Table of Contents

Editor’s Message___________________________________________________________2
Convention Program________________________________________________________3
In Memoriam: Karen S. Rodenberg __________________________________________19
Journal Peer Review Guidelines _____________________________________________21
Risk Factors Affecting Childhood Obesity: A Preliminary Study _____________23
A 5-Year Review of AAHPERD Poster Presentations in the Area of Sport Education __30

The OAHPERD Journal is published three times a year (Fall, Winter, and Spring) by the Oklahoma Association for Health, Physical Education, Recreation and Dance. The purpose of the Journal is to provide a current and constant avenue of communication among members of the Association on all professional topics, association business, and news of statewide interest. Correspondence should be mailed to the Journal Editor or to a member of the Editorial Review Board.
Editor's Message

I have taken over the editor position for the journal and look forward to continuing the online publication of the journal. I am pleased to announce that Nicole Sump-Crethar at OSU has offered to continue her assistance and I look forward to working with her in these efforts. We have another exciting conference coming up in October and I look forward to seeing everyone there. Please feel free to contact me with any inquiries about the journal at kdaigle@se.edu. This is a very exciting time in our history with the shift and name change (SHAPE America) of our national organization and I would like to thank you in advance for your continued service and support of OAHPERD. See you at the conference!

Thank you,

Kay Daigle
OKLAHOMA HEALTH HEROES CALL TO ACTION

2014 OAHPERD CONVENTION PROGRAM

October 6-7, 2014

Nigh University Conference Center

University of Central Oklahoma

Monday, October 6, 2014

Registration Opens at 8:00 A.M. in Nigh University Center (NUC) Room 326

Exhibits Open at 9:00 A.M. in NUC Ballroom A

9:00 AM-12:00 PM

Outdoor Initiatives
This session will focus on outdoor initiatives that anyone can use to engage students in cooperative problem solving techniques.
Room: Lake Arcadia Boathouse (Directions are provided at end of program)
Presenters: Jerel Cowan and UCO Outdoor and Community Recreation Students.

9:00 AM-11:30 AM

Kinesthetic K.I.D.S.

Kinesthetic Instructional Differentiation Strategies: Can you change a brain? Can learning and memory capacity increase? Can the brain be primed for improved learning?
Find the answers in this highly energetic, interactive presentation that summarizes the recent brain research that links movement to learning and shows how it translates into classroom practice. It will highlight kinesthetic teaching strategies that align to educational state standards for the classroom. Come learn kid-tested and kid-approved short, quick, fun lessons that build capacity by teaching reading, math, social studies and science kinesthetically.

Objectives:
1. The professionals will gain insight into how Action Based Learning® reinforces cognition based on the brain research that supports the link of movement to learning.
2. The professionals will gain insight into individual strengths and how to fulfill the needs of each child through movement.
3. The professionals will gain insight into how Educational State Standards in literacy, math, science and academics can be facilitated through movement and music.
4. The professionals will gain insight into how movement and Action Based Learning® anchors learning based on the brain research that supports the link of movement to learning.

Presenter: Jean Blaydes, Neurokinesiologist/Consultant, Action Based Learning, Murphy, TX
Room: NUC Ballrooms B&C
9:00 AM-12:00 PM

High Impact Practices for Sport Coaches

The workshop will include topics of interest for those coaching sports in P-12 schools or university programs. The speakers include university coaches, former Olympian and a Heisman Trophy winner.

Room: NUC Room 300

Presenters:

Cheryl Miller, Langston University Women’s Basketball Coach and a former college basketball player and Sport Caster for TNT. She was also head coach and General Manager of the WNBA’s Phoenix Mercury.

Mike Nunley, Athletic Director, Edmond Schools

Kim Quigley, Registered Dietitian, UCO and Jillian McCarty, ECU

10:00 AM-11:30 AM

Revolutionize Your Teaching with Polar GoFit Heart Rate and Fitness Assessment

Experience Polar technology that will display live heart rate for up to 40 users on your iPad. The data is wirelessly transmitted to polargofit.com making it simple to create individual and group reports to share with students and parents. In addition to heart rate, polargofit.com also allows you to track your student’s fitness assessment data.

Room: NUC Room 301

Presenter: Ali Young, Polar

12:00-1:00 Lunch (facilities located on the second floor of the Nigh University Center).

12:00-12:45

UCO Broncho Social/Pizza Bash

Alumni and friends of the UCO Department of Kinesiology and Health Studies are invited to stop by Wantland Hall and enjoy a slice of pizza and to connect or reconnect with friends and colleagues.

