Even in public administration, risk-taking is inherent in contemporary decision making. The public sector, much like the private sector, requires professionals to deal with risk by adopting innovative approaches to solve emerging problems (Berman, 1999). Therefore, professionals in public administration must be confident that they act with
the best outcomes in mind and can recover and pursue alternative actions if necessary. However, it is possible that confident attitudes toward risk-taking and the willingness to go “outside the bureaucratic box” may cause professionals to forget that their decisions may affect many stakeholders. For example, when park and recreation professionals decide to divert funding from one program to another, they do so knowing that their constituents never had an opportunity to consent in a voluntary and informed way regarding this decision. Their decision may put at risk the disadvantaged group of individuals who rely on a particular program. Similarly, when exercising their administrative duties these professionals may ignore regulations and laws that affect their parks due to lack of funding. For example, reduced funding may prompt them to be less-abiding when it comes to waste management regulations in their parks.

**Risk-taking Assessment**

This research study asked parks and recreation professionals, currently CPRP certified, to answer questions pertaining to the three aspects of risk-taking established by Weber et al. (2002). The DOSPERT scale assesses three aspects of risk-taking which are referred to as risk-taking, benefit perception, and risk perception. For each aspect of risk-taking, parks and recreation professionals were given the opportunity to respond to each of the 30 items using a seven-point Likert scale. The DOSPERT scale has been found to have adequate internal-consistency and test-retest reliability estimates, as well as good convergent, discriminant and construct validity (Blais & Weber, 2006).

**Population & Sampling**

The population of identified professionals was generated from a database of all individuals that were, at the time of the survey, certified as Park and Recreation Professionals (CPRP), and which had an e-mailed registered with the National Park and Recreation Association. This survey was sent to the entire population of 3,801 identified professionals with a current CPRP certification. The response rate for this research study was 14.3%. (n=542). Two reminder emails were sent to prospective respondents.

**Respondents’ demographic profile**

The researchers conducted statistical analysis using statistical software SPSS v.19.0 and used descriptive statistics to describe the demographic characteristics of the respondent population. Males represented 50% of the respondent pool, females represented 49.6% and 2 professionals did not disclose information related to their sex. The majority of the respondents (n=132, 24.4 %) identified themselves as older than 41 years of age and the average respondent was 44 years old. In regards to respondent’s race, the majority of the respondents (n=512, 94.5%) identified themselves as “White,” whereas 17 professionals (3.0%) identified themselves as “Black/African American.” The remaining respondents identified their race as Mixed Race (n=6, 1.1%), American Indian/Alaska Native (n=2, 0.4%), Other Asian (n=2, 0.4%), and Asian Indian (n=1, 0.2%). Additionally, a majority of the respondents were not of Hispanic, Latino, or Spanish origin (n=515, 97.0%), and only sixteen professionals (3.0%) self-identifying as being Hispanic, Latino, or Spanish in origin. In terms of the years of working experience in their field, the average working experience was found to be 21 years. When asked to indicate the job title that applied to their position, the majority (n=168, 31.0%) of the certified park and recreation professionals identified themselves as “Director.” The next most popular choice was “Manager” (n=139, 25.6%), followed by “Program Coordinator” (n=86, 15.9%), “Superintendent” (n=64, 11.8%), “Assistant Director” (n=37, 6.8%), “Faculty” (n=24, 4.4%) and “Assistant Manager” (n=16, 3.0%). Furthermore, the professionals were asked to indicate the area of their specialty or area of their specific job duty. The majority of the respondents (n=387) were occupied with administrative/managerial duties, followed by those who indicated their area of specialty being facilities (n=254), and parks (n=211). Specialties like “Aquatics”, “Sports (Youth), “Sports (Adults)”, “Outdoor Recreation”, “Programming”, and “Finances” were chosen by 164 professionals, 188 professionals, 158 professionals, 143 professionals, 318 and 153 professionals respectively.
willing to respond positively to the statements “going camping in the wilderness”, or “taking a skydiving class” than they would actually take risks that dealt with gambling or ethical concerns. In general, they scored low in financial risk taking. A financial risk in parks and recreation may come as an outcome of poor programming and lead to potential lawsuits. When asked about the extent to which they would benefit from engaging in the same described behaviors, certified professionals identified the statements about the social choices as the ones with the highest benefit. It is interesting to note that the certified professionals rated much lower the extent to which they thought they would benefit from the statements pertaining to the health/safety, meaning that taking risks in health and safety did not actually pay off for them.

When certified professionals scored statements pertaining to the extent to which they perceived the described behaviors as risky, answers varied, as shown in Table 2. It may be important to note that the perceived magnitude of the risks associated with engaging in the activities associated with domains of ethical concerns, health/safety and total financial were all noted as being equally high. As seen, certified professionals perceived the statements in financial investing as less risky behaviors that those described within the ethical or health/safety domains. In general, the mean scores that were documented describe the professionals in parks and recreation field as being risk-averse.

Table 2 displays the means and standard deviations of the responses provided for each of the domains, in each scale. As seen, certified professionals were more willing to take risk pertaining to their recreation and social choices; therefore, they were more

<table>
<thead>
<tr>
<th>Table 1. Descriptive statistics</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>271</td>
<td>50</td>
</tr>
<tr>
<td>Female</td>
<td>269</td>
<td>49.6</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td>Min./Max.</td>
<td>Average</td>
</tr>
<tr>
<td>Male</td>
<td>23/69</td>
<td>44.7</td>
</tr>
<tr>
<td>Female</td>
<td>23/63</td>
<td>44.3</td>
</tr>
<tr>
<td><strong>Years of working experience</strong></td>
<td>Min./Max.</td>
<td>Average</td>
</tr>
<tr>
<td>Male</td>
<td>1/51</td>
<td>21.2</td>
</tr>
<tr>
<td>Female</td>
<td>2/40</td>
<td>20.7</td>
</tr>
<tr>
<td><strong>Job title</strong></td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>Superintendent</td>
<td>64</td>
<td>11.8</td>
</tr>
<tr>
<td>Director</td>
<td>168</td>
<td>31.0</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>37</td>
<td>6.8</td>
</tr>
<tr>
<td>Manager</td>
<td>139</td>
<td>25.6</td>
</tr>
<tr>
<td>Assistant</td>
<td>16</td>
<td>3.0</td>
</tr>
<tr>
<td>Manager</td>
<td>86</td>
<td>15.9</td>
</tr>
<tr>
<td>Program</td>
<td>24</td>
<td>4.4</td>
</tr>
<tr>
<td>Coordinator</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Faculty (all ranks)</td>
<td>8</td>
<td>1.5</td>
</tr>
<tr>
<td>Head</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Respondents’ scores/measures**

For each scenario, respondents were asked to rate (i) the likelihood that they would engage in the activity, (ii) the expected benefits from engaging in the activity, and (iii) the perceived magnitude of the risks associated with engaging in the activity. Score totals could range between 6 and 42 points for each of domains. The financial domain may be divided into “Investing” and “Gambling,” and the total scores could range between 3 and 21, as each sub-domain contains 3 statements which could be scored across a 7-point Likert type scale. Higher scores in the risk-taking scale indicate greater risk-taking in the domain of each subscale and vice versa. Additionally, higher scores in the perceived risk scale suggest perceptions of greater risk in the domain of the subscale and vice versa. Higher scores in the benefit perception scale indicate that individuals think they will receive greater benefit from engaging in the same described behaviors, and vice versa.

Table 2 displays the means and standard deviations of the responses provided for each of the domains, in each scale. As seen, certified professionals were more willing to take risk pertaining to their recreation and social choices; therefore, they were more
Note that 42 is the maximum score and represents the “extremely likely”/“great benefits”/“extremely risky” statements, whereas 6 is the lowest score that represents “extremely unlikely”/“no benefits”/“not at all risky” statements.

*Note that 21 is the maximum score, since each domain includes 3 statements whose scores can range from 1 to 7.

**Regression Analysis**

Utilizing hierarchical regression analysis in this study was helpful to determine how well the set of independent variables (i.e., individuals’ demographic variables, job related variables, and perception of risk-taking) predicted individuals’ probability of engaging in risk-taking behavior and allowed the researchers to investigate how well certain variables performed while other variables were controlled. To be more specific, in order to perform a series of multiple regression, the researchers entered two demographic variables (gender and race) in the first step of the analysis, added two job related variables (job title and years of working experience) in the next step. Finally, in the third step, the researchers added individuals’ expected benefits from engaging in the activity and their perceived magnitude of the risks associated with engaging in the activity. This process was used to investigate whether or not the individuals’ job related variables improved the prediction of their likelihood of engaging in risk behavior beyond their demographic variables. The researchers found that an individual’s expected benefits from engaging in the activity and their perceived magnitude of the risks associated with engaging in the activity enhanced the prediction over the first and second level of independent variables. Three independent variables were dichotomous (gender, race, and job title), while the other variables were continuous (score of probability of engaging in risky behavior, years of working experience in the field, score of perception of rewards from risky behaviors, and score of perceived risk), as shown in Table 3.

<table>
<thead>
<tr>
<th>Table 3. Explanation of Dependent Variables and Independent Variables in the Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable</td>
</tr>
<tr>
<td>Likelihood taking risk</td>
</tr>
<tr>
<td>Independent variables</td>
</tr>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>Race</td>
</tr>
<tr>
<td>Job title</td>
</tr>
<tr>
<td>Years of working</td>
</tr>
<tr>
<td>Benefits</td>
</tr>
<tr>
<td>Perceived risk</td>
</tr>
</tbody>
</table>

Collinearity statistics of tolerance and variance inflation factor (VIF) were used to diagnose multicollinearity among independent variables (Pedhazur, 1997), with a tolerance of less than 0.40 or a VIF of 10 or higher would indicate a multicollinearity problem (O’Brien, 2007). In this study, tolerance ranged from 0.96 to 1.00 and the VIF ranged from 1.00 to 1.14, demonstrating that the variables used were appropriate for a multiple-regression approach. Moreover, the calculated Cronbach’s Alpha of the included variables (likelihood of taking risk, individuals’ perceived risk, and expected benefits from risk) was 0.82, 0.89, and 0.87 respectively.

The three-step hierarchical regression models’ R, R², R² change, and standardized coefficients (β) were calculated as shown in Table 4. The results of the first regression model showed that R=.053, F (2, 352) =0.500 and p=.607. The R² was found to be .003 and is also regarded as the percent of variability of the likelihood of risk-taking variable as explained by the variables gender and race. Therefore, participants’ gender and race accounted for 0.3% of the participants’ likelihood of risk-taking, which was not statistically significant. In the second step of the analysis, the researchers added job related variables into the equation for examining whether or not job title and years of working in the field accounted for a significant variance on their likelihood of risk taking when controlling for other demographic variables. As shown in Table 4, the R² of the second regression model was 5.1%, a statistical significant increment of predicting participants’ probability of taking-risk from the first model. In the second regression model, the variable of years of working experience (β=-.197, p<.001) was the only significant (and negative) predictor of the
probability of engaging risk. Finally, the scores of the expected benefits and perceived risk were added into the third equation to investigate how the third level variables performed for predicting the likelihood of risk-taking while controlling demographics (gender and age) and job related variances \(R^2=.698, F(6, 348) = 52.515, \& p=.001\). In regards to the probably of engaging in risky behavior, more than 47% of the variance \(R^2=.475\) was accounted for after the third step. In this model, years of working in the field \((\beta=-.086, p=.037)\), expected benefits \((\beta=.520, p<.001)\), and perceived risk \((\beta=-.282, p<.001)\) were significant predictors of likelihood of taking risk. Results showed a positive relationship between likelihood of engaging in risk-taking behavior and expected benefit from taking a risk. Other variables included in the research study (gender, race, and job title) were not statistically significant in this final step of analysis.