Room: Wantland Hall Gymnasium

11:30 AM-12:30 PM

Shannon Miller, Oklahoma’s own and the most decorated gymnast in American history will be available in the Exhibits area for autographs.
1:00-3:30

**Kinesthetic K.I.D.S. Part Two**

Presenter: Jean Blaydes, Neurokinesiologist/Consultant, Action Based Learning, Murphy, TX

Room: NUC Ballrooms B&C

1:00 PM-2:00 PM

**Physical Activity and Healthy Living**

Join America’s most-decorated gymnast and Edmond, OK native, Shannon Miller, for a presentation that will motivate and inspire. Miller, a seven-time Olympic medalist, will highlight how physical activity----

Presenter: Shannon Miller, 1992 & 1996 Olympian and the only female athlete to be inducted into the US Olympic Hall of Fame Twice (2006 and 2008)

Room: NUC Constitution Hall

2:15-3:15

**Interviewing Techniques and Tips**

From writing a resume to checking out the company, to what to wear to an interview, these job interview tips cover all the basics needed to help you land the job you want. There are no second chances to make a great first impression. Questions are encouraged throughout the presentation.

Room: NUC Rom 301

Presenters: Tia Bennett, NSU; Trey Cone and Jerel Cowan, UCO; and, Vicki Hatton, SWOSU

3:30-4:30

**Physical Education Town Hall Meeting**

Join your colleagues for a discussion of current issues and strategies related to standards and assessment in Physical Education in the P-12 grades.

Facilitator: Stephanie Canada-Phillips and Suzanne Cyrus

Room: NUC Room 300
3:30-4:45

**Mindful Movement in the Digital Age: Body Awareness as Pedagogy**

Higher Education Meeting

College students live amid constant digital distraction, and there are ramifications for learning. Mindful movement pedagogy pays cognitive, social, psychological, and well-being benefits. Walk your talk as OAHPERD educators by helping students improve their lives via movement that enriches mind, body, and GPA while outfitting them for more life success.

Room: NUC Room 301

Presenter: Jeff King, Executive Director of UCO’s Center for Excellence in Transformative Teaching & Learning.

5:00 PM-6:30 PM

**OAHPERD Honors and Awards Reception**

Facilitator: Stephanie Canada-Phillips, OAHPERD President

Room: Nigh University Center 326

6:30 PM

**Social for Mark Giese, OAHPERD Executive Director**

Join us as we say “Thank You” to Mark for serving as our Executive Director. Mark will resign from his position on November 14, 204. Cash Bar will be available.

Room: Nigh University Center 326
Tuesday, October 7

Registration Opens at 8:00 A.M. in Nigh University Center (NUC) Room 326

Exhibits Open at 8:00 A.M. in NUC Ballroom A

8:00 AM-8:50 AM

Assessing the Basketball Dribble through the RETRY-REFINE-REBUILD Motor Learning Principle
Audience will experience the RETRY-REFINE-REBUILD motor learning principle using the basketball dribble. Faulty mechanics in the skill will be taken through these motor learning skills.
Room: NUC Ballroom B
Presenters: Danielle Chrzanowski and Vanessa Fiaud, West Texas A&M University

8:00 AM-8:50 AM

Move into Learning
Learn new engaged cardio warm-ups transitioning from the basic style warm-ups. Learn how it has improved class participation, behavior, and total atmosphere of the class. You do not have to be an expert at dancing.
Room: NUC Ballroom C
Presenters: Stephanie McCrary, Yukon Schools and Sara Headrick, Deer Creek Schools

8:00 AM-8:50 AM

Geocaching: Outdoor Treasure Hunt
This session will explore the use of the Geocaching App and GPS navigation tool to promote outdoor physical activity. Participants in the session will be expected to go outdoors and find hidden treasure using Geocaching.
Room: NUC Room 314
Presenters: Marki Payne, Stephanie Boss, Angelica Lopez, and Tahnee Whigham, Cameron University
8:00 AM-8:50 AM

**Understanding the Leadership Equation (PE= Praise and Enthusiasm)**

Someone once said, “To be a great leader, you must possess the ability to both look down the road and around the corner as well!” Becoming and remaining a viable physical education leader is a journey often filled with much hard work, luck, and opportunity. Discover if you have what it takes to be the next generation of Physical Education Leaders!

Room: NUC Room 301

Presenter: Artie Kamiya, President of Great Activities Publishing Company and Founder of the National Physical Education Institute.