Table 4 Hierarchical Regression Standardized Beta Scores

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R²</th>
<th>adjuste d R²</th>
<th>Δ R²</th>
<th>F</th>
<th>df</th>
<th>Sta. β</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.05</td>
<td>.00</td>
<td>-.003</td>
<td>.00</td>
<td>0.500</td>
<td>2, 35</td>
<td>.00</td>
</tr>
<tr>
<td>2</td>
<td>.22</td>
<td>.05</td>
<td>.041</td>
<td>.04</td>
<td>4.740*</td>
<td>4, 35</td>
<td>.044</td>
</tr>
<tr>
<td>3</td>
<td>.68</td>
<td>.47</td>
<td>.466</td>
<td>.42</td>
<td>52.515*</td>
<td>6, 34</td>
<td>.197</td>
</tr>
</tbody>
</table>

Conclusions

The findings indicate that a participant’s gender, race, and job title did not make a statistically significant contribution to the regression in either step of the hierarchical regression procedure. The results could be interpreted as a respondent’s gender, race, and job title might not be the best predictors of taking-risk perception. Compared to the second regression model, the beta for years of working experience in the second model were reduced by more than half, but were still statistically significant with limited prediction. This finding could be interpreted as a CPRP professionals’ working experience might have a significant and negative relationship on their probability of engaging in risk-taking. In the third regression model, the expected benefits and perceived risk of CPRP members were found to be the best predictors of respondents’ likelihood to engage in risk-taking. The results could support the notion that an individuals’ probability of engaging in risk-taking behavior is closely related to their expected benefits from engaging in the activity and the perceived magnitude of risk associated with engaging in risky behaviors. Individuals’ gender, race, and job title were not statistically significant factors in predicting respondents’ probability of engaging risk-taking behavior. The results of this study also suggest that the CPRP professionals’ expectation of gaining benefits from taking-risk was the most significant predictor of their likelihood to take risk, followed by their perceived risk from the behavior. Moreover, the standardized beta weight of risk benefit was almost twice as large as the perceived risk, suggesting professionals’ risk-taking decisions were primarily related to their anticipated rewards from engaging in the risky behavior.

Researchers found a positive relationship between the likelihood of engaging in risk-taking behavior and the expected benefit from taking a risk, indicating CPRP professionals were more likely to engage in risky behavior when they had a sense of getting greater rewards from the risky behavior. On the order hand, researchers also found a negative relationship between the likelihood of risk-taking and the individuals’ perceived magnitude of risk taking; indicating the more the professionals perceived a behavior as risky, the lower the probability of their engagement in that particular risky behavior. Similarly, the years of
working experience of CPRP professionals was negatively related to their probability of taking risk, which may lead to the conclusion that the longer CPRP professionals worked in the field, the less likely they were to take a risk.

Using the above mentioned risk-taking instrument by Weber et al. (2002), the researchers analyzed the extent to which professionals in the park and recreation field engaged in 30 different behaviors termed to be risky. Additionally, the researchers examined how much benefit subjects thought they might receive from engaging in the same behaviors, and how much risk they perceived those behaviors carried. Findings from this study complement the study conducted by MacCrimmon and Wehrung (1990), which found that professionals have different risk attitudes when making decisions involving personal versus company finances or when evaluating financial risk or recreational risk. Furthermore, findings from this study complement previous findings that risk-taking and risky decision-making decreased with age (Gardner & Steinberg, 2005). A negative association was found between the risk-taking behavior that involves financial decisions and decisions with ethical implications. As previously stated, this finding may be interpreted to mean as parks and recreation professionals mature, they become more careful with aspects of the business that impacts the finances of the business. For example, these professionals become more thorough in their program planning to avoid potential lawsuits caused by negligence. Similarly, it may indicate that as professional’s age, they are less likely to break the rules and regulations of their organization. When dealing with operations and program planning, older employees may be less likely to increase the financial risk of the organization and are more likely to abide by agencies rules and policies.

**Discussion**

While much risk and risk-taking research has been completed in various aspects of the business field, no attention has been given to specific fields like parks and recreation. The purpose of this study was to gain further insight as to the risk propensity of parks and recreation professionals. In a survey of 542 respondents, the researchers investigated behaviors related to risky endeavors, perception of risk degree, and perceptions related to potential rewards related to risky behavior. The DOSPERT risk measurement tool (Weber, Blais, & Betz, 2002), offers great insight as to how professionals perceive and engage in various behaviors. While the response rate was lower than expected (14.3%, n=542), the information analyzed provided great data that may be helpful as administration seeks to limit all risk for their agency.

Park and recreation professionals were more willing to engage in risks associated with their recreation and social choices, meaning they are more willing to take part in activities and experiences that may be seen as risky (paintball, skydiving, etc.). While such preferences may or may not be of immediate concern for agencies and organizations, this finding might warrant ongoing research and investigation by researchers and employers alike. While there is evidence that people seek out various risks in their leisure that they would not specifically engage in within other facets of their life (Mura & Khoo-Lattimore, 2011), personnel engaging in risky behaviors pertaining to personal social and recreation experiences might justify specific education related to risk management in the employing agency. With rising costs related to employee health and wellness, increased accountability in the recreation field, demanding outcomes, and stretched budgets, employers need their employees to be healthy, effective, and efficient.

Parks and recreation professionals were found to have low scores related to financial risk, perhaps limiting the financial risk they find acceptable as an employee of an agency. Lower scores related to financial risk may be linked to negative outcomes, such as poor programming evaluations and perhaps situations that lead to potential lawsuits. Such hesitance to engage in financial risk may be a sign of hesitance due to punishment, as employees seek to make decisions that are rewarded and are more likely avoid decisions resulting in punishment (Piccolo, Greenbaum, & Eissa, 2012). In the field of parks and recreation, employee rewards and accolades are not typically associated with financial returns, perhaps resulting in a more conservative approach to financial risk. However, taking financial risk such as various accounting practices, improper use
of funds, or not adhering to organizational policy could result in employee punishment and perhaps dismissal. If employee rewards are not linked to finances, but a financial mistake could lead to punishment, perhaps employees’ have little motivation to take on risk financially for their place of employment. In that most of the professionals in this study are CPRP and work within the public domain, specifically municipal park agencies, they may have lower financial risk likeliness than recreation professional in commercial operations.

References


Sports Motivation: Three Generations of College Athletes

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Abstract
The type of motivation that drives an athlete’s performance may have long-term impacts on their overall enjoyment and satisfaction of their sport. The purpose of this study was to interview former collegiate athletes representing three different generations in order to acquire information on how participating in college sports has affected their desires to participate in their sport over the course of their lives. Participants in the study included represented three different generations, chosen based upon their age and participation in college sports. A qualitative interview was conducted to determine the types of motivation that have affected their sport participation throughout their lives. Results suggest that participation in college sports may alter an athlete’s motivation.

Introduction
To be motivated means to be moved to do something (Ryan & Deci, 2000). There are numerous reasons why athletes are motivated to participate in sports, for example staying in shape, learning new skills or improving their skills (Vallerand & Losier, 1999). However, other athletes find themselves entrapped by social constraints and feelings of obligations to others such as their parents, coaches and teammates (Raedeke, 1997). Motivation can be viewed as both the level of motivation the athlete shows and the type of motivation (Ryan & Deci, 2000). The type of motivation is either intrinsic, for enjoyment or extrinsic, for reward. Intrinsic motivation is doing an activity for enjoyment and satisfaction rather than for some external reward (Ryan & Deci, 2000). For example, an
athlete that is intrinsically motivated would play sports for their personal enjoyment without regard to any external rewards. Extrinsic motivation is doing an activity in order to gain a reward (Ryan & Deci, 2000). For example, an athlete that is extrinsically motivated would play sports for external rewards such as scholarship, social status or parental approval.

It is important that coaches and other athletic professionals, whom are responsible for the physical and mental preparation of athletes, recognize what motivates their athletes in order to provide them support for attaining their goals while keeping the sport fun, to ensure personal enjoyment and satisfaction in sport participation. This article consists of interviews with three athletes, each representing a different generation, with a comparison of what motivates their participation in sports. The purpose of these interviews is to identify some of the factors that may influence the motivation of sport participation in college athletes.

**Historical Trends**

When a person feels energized or activated to accomplish a task he or she is considered to be motivated, whereby, a person that does not feel inspired to accomplish a task is labeled unmotivated (Ryan & Deci, 2000). In addition to the level of motivation, athletes may be motivated out of two different types of motivation, intrinsic and extrinsic (Vallerand & Losier, 1999). Athletes that are intrinsically motivated participate in their sport in order to experience pleasure and satisfaction that is inherent in the activity. Athletes that are extrinsically motivated may participate for tangible benefits such as scholarships and trophies or they may participate for social reasons such as recognition from their parents (R. J. Vallerand, 1997).

The self-determination theory (Edward L. Deci & Ryan, 1985) states that there are various types of extrinsic motivation. Athletes may grudgingly participate in rigorous trainings for purely external rewards such as maintaining their scholarship. However, other athletes may show up for the same practices with a willing attitude because they have internalized the extrinsic goal and recognize that the work will result in valuable outcomes such as perceptions of self-worth or future sports endorsements. According to the self-determination theory (Ryan & Deci, 2000) there is a continuum of internalization in which an athlete can take in a regulation or value and transform it into a self-endorsed value. The internalization continuum ranges from an athlete’s unwillingness to participate to passive compliance, to active commitment. As the athlete further internalizes the value, the athlete may exhibit greater persistence, more positive self-perceptions and better quality of engagement.

The self-determination theory further states that an individual’s perception of their autonomy, competence and relatedness will impact their motivation (Vallerand & Losier, 1999). Events that negatively affect an athlete’s perception of autonomy, competence and relatedness such as training schedules that do not allow time to socialize with friends or negative criticisms from parents and coaches will likely undermine the athlete’s motivation.

Additionally, direct competition has been shown to undermine intrinsic motivation (Vansteenkiste & Deci, 2003). Furthermore, studies show that when tangible monetary rewards are offered, there will likely be a very strong decline of intrinsic motivation (E. L. Deci, Koestner, & Ryan, 1999).

**Methods**

**Participants**

All participants for this study were selected based on known involvement in collegiate sports and to meet the following age requirements; Respondent #1 age 16-22, Respondent #2 age 32-50 and Respondent #3 over the age of 58. IRB approval was acquired prior to any data collection.

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Questionnaire

The following questionnaire is qualitative and the interviewers were given the freedom to follow answers with additional questions when further clarification was needed. Interviewers were also allowed to skip questions if they felt that the respondent had elaborated enough on a previous answer to provide the needed data.

- Demographics questions – age, origin, time as a college athlete
- What are your top 3 leisure activities?
- How much time do you spend your time enjoying leisure each week?
- What experiences or background in your life led you to choosing these types of leisure activities?
- Did your experience as a college athlete affect your choice in leisure activities? Has your attitude about leisure changed since your participation in college sports?
- Do you have any constraints enjoying your leisure activities?
- How do you overcome your constraints?
- Do you like competitive sports as leisure activities? Why or Why not?
- How do you feel after doing your leisure activities (Is it different with competitive sports than other leisure activities)?
- Do you think your competitive sports as leisure activities can affect your life satisfaction positively or negatively? Why?
- Do you think you will ever stop participating in competitive sports for leisure activities? Why?