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8:00 AM-8:50 AM

**Creative and Fun Ideas for Improving Balance of Older Adults**

The presenters will explain why balance training is important. Additionally, presenters will demonstrate and discuss creative methods to improve balance in older adults.

Room: NUC Room 300

Presenters: Antonio Ross, Michelle Miller, and Melissa Powers, UCO

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8:00 AM-8:50 AM

**Global Perspective on Physical Education**

The presenter will share her experiences and perspective on teaching Health and Physical Education at an International School representing over 20 countries on the small island of Mauritius, Africa.

Room: NUC Room 304

Presenter: Krista Fagala, UCO

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9:00 AM-10:20 AM

**Oklahoma Health Heroes Call to Action**

**OAHPERD General Session**

Facilitator: Stephanie Canada-Phillips, OAHPERD President

Room: NUC Constitution Hall (Room 200)
10:30 AM- Noon

**OAHPERD Research Poster Presentations**

Stop by and review the various research studies conducted by OAHPERD members during the previous year.

Facilitator: Kay Daigle

Room: Front of the NUC Ballrooms on 3rd floor

10:30 AM-11:20 AM

**Teaching More than Just Games**

ABC 123 I Love PE! Learn games and activities that get your students up and moving that incorporate math, language art skills, and much more.

Room: NUC Ballroom B

Presenters: Donna Murray and Rebecca Lewis, Broken Arrow Schools

10:30 AM-11:20 AM

**Common Core and You: Making Connections**

This session will examine the Common Core State Standards Initiative and S.T.E.M. through the eyes of a physical educator. You’ll experience fun activities that optimize learning and make administrators smile; then leave with free lesson plans and authentic assessment tools you’ll want to use with your students tomorrow.

Room: NUC Ballroom C

Presenter: Courtney Sjoerdsmma, SPARK PE

10:30 AM-11:20 AM

**Developing a Resume for the Job Search**

Three types of resumes will be presented as well as to how to develop a resume. Recreation careers will be highlighted though resume basics will still apply.

Room: WAH 04 Computer Lab

Presenter: Kevin Fink, Oklahoma State University
10:30 AM-11:20 AM

**Double Goal Coaching: Winning On and Off the Field**

Learn how a Double Goal Coach strives to win on both the scoreboard and teaching their players skills that will last a lifetime.

Room: NUC Room 300

Presenter: Jim Bonfiglio, Casady School in Oklahoma City

10:30 AM-11:20 AM

**1Touch Self-Defense for People Who Are Visually Impaired/Blind**

1Touch self-defense program addresses the specific needs of the blind and visually impaired. This session will give the audience a brief introduction to the program.

Room: NUC Room 320B

Presenter: Tera Webb, Oklahoma School for the Blind

10:30 AM-11:20 AM

**7 Steps to Design a Plyometric Program**

Seven how-to-steps for proper program design of plyometric exercise for any level of client/athlete in order to enhance activity performance and reduce non-contact injuries.

Room: NUC Room 304

Presenter: Jason West, University of Tulsa

10:30 AM-11:20 AM

**Professional Sports Management**

The presenter will discuss the impact of the Thunder Basketball Team on OKC and the state of Oklahoma.

Room: NUC Room 301

Presenter: Mac Maddox, OKC Thunder Basketball Team
10:30-11:20 AM

**Evaluation of Run2B: A Youth Running Club**

This session will provide an overview of a four-week running club program developed specifically to enhance participant self-concept as well as spring and endurance speed. The project was funded by an OAHPERD grant.

Room: NUC Room 312

Presenters: Tim Baghurst, Tyler Tapps, Chris Jayne, and David Bacher, OSU

10:30 AM-11:20 AM

**Carrots and Making it Stick: Incentives for Creating Healthier Schools**

The Healthy Schools Incentive Grants promote wellness by offering grants to school districts and individual schools that adopt health-promoting policies that encourage students and staff to eat better, move more, and be tobacco free.

Room: NUC Room 314

Presenter: Sharon Howard, Program Manager for the TSET Healthy Schools Incentive Grants

11:30 AM-12:20 PM

**PE Games for the Brain**

PE Games for the Brain will include activities that will incorporate literacy and math into the gymnasium. All games are focused on elevating the student’s heart while increasing knowledge in these two subjects. Be prepared to break a sweat, test your skills, and have fun during this interactive presentation.