Procedures

The same three interviewers conducted each interview and all interviews were recorded, transcribed and condensed down to data that was relevant to the study. Interviews were held at the convenience of each respondent; Respondent #1 interviewed in a neutral conference room, Respondent #2 interviewed outside prior to coaching his team, and Respondent #3 interviewed in the respondent’s office.

Results

Interview #1

Respondent #1 is a 19-year-old college athlete that plays on her university team. When she was 4 years of age, she would watch her dad, brother and cousins play sports and she desired to play with them. Motivated by the desire to feel connected to significant others (Ryan & Deci, 2000), she began playing her sport and considered it fun and great way to spend time with her family. She began playing in matches when she was 8 years old and at first thought the competitions were a lot of fun. During this time she was intrinsically motivated as she participated in the sport for the pleasure and satisfaction that occurred when she attained her personal goals (Vallerand & Losier, 1999). However, she began to get better and the more she won games the more serious her sport became up until the point that she described it as her profession.

During Respondent #1’s childhood, she describes her sport as an activity that provided a lot of intrinsic motivation, she stated that she loved playing and said, “When I was young, I would pray for a sunny day so that I could play.” However, as she got older and she perceived her sport as her profession, she said, “I would pray for rainy days so I would not have to play.” She stated that she had mixed feelings because she wanted to spend time with her friends but her sports schedule was getting in the way. In Respondent #1’s case, she viewed her sports schedule as a constraint to her social life, providing her little autonomy thereby undermining her motivation (Vallerand & Losier, 1999). At this point in her life her motivation shifted from that of intrinsic, enjoyment, to that of extrinsic motivation feeling entrapped and pressured to play.
Now as a collegiate athlete, her attitude towards her sport continues to be constrained and it seems to be affecting both her leisure pursuits and her sport commitment. When asked about her leisure pursuits other than her collegiate sport, she expressed that her sport generally leaves her exhausted and she spends her free time lying on her bed, watching TV, relaxing and reading, additionally, she feels stressed due to the pressure her coach places on her to perform well. She also indicates that her sport feels like her job and if it were not for her scholarship, she would not be playing, this feeling of her sport becoming her job is a common occurrence when intrinsic motivation becomes undermined by extrinsic rewards (Deci & Ryan, 1991) such as scholarships. In fact, after college is completed she would like to quit playing for a while and would not be consider playing in any competitive sports.

**Interview #2**

Respondent #2 is a 33-year-old collegiate coach, who during his time as a college student participated on his college team as scholarship athlete. He began playing his sport at 10 years of age because his coach convinced him to come to practice and try playing the sport. At first, he enjoyed the one on one interaction with his coach but as he got involved in high school sports, he began to enjoy the competitions. The motivational progression in his young age is important to note, as it is common for children to participate in an activity motivated by the desire to feel connected to a significant other (Ryan & Deci, 2000). This initial desire to participate for the approval of others can then lead to the child internalizing the activity and choosing to play for goal oriented reasons.

As a college athlete, Respondent #2 stated that he did not consider his sport to be his leisure; instead, he viewed it as his job because he was on scholarship, which required lengthy practices and difficult trainings. The constraints of being a scholarship athlete did not take away his desire to play as he indicated there were many days that he would enjoy playing especially when he was competing. During this point in Respondent #2’s life, he apparently seems to be extrinsically motivated much of the time as playing is mandatory and a requirement of his scholarship (Deci & Ryan, 1991) but he also indicates that whenever he had free time he would spend it practicing. This willingness to be persistent in his training even when it is not mandatory could be explained by the extrinsic rewards becoming internalized and thereby becoming self-determined goals (Ryan, 1995). Deci & Ryan (2000) further stated that, with increasing internalization comes greater persistence and a more positive experience for the participant.

For nearly a year after college, Respondent #2 stopped playing his sport competitively and would only occasionally play for fun. He now coaches his sport and it continues to have an effect on his leisure behavior as indicated in his statement, “Sometimes because of the physical demands of coaching and the long hours, I don’t want to spend as much time being active.” This lack of freedom with his sport is similar to that of Respondent #1’s participation in her sport for purely extrinsic purposes and her feelings of entrapment due to social constraints (Raedeke, 1997).

**Interview #3**

Respondent #3 is a 64-year-old professor, who during his time in college participated as an athlete on his school’s team and has been playing his sport his entire life. He does not remember exactly when he decided to play but attributed that he started playing because his mother was such an avid fan of the game and his three brothers all enjoyed playing the sport. The significance of others such as parents or coaches behavior can have a major effect of children’s intrinsic motivation (Ryan & Deci, 2000) as
Respondent #3’s family had a positive impact on his enjoyment of the sport. His love of the sport continued during high school as he enjoyed the competition, skill development and demonstration of skill competency. He indicates a high level of intrinsic motivation, and describes his sport experience as satisfying, which should fulfill both his needs for competence and autonomy as supported by Ryan & Deci (2000).

While in college he joined the university team, the school was not a division I school and it did not offer its athletes scholarships. He remembers the workouts and training took a lot of time and effort with practices beginning in early fall and not ending until late May or early June but he says he always loved playing. Athletes have a high degree of intrinsic motivation as a view of psychological perspective when they choose their sport freely; however, their intrinsic motivation can become undermined, if they feel pressured into competing or they are obliged to play (Vallerand & Losier, 1999). As a non-scholarship athlete, he never felt pressured to play and always felt that he played for the love of the game, which is supported by research showing that non-scholarship collegiate athletes have higher levels of intrinsic motivation than scholarship athletes (Ryan, 1977). As a young adult, he continued to play for the love of the game and played on a community league at which time he had an extremely competitive attitude.