Room: Activity

Presenters: Teddy Harbaugh, Charley Daniel, Courtney Clymer, and Mike Carter, Tulsa Health Department’s It’s All About Kids Program

11:30 AM-12:20 PM

**Challenging the Status Quo: Just Playing Games Has Got to Go!**

This activity session will assist elementary physical education teachers to create a stronger focus on skill development versus providing moderate-to-vigorous physical activities alone. During the past 20-25 years, the widespread acceptance of popular physical education curricula has tipped the scales towards “playing games” versus the real focus of physical education: teaching skills. Find out why our nation’s “daily game diet” is something every PE teacher needs to worry about!

Room: Activity

Presenter: Artie Kamiya, President of Great Activities Publishing Company and Founder of the National Physical Education Institute.
UCO’s Institute for Coordinated School Health (ICSH): Assisting in the Implementation of the Merged Coordinated School Health and the Whole Child Initiative

This session introduces the Whole School, Whole Community, Whole Child model. This new model addresses the health, well-being, and academic growth of students.

Room: NUC 314

Presenters: Sara Cole and Rachelle Franz

Water Safety Instruction: Private or Community Swim Instruction Differences

No description

Room: NUC Room 312

Presenter: Terry Shannon, Oral Roberts University

Biomechanics Assignments for the Millennials

The presenter will introduce interactive assignments that target the millennials and addresses Biomechanical concepts such as linear kinematics, angular kinematics, etc.

Room: NUC Room 300

Presenter: Vanessa Fiaud, West Texas A&M University

Cultivating a Culture of Wellness to Improve Childhood Health

Research suggests that a healthier school environment can result in greater academic achievement and healthier lives for students, staff and community. The Alliance recognizes that schools are very powerful places to teach young people academic skills they need to succeed, but also healthy life skills. The Alliance launched the Healthy Schools Program in 2007 to provide schools with a comprehensive approach to helping schools create access to healthier foods, increase physical activity opportunities, enhance nutrition and implement school employee wellness programs. This presentation will give a description of our National Organization and discuss the importance of cultivating a culture of wellness in schools across the nation to improve childhood health.

Room: NUC Room 304

Presenter: Michelle Carlton, The Alliance for a Healthier Generation
11:30 AM-12:20 PM

**Exercise: Kids Are Not ‘Little Adults’**

This presentation will identify and discuss kids’ physiological responses to acute exercise and adaptations to chronic training. Existing recommendations/guidelines for exercise prescription will be examined and explored.

Room: NUC Room 320B
Presenter: Darla Fent, UCO

11:30 AM-12:20 PM

**Functional Fitness Evaluation of Older Adults**

Various cardiorespiratory and musculoskeletal fitness tests will be explained and demonstrated to evaluate functional fitness levels of older adults.

Room: NUC Room 320C
Presenter: Ahmet Ozturk, NSU

11:30 AM-12:20 PM

**The Bottom Line of Sports Management**

The program will cover a description of the discipline, brief history, areas of study, levels of degrees, job market, and the future of the profession.

Room: NUC Room 301
Presenter: Bo Pagliasotti, SWOSU

12:20 PM-1:10 PM Lunch

Join your colleagues for lunch in Legends (2nd floor NUC) or Food Court (also located on the 2nd floor)

12:20-1:10 PM

**JRFH/HFH Luncheon (Invitation only)**

A special invitation to our JRFH/HFH Event Coordinators to join Jennifer Jones from the American Heart Association to celebrate another successful year.

Facilitator: Susan Lalman, OAHPERD Jump and Hoop for Heart Coordinator
Room: NUC Room 326
12:20-1:10

**Past Presidents’ Luncheon (Invitation only)**
Facilitators: Bob Christenson and Donna Cobb
Room: NUC Room TBD

1:15 PM-2:10 PM

**Awesome Heart-Healthy Dances!**
Are you “dance phobic”? Born with two left feet? Please don’t let a little thing like that stop you from attending and enjoying this fun and upbeat session designed to instantly boost your Dance IQ. Learn a variety of instant cardiokickstarters, No-Fault Zone dances, and other inviting ways to integrate dances into your elementary PE program.
Room: NUC Ballroom B
Presenter: Artie Kamiya, President of Great Activities Publishing Company and Founder of the National Physical Education Institute.

1:15 PM-2:10 PM

**Leave-No-Trace Outdoor Practices**
This session will address outdoor practices that Physical Educators can use to show how to engage students while teaching about wise use of the outdoors.
Room: NUC Ballroom C
Presenter: Jerel Cowan, UCO and Master Educator Instructor for Leave-No-Trace

1:15 PM-2:10 PM

**Pickleball: America’s Fastest Growing Sport, Taking Oklahoma by Storm!**
Pickleball is growing through many community programs with over 200,000 people playing and 25,000 locations throughout the USA. OKC alone has over 200 members and 10 locations to play. Teachers and leaders are needed to handle the demand of America’s fastest growing sport, Pickleball.
Room: WAH Gymnasium
Presenters: Vicky Noakes and Sherry Prince, United States Pickleball Association
1:15 PM-2:10 PM

Super Heroes for Health: Innovative Health Lessons for the Classroom and Beyond

Each of the Super Heroes for Health will present a unique health lesson or activity that can be used in a health classroom, physical education, and beyond.

Room: NUC Room 314

Presenters: Mary Nix, James Strahorn, Cody Hill, Krista Fagala, and Rachelle Franz, UCO

1:15 PM-2:10 PM

How to Plan and Conduct a Jump/Hoops for Heart Event

Experienced Jump and Hoops for Heart coordinators will share best practices around developing an event. This is an interactive session as participants will have ample opportunity to discuss and share their own best practices.

Room: NUC 326

Presenters: Susan Lalman OAHPERD Jump and Hoop For Heart Coordinator, Morrison Public Schools Physical Education Teacher and Denise Douglas, NBTC, Yukon Public Schools Physical Education Teacher

1:15 PM-2:10 PM

Mad for iPad

Experience physical education “APP all-stars” and actively learn how to use them in class settings. Leave with free access to a website that reviews/recommends the best PE/Health related APPS.

Room: NUC Room 301

Presenter: Courtney Sjoerdsma, SPARK PE

1:15 Pm-2:10 PM

Healthier Life…Healthier You

It’s time to get real about your health! This presentation will discuss a good prescription for overall health. It’s not about dieting to lose weight. It’s about wellness-eating right and living right to feel good. It’s never too late to make a change!

Room: NUC Room 300

Presenter: Tia Bennett, NSU
1:15 PM - 2:10 PM

**Bringing the Oklahoma River to Schools Across Oklahoma**

The OKC Boathouse Foundation oversees the world class Boathouse District associated youth programs, events, and attractions. OKCBF is launching an innovative free initiative to provide access to the equipment, attractions, and services both in schools and at the river.

Room: NUC Room 320B

Presenter: Mike Knopp, Executive Director of the Oklahoma City Boathouse Foundation

1:15 PM - 2:10 PM

**The FitnessGram Initiative**

The presentation will cover Oklahoma’s statewide rollout of FitnessGram with emphasis on how schools can benefit from assessment data collected.

Room: NUC Room 304

Presenter: Bill Cash, Physical Activity Specialist at the OK State Department of Health

1:15 PM - 2:10 PM

**New Research in Exercise Science and Debunking Fitness Myths**

A review of recent research findings in the area of Exercise Science; some that cast doubt or contradict commonly held practices in Exercise Science.

Room: NUC Room 320C

Presenter: Michael Reed, SEOSU

1:15 PM - 2:10 PM

**Raising an Edible School Garden and Building an Outdoor Classroom**

The session will focus on the importance of school gardening, set-up, and sustainability. It will be followed by a student led discussion and Q and A session.

Room: NUC Room 312

Presenter: Kate Waring-Jones, Putnam City Schools
Anytime…. Anywhere Workout

This convenient workout can be performed anytime, anywhere by anyone who has a desire to get into shape. This workout begins by warm-up with dynamic stretches then transitions to upper and lower body-weight exercises and ends with static stretches for the cool-down process.

Room: NUC Ballroom B
Presenter: T.J. Fleetwood, NSU

Teambuilding Initiatives

These fun teambuilding initiatives get participants moving, thinking, and communicating.

Room: NUC Ballroom C
Presenter: Chad Stangl, Northeastern State University

Differences between Genders on Strength, Recovery, and Endurance-times with Fatigue

This is a presentation about gender differences with strength and endurance time with fatigue.

Room: NUC Room 314
Presenters: Eric Conchola and Ryan Thiele, OSU

“I Tweet Physical Education” and So Should You!

This session will assist K-12 physical education teachers with all of the “keys” for opening the doors of Social Media (i.e., Twitter, Facebook, Google+, Pinterest, etc.) with style and grace. Find out why every PE teacher needs to unlock the power of popular social media platforms as to increase student learning and engagement, greater levels of student-led assessment, and a greater willingness to lead physically healthy lives!