After completing graduate school his wife and he decided to take a break from playing ball so they could focus on raising their two children. Once again, he continued to stay close to the sport through practicing with his children and volunteering as a coach for their teams. Iso-Ahola (1980) indicated that change is able to occur within activities. For instance, people that cannot pursue their sports because of obligations or lack of time may continue to stay involved in their sports as volunteer teachers or coaches. It is possible that he was more likely to be motivated extrinsically to participate in his sport because it led to a separable outcome, but since he still considered it fun to play, it seems that he was able to retain his intrinsic motivation.

As soon as his children grew up, he began playing his sport once again and currently is very active on a senior sports league. He says he still enjoys competition but he really enjoys having fun and participating in a healthy activity. Even though many other older adults lose their sports participation because of personal or social constraints, Respondent #3’s consistency in pursuing sports for intrinsic motivation over the course of his life may largely contribute to his continued participation in sports (Mannell & Kleiber, 1997). He jokes that his practices are not really practices because practicing might imply that he intends to get better but at this point in his life, he is not concerned with getting better he just plays for his enjoyment. Additionally, he adds that playing his sport is something that he has always done and he cannot imagine quitting as long as he has his health.

**Comparison of Three Cases**

The following table provides a comparison of the types of motivation that affected the respondents at different life stages (Table 1). During childhood, each respondent indicated that they began playing because of a connection with a significant other but soon began to play for their own personal satisfaction. During adolescence Respondent #1 began to feel the pressures of serious competition and lack of freedom it gave her to spend time with her friends, while Respondent #2 and Respondent #3 welcomed serious competition as it allowed them the opportunity to test their skills and achieve their internalized goals.

Respondent #1 and Respondent #2 were each on scholarship with their sport during...
college and they indicated that due to the scholarship they felt like their sport had become their job and lost their sense of freedom in playing. However, they each internalized the situation differently. Respondent #1 seems to have little internalization and does not enjoy playing, while Respondent #2 seems to have internalized the goals, and still enjoyed competing. Respondent #3 was not a scholarship athlete and though he discussed the rigorous training schedules, he continued to play because he enjoyed the game. After college, Respondent #1 plans to quit competitive sports, Respondent #2 continues his sport as a coaching career but aside from coaching role would rather spend his time doing other activities and Respondent #3 has continued and is still playing his sport for his personal enjoyment.

**Table 1. Motivational Factors Indicated by Respondents**

<table>
<thead>
<tr>
<th>Childhood</th>
<th>Adol.</th>
<th>College</th>
<th>Post-College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resp. #1</td>
<td>Connection to significant others, enjoyment of the game</td>
<td>Serious competition feelings of entrapment</td>
<td>Scholarship lack of freedom, social constraints</td>
</tr>
<tr>
<td>Resp. #2</td>
<td>Connection to significant others, enjoyment of the game</td>
<td>Internalized goal oriented play, enjoyment of competition</td>
<td>Scholarship lack of freedom, social constraints</td>
</tr>
<tr>
<td>Resp. #3</td>
<td>Connection to significant others, enjoyment of the game</td>
<td>Internalized goal oriented play, enjoyment of competition</td>
<td>Non-scholarship autonomy, goal oriented</td>
</tr>
</tbody>
</table>

**Discussion**

All of the respondents discussed that they began playing their sports as a way to connect to another person, in Respondent #1 and Respondent #3’s case they had close family members that enjoyed their sport while Respondent #2 indicated that his coach showed an interest in him personally and invited him to come play. Ryan and Deci (2000), state that many behaviors must initially be prompted and the primary reason people begin a behavior is to feel connected with a significant others. Once the respondents began playing they indicated that they played for intrinsic reasons such as pleasure and fun (Vallerand & Losier, 1999).

During adolescence, Respondent #2 and Respondent #3 continued to enjoy competitions, skill development and demonstrations of competency, which fits the definition of intrinsic motivation that individuals engage in behaviors to feel competent and self-determining (Pedersen, 2002). Respondent #1 indicated that she felt very constrained as her sport became more serious and she was unable to spend time with her friends. This lack of freedom that occurs when winning is emphasized, negatively affects the athletes perception of autonomy and undermines their intrinsic motivation (Vallerand & Losier, 1999).

During college Respondent #1 and Respondent #2 both indicated that being scholarship athletes took away a lot of autonomy and created a lot of social constraints. Both Respondent #1 and #2 were extrinsically motivated but they internalized the goals of the sport differently as Respondent #1 has no desire to play other than meeting her requirements for scholarship, whereas Respondent #2 still enjoyed the competitions. These different outlooks can be explained by the self-determination theory which states that there is a continuum of internalization in which an individual internalizes regulations and transforms it into their own goals (Ryan & Deci, 2000). The range of the continuum goes...
from unwillingness to participate to active personal commitment. Though it cannot be stated exactly where on the continuum the respondents are, it is easy to see that Respondent #2 has internalized his goals to a greater degree which should provide greater persistence and better engagement in his sport (Ryan & Deci, 2000).

After college, Respondent #1 plans to quit competitive sports and this drop in motivation is common to people who have participated for extrinsic reasons, once the extrinsic rewards are removed (Pedersen, 2002). Respondent #2 has changed roles in his sport as he is now a coach but he continues to internalize his goals and enjoys competition. Respondent #3 continues to play for the intrinsic reasons of pleasure and fun (Vallerand & Losier, 1999).

Conclusion

Throughout all three interviews, it is evident that various factors motivate these athletes depending on their age and life roles. All three of the respondents were intrinsically motivated to play their sports during their childhood expressing that they played for fun and enjoyment. Additionally, Respondent #3 indicated a high degree of intrinsic motivation in playing his sport simply for enjoyment throughout his life.