Room: NUC Room 301
Presenter: Artie Kamiya, President of Great Activities Publishing Company and Founder of the National Physical Education Institute.
2:20 PM-3:15 PM

**The State of the Union of Fitness Testing**

Developing a fitness battery can consist of various components of health or performance. Stop by to learn how to develop a valid and reliable fitness battery based upon the goals of your clients.

Room: NUC Room 300

Presenter: Jason West, University of Tulsa

2:20 PM-3:15 PM

**Assessment, Sportfolio, and Literature- Oh My!**

Learn how easy it can be to integrate literacy into PE and new ways to be able to show assessment in our classes. Sportfolio’s are great for checking what our students know and showing parents what they’ve learned.

Room: NUC Room 304

Presenters: Sara Headrick, Deer Creek Schools and Stephanie McCrary, Yukon Schools

2:20 PM-3:15 PM

**Examining Healthy Eating and Active Living through Community Photo-Mapping**

A community in Oklahoma piloted a photo-mapping approach assessing their built environment related to physical activity and healthy eating. Photograph themes were participant created.

Room: NUC Room 320B

Presenter: Kevin Fink and Kristin Zwerneman, OSU

2:20 PM-3:15 PM

**Have a Seat… Or Not**

Sitting too much can be detrimental to your health. This presentation will discuss the dangers of sitting for long periods in occupational and leisure time.

Room: NUC Room 320C

Presenter: Brett Dickson, UCO
In Memoriam
By Nicki Keele

Karen S. Rodenberg

Karen Sue Rodenberg was born Jan. 13, 1952, in Enid, Okla., to Kenneth and Gloria (Gramlich) Rodenberg and passed away on Sunday, May 18, 2014, in Mesa, Ariz.

Karen grew up on the family farm and graduated from Drummond High School in 1970. She graduated from Oklahoma State University in 1974, with a bachelor of science degree in physical education and in 1979 with a master of science degree.

For more than 36 years, Karen worked in the education field, serving as a coach; teacher; elementary, high school and middle school principal; athletic director; and school superintendent. She was known affectionately as “Miss R” by her students.

She coached girls’ basketball, volleyball, track and softball. She began her career with Enid Public Schools, serving as a high school and elementary school physical education teacher from 1974-78. She was the girls’ basketball coach and science teacher in Cyril Public Schools from 1980-82. She was the girls’ basketball coach and science teacher in Greenfield Public Schools from 1982-84. In Ripley Public Schools, she served as girls’ basketball coach, science teacher and athletic director from 1984-1988. In 1988, she was named Coach of the Year by the Stillwater NewsPress All Area Basketball Teams and received a citation from the Oklahoma Senate. In 1988-1989, she served as a physical education teacher for the Los Angeles unified school district in Los Angeles, Calif. From 1990-91, she was the elementary school principal at Caney Valley Public School and from 1991-1998 she served as middle school principal for Woodland Public Schools. She served on the faculty in the biochemistry department, writing grants, at Oklahoma State University from 1998-1999. She became the Aline-Cleo Elementary School principal from 1999-2001. She served as the superintendent, high school and elementary school principal at Waukomis Public Schools from 2000-2005. In 2005, she was awarded the Award of Excellence by Waukomis Masonic Lodge for her dedicated efforts to the students of Waukomis Public Schools. She was athletic director at the Boone-Apache school district from 2005 until her retirement in 2010. In 2010, Karen retired to the Good Life Resort in Mesa, Ariz. While at Good Life, she served as the assistant activities director until 2013.

Karen had a larger-than-life personality and a huge heart and touched the lives of so many students, friends and family. Who can forget her booming voice, foot stomp and sense of humor? She believed it was important to live a life full of confidence, purpose and passion. She believed everyone was special and had a unique contribution to make. She loved the Lord, her family, friends and students. She was a lifelong member of Salem United Methodist Church in Drummond. Karen was preceded in death by her parents, Kenneth and Gloria Rodenberg, and uncles, Charles and Don Gramlich. She is survived by her aunt, Pat Lamons of Keller, Texas; her uncle David and aunt Mitzi Rodenberg of Drummond, Okla.; her uncle James and aunt Beverly Rodenberg of Owasso, Okla.; her aunt Dorothy Gramlich of Riverside, Calif.; and many cousins and dear friends. Karen will live on in our hearts, and she will never be forgotten. Memorials, in lieu of flowers, can be made to Salem United Methodist Church, P.O. 120, Drummond, OK 73735 or American Heart Association. A memorial service was held at the Salem United Methodist Church in Drummond, OK on June 8, 2014.