During their adolescence years, Respondents #1 and #2 became extrinsically motivated largely because of their participation in competitions and Respondent #1 indicated that she was further motivated to win in order to receive her parent’s approval. As Respondents #1 and #2 entered college, they both viewed their sports as a job and felt obligated to practice and compete as a requirement of their scholarships. In contrast, Respondent #3 never saw his sport as a job and always viewed his sport as fun and enjoyable. Both #1 and #2 indicated that upon completion of college their desire to play their sport was very low and neither wanted to participate competitively. Respondent #2 continues to be extrinsically motivated as he has started coaching his sport and chooses to spend his free time focusing on his family rather than sports.

Most sport professionals desire to help their students or clientele achieve their personal and team goals but far too often many professionals get caught up in winning, hosting the next event or preparing for the next game and forget to pay attention to underlying reasons that motivate their athletes to participate. When the individual’s motivation is overlooked, the athlete often begins to feel pressured or entrapped by their sport, possibly causing a decrease in the quality of their athletic performance or even dropping out of sports altogether.

Sport professionals should learn to recognize and understand the different motivating factors that influence players’ enjoyment and commitment to their sports. By understanding the athletes’ motivation, the sport professional will be better equipped to offer the right kind of support for helping athletes to accomplish their goals without undermining the athletes’ intrinsic motivation or feelings of autonomy. By ensuring athletes have a high degree of intrinsic motivation or self-determination; the athletes will be more likely to enjoy the benefits of participation in sports and recreational activities that will in turn offer them a lifetime of increased health and well-being.
References


How Physical Education Teachers Undermine the Profession by Grading Effort and Participation

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Abstract
Assessment in education is used as a means to determine whether a student is making progress. Historically within physical education, the components of assessment have varied and include measures of skill competency and improvement, but also other variables such as dressing out, participation, and effort. Unfortunately, many physical education teachers emphasize the importance of effort and participation which devalues the rigor of the discipline. Therefore, the purpose of this article is to consider the literature associated with assessment in physical education. An explanation of how current grading practices may negatively impact the profession is explained with a proposed alternative to including effort, participation, and other ancillary components into a physical education grade.

Physical education is dissimilar to other subjects within a school curriculum in that students are expected to be physically active during portions of the lesson. According to the National Association of Sport and Physical Education (2009), physical education participants are expected to be moderately or vigorously physically active for at least 50% of the lesson. Although there is no requirement to assess this level of activity, it is logical that teachers might assess how much effort a student is putting forth. However, whether this assessment should be considered as part of a grade is debatable.

Given that a large portion of a lesson’s time is comprised of moderate to vigorous physical activity, it is not surprising that assessment of participation or effort is a component of many physical education grades. Because educational assessment is acquired from several sources from which decisions can be made about students (Lund & Tannehill, 2010), and effort could serve as one of those sources. However, such a source is unlikely to appear in other subjects. Effort is not a requirement of state curriculums; measurable components that include knowledge, psychomotor development, and physical health care (Baghurst, in press). If both the state and national governing body do not require a measure of effort and participation, why do teachers assess them? There seems a disconnect between the expectations of decision makers and the actions of physical educators.

Providing Historical Context
Although never a clear cut issue, prior to the 1970s what should be assessed in physical education was relatively well agreed upon (López-Pastor, Kirk, Lorente-Catalan, MacPhail, & Macdonald, 2013). During this period skills were most important. A student
was required to perform a skill and the teacher determined how well it was executed. The identification of talent was accrued through observation. According to Placek (1983), the objective of a physical educator was to encourage a “busy, happy, good” student, and not to focus on the development of supreme athletic prowess.

Objective testing began to replace both opinion and observation during the 1980s (López-Pastor et al., 2013). This testing replaced observation with the implementation of fitness and motor skill testing. Although this form of formal assessment removed some of the bias that might be experienced by a teacher merely “observing” a student perform, there was little assessment of learning. For example, a student was tested on whether skills could be performed, but a pre-post assessment did not always take place.

Some might say that assessment methods in physical education today are more rigorous and scientific. Yet, unfortunately many physical educators choose to assess in whatever manner they choose. While a standardized test might be used, it may be only a part of a student’s grade (Baghurst, in press). Effort, enjoyment, acquired knowledge, and skill development are all valued and assessed by teachers, but these components are weighted and assessed differently resulting in both standardized and alternative assessments that lack consistency (Baghurst).

**Standardized Versus Alternative**

Often a requirement of a state or national curriculum, a physical fitness test is a standardized measure that is used worldwide. Recent findings suggest overwhelming support of such tests at all levels of physical education including physical education, teacher education (PETE) programs, and throughout a physical educator’s career (Baghurst & Mwavita, under review). However, fitness testing has been questioned (e.g., Keating, 2003), and some teachers opt for alternative assessments such as measuring effort and participation (López-Pastor et al., 2013). It is interesting to note that participation, effort, behavior, attitude, and wearing proper physical activity attire (also referred to as dressing out) have all been reported as means for grading physical education students (Matanin & Tannehill, 1994).

Unfortunately, by grading ancillaries such as effort and participation, skill recognition can be lost. Here effort refers to an individual who exerts, whereas participation refers to an individual who merely follows instructions. For example, consider the student who puts forth enormous effort, yet struggles to demonstrate skills well. The teacher, recognizing the student’s willingness to try, scores the student poorly in execution but highly in effort. This results in an average grade. Consider then the student who is a master at the skill. Little effort is required to meet the skill requirements, and so little effort is put forth. As a consequence, the student receives a high grade for execution but a low one for effort which results in an average grade. Neither scenario is likely ideal, yet from a standardized perspective, the high skill student is disserved. Melograno (2007) provides a more detailed example of how, when performing an assessment, giving weight to effort and participation distorts grades for those students with high skill levels.

**Effort and Participation**

Although there is limited research investigating the grading of effort and participation within physical education, Weiner (1994) indicates that grading effort subjectively is frequent, and objective and standardized measures are not considered. A teacher may grade a student lower, for example, if he or she is perceived by the teacher to not be putting forth appropriate effort. Conversely, a teacher may pity the student who tries yet fails. This results in grades by feelings rather than grades by
achievement. If effort is to be graded, how can it be done objectively? How does a teacher know whether a student is putting forth 80%, for example?

In one study, Biddle and Goudas (1997) asked three groups of teachers (PETE students, students with an option in physical education, and current physical education teachers) their preference for grading effort. It is concerning that all groups stated a preference to grade effort and progress over skill test scores, mastery, fitness scores, and comparisons to other students. In addition, the current teachers thought more favorably of high effort students regardless of outcome. Effort was perceived as “virtuous”, and it was deemed as more important than other factors. Normative and standardized measures were not perceived as important, and this desire to esteem effort above all is in direct contrast with the increasing efforts to standardize education.

Strand and Scantling (1994) investigated 958 junior high and high school student perceptions of physical education. From the survey responses, desired participation, effort, sportsmanship, and attitude were the preferred criteria for grading. Other attributes including attire, attendance, and behavior were also recommended means of assessment. This is in contrast to homework, written tests, skill tests, and fitness tests, which were all undesired.

Matanin and Tannehill (1994) asked 11 high school teachers from 10 different schools their perceptions on assessment, and found a general lack of perceived value in assessment. There was wide variation in assessment including both standardized and alternative assessments, but the overall consensus was that an active student was more important than assessing progress. Skills tests were thought to be a poor measure of student learning. Of further concern teachers reported that getting a good grade in physical education was fairly easy, and could be achieved by putting forth minimal effort, coming to class, and wearing the proper attire for physical activity. In addition, physical education was perceived to be less challenging than most academic classes, and assessing was perceived to be disruptive to teaching and learning. Matanin and Tannehill (1994) summarized their findings by stating that:

*If physical education is to remain part of the high school curriculum, assessment is necessary to help ensure a quality physical education program for students, to provide feedback to teachers concerning their performance and the effect of their programs, to provide program justification, and to contribute to the accountability of our profession.* (p.405)

The Potential Damage

Little appears to have changed over the past 20 years (Matanin & Tannehill, 1994; Strand & Scantling, 1994). According to Collier (2011), current assessment practices do little to counter negative perceptions of physical educators and the profession. Although the development of appropriate behavior, enjoyment, and participation are all important, they should support the learning of content in the psychomotor, affective, and cognitive domains rather than replace them. There are many reasons to advocate for physical education (Smith & Lousbery, 2009), but for any advocacy or change of perception to be effective, physical education assessment must be rigorous (Richards & Wilson, 2012). Assessment methods such as dressing out, merely attending the class, and putting forth effort are too common (Young, 2011).

When skill proficiency is included, grades are focused on improvement and mastery. Failing to assess skills results in the possibility that someone who is not as proficient may receive a higher grade than someone with the skill already mastered.
Young (2011) summarizes the issue well, "... it is time to collectively, as a profession, revisit the purpose of grading and seriously consider adopting assessment/evaluation methods that enable teachers to communicate, through grades, a student's achievement as it relates to curricular outcomes." (p. 24) Currently, this is problematic, as criterion outcomes in physical education are not clear to students (Redelius & Hay, 2012).

**Recommended Practices**

The physical education profession struggles to be recognized as a legitimate discipline by administrators and parents. LoBianco (2013) makes several recommendations for making physical education more visible. However, before doing so, it is important that the physical education program is worth advocating for, and includes standards-based assessments. Credibility for physical education is not a new problem, and is partly due to poor quality assessments (Matanin & Tannehill, 1994). It’s unfortunate that Holyoak’s (1984) synopsis still applies today. “We seem to be content with the past approaches using education arguments for our existence rather than being able to openly produce valid, reliable, and objective evidence that show we are change agents.” (p. 33)

Grading is used as a means of informing students, administrators, teachers, or others of progress, and allows the teacher to hold students accountable (Collier, 2011; Rink, 2010). Physical education’s reputation is poor, and when students’ grades are determined in part through wearing the correct attire or assessing effort and participation, how can we as physical educators complain (Young, 2011)?

In short, effort and participation along with similar ancillary expectations such as dressing out should not be included in a student’s grade. They do not measure learning outcomes even if they might be needed to achieve outcomes (Kelly & Melograno, 2004; Melograno, 2007). For example, when a student completes his or her SAT, does the test include a section where the student’s effort, time spent studying, or practice scores can be considered? No, it is immaterial just as incorporating effort or participation into a grade is counter to most life situations, where productivity rules. It could be argued, in fact, that the student is being disserved.

Although such components should not be considered in a grade, they should not be ignored, and parents and others may wish to know whether a student is putting forth effort. Therefore, effort and participation should be at most minimally weighted in a grade (Melograno, 2007). Another possibility is to develop a separate assessment of these components that does not contribute to a grade point average. A formal grade could be given that assesses content knowledge and mastery, and a separate grade could be given in areas that are more subjective and content focused (Baghurst, in press).

**Conclusion**

Grading effort and participation along with other subjective non-subject specific ancillaries have been used as assessment methods in physical education for many years. Young (2011) recently reported that components such as dressing out, participation, and effort account for over 50% of a student’s grade. It is time to re-evaluate. This practice devalues the discipline by directly contrasting mandates requiring assessments that are standard-based (LoBianco, 2013). Although administrative factors are important for learning (Kelly & Melograno, 2004), they should not be part of a student’s official grade. Making this adjustment will transfer focus to performance and mastery standards that are measurable thereby improving the image and credibility of physical education.
References