A memorial service will be held at Good Life Resort in January 2015.

Submitted by family
Printed in the Enid News Eagle June 1, 2014
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.
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. Kay Daigle (kdaigle@se.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.

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Risk Factors Affecting Childhood Obesity: A Preliminary Study

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Abstract
Knowledge of nutrition, such as servings per day, naming fruits and vegetables, and how food gives energy, are important to learn in promoting a healthier lifestyle. Health educators should be using methods to ensure that students have knowledge of what should and should not be put into their bodies. This is important as their family may not have the education to know what their child’s nutritional needs are (Baskale & Bahar, 2011). Therefore, the purpose of this article is to present a review of school nutrition education interventions in Oklahoma before providing a two-lesson plan to educate elementary children on nutritional topics. In addition, this article provides an effective method for assessing the effectiveness of the lesson plans, which are easily integrated into other subjects such as math and reading. Lessons and assessments are provided with an explanation of how they should be used in order to determine improvement of children’s nutritional knowledge immediately following the lessons as well as long-term.

Although the definition of obesity and overweight has changed over time, it can be defined as an excess of Body Fat. Childhood obesity has reached epidemic levels in developed countries. This includes the United States of America which has twenty-five percent of children that are overweight and 11% are obese. To put it into perspective, about 50% of the adults are overweight and obese in many countries, and it is difficult to reduce excessive weight once it becomes established. About 70% of obese adolescents grow up to become obese adults. Overweight and obesity in childhood are known to have a significant impact on both physical and psychological health. This disorder is believed to have multiple causes including environmental factors, such as where you live and the health of your family members; lifestyle preferences, such as TV watching, video game playing, and physical activity; and cultural environment like economic status of your family and area, and education level of family members play pivotal roles in the rising of obesity worldwide (Dehghan, Akhtar-Danesh, & Merchant, 2005).

An inverse socioeconomic gradient for childhood obesity, health, and overall well-being exists. Poor physical health during childhood sets children on a downward trajectory and leads to chronic disease and degenerative conditions during adulthood. Low- and middle-income parents must manage modest household budgets that may not consistently allow for essential resources let alone seemingly expendable items like fruits and vegetables. During the current economic crisis, parents are concerned about their employment status, losing health care benefits, and are working longer hours to earn moderate wages (Sealy, 2010).

Several recent studies in children and adults report that the relationship between TV viewing and obesity is independent of physical activity or fitness level. Children who watched more hours per day of TV and those who watched TV for longer periods of time were less likely to engage in physical activity. Studies show that the amount of time spent viewing the TV and playing video games are significantly related to the prevalence of childhood obesity (Dennison, Erb, & Jenkins, 2002). Watching TV and playing video games all day will help your child become obese or overweight
because all they are doing is setting down and eating and not doing any type of physical activity.

The role of physical activity in contributing to the physical, psychological, and social health and development of children cannot be underestimated. Research suggests that physical activity levels during childhood could partially predict physical activity levels in adulthood (Bois, Sarazzin, Brustad, Trouilloud, & Cury, 2005). Insufficient physical activity is widely acknowledged as one of the primary mechanisms underlying the rise in excess body weight (Veugelers & Fitzgerald, 2005).

Children are more at risk to become overweight or obese if their parents are obese. Parents have a big influence on their child’s life. Research has shown that two-thirds of adults are either overweight or obese. This means that there is a higher risk for children to become obese. Parents reported that they ate less fast food as children than their children currently consume (Sealy, 2010). Children living in low-income areas are at higher risk to being obese because their mothers are more likely to be obese (Jain, Sherman, Chamberlin, Carter, Powers, & Whitaker, 2001).

Childhood obesity has become a public health problem in industrialized nations. There are many risk factors that contribute to children becoming obese or overweight. A few of these factors include physical activity levels, amount of TV watched and video games played, socioeconomic status, education levels and income of parents, and influence of parental obesity. A child being obese affects more than just their health and their body; it also affects self-esteem and has negative consequences on cognitive and social development. There are also many health conditions that come from being obese such as type 2 diabetes, hypertension and hypercholesterolemia, and cardiovascular disease. There are many ways to help with preventing childhood obesity and this need to be taken into action (Veugelers, Fitzgerald, 2005).

**Problem Statement**

This research needs to be conducted because obesity is the leading preventable cause of death worldwide. Obesity isn’t only a gain of weight but it can increase the likelihood of various diseases, particularly heart disease, type 2 diabetes, breathing difficulties during sleep, certain types of cancer, and osteoarthritis. By doing this study, it can help parents see the factors that affect or don’t affect obesity and then they can help their children.

**Purpose of Study**

The purpose of this study is to find out whether or not the risk factors affected childhood obesity and also to educate the public on the main factors that cause childhood obesity in hopes of parents trying to make changes that could better the life of their children.

**Significance of study**

The outcome of this study will hopefully change the way educational programs in school deal with obesity. Children as well as adults need to be educated on being preventative. This could also make major changes to our society by providing healthier food in schools, making healthier foods more affordable, and getting children to be more active.

**Organization of study**

The introduction of this study offers background information on the subject and outlines the context of the problem being investigated. The following sections outline the literature relevant to this study as well as outlining the selection of the population and sample. A detailed procedure of how this study was conducted and data analysis of this study are also presented.

**Hypothesis**

**Hypothesis 1**- Since there is literature supporting income levels of parents affecting obesity, it is hypothesized that socioeconomic status does affect obesity.

**Hypothesis 2**- Since there is literature supporting amount of video games played affecting childhood obesity, it is hypothesized that income level does affect childhood obesity.

**Hypothesis 3**- Since there is literature supporting the amount of TV watched affecting childhood obesity, it is hypothesized that the amount of TV watched and video games played do affect childhood obesity.

**Hypothesis 4**-Since there is literature supporting physical activity levels affecting childhood obesity, it is hypothesized that physical activity levels do affect childhood obesity.

**Hypothesis 5**- Since there is literature supporting educational status of parents affecting childhood obesity, it is hypothesized that the educational status of parents does affect childhood obesity.

**Hypothesis 6**-Since there is literature supporting obese family members affecting childhood obesity, it is hypothesized that having obese family members affect childhood obesity.

Obesity is the consequence of an imbalance between energy expenditure, energy consumption, and energy.
Overweight and obesity were defined using the international body mass index cut-off points established for children and youth (Veugelers & Fitzgerald, 2005). These cut-off points are based on health related adult definitions of overweight (> 25 kg/m²) and obesity (> 30 kg/m²) but are adjusted to specific age and sex categories for children (Veugelers & Fitzgerald, 2005).

Childhood Obesity

Childhood overweight and obesity rates are rising at an alarming rate. Numerous individual, family, community, and social factors contribute to overweight and obesity in children and are explored (Lawrence, Hazlett, & Hightower, 2010). If left unaddressed, the epidemic of childhood overweight and obesity may lead to amplified problems for individual children-including acute and chronic physical and psychological complications-and for the larger society. Overweight and obesity are characterized as chronic physical illnesses with associated chronic health complications and psychosocial implications (Lawrence, Hazlett, & Hightower, 2010). The prevalence of overweight and obesity in children, as defined by the presence of a body mass index for age ranging from the 85th to greater than the 95th percentile, is currently three times higher than it was in the 1980s (Lawrence, Hazlett, & Hightower, 2010). The prevalence of overweight among children has dramatically increased. Overweight in children can result in a variety of adverse health outcomes, including type 2 diabetes, obstructive sleep apnea, hypertension, dyslipidemia, and metabolic syndrome (Daniels, Arnett, Eckel, Gidding, Hayman & et al, 2005). Childhood overweight is one of the most important current public health concerns. (Daniels, Arnett, Eckel, Gidding, Hayman & et al, 2005). Childhood obesity has doubled over the past three decades with the highest percentage being African American, Hispanic, and Native American children. A child having increased weight puts them at risk for chronic disease, low quality of life, and poor health outcomes (Sealy, 2010).

Socioeconomic Status

Factors associated with lower income neighborhoods influence the overweight and obese status of children in these neighborhoods. Socioeconomic disadvantages are often a risk factor for overweight and obesity in children (Lawrence, Hazlett, & Hightower, 2010). Lower income neighborhoods and communities are often less safe, with higher crime rates, than higher income areas. Subsequently, children’s ability to spend time out of doors engaged in physical activity may be diminished (Lawrence, Hazlett, & Hightower, 2010). It is important to note that lower income areas may have fewer recreational activities and supermarkets with fresh and inexpensive produce. Low-income areas often have more fast-food restaurants and fewer healthy and affordable options (Lawrence, Hazlett, & Hightower, 2010). An inverse socioeconomic gradient for childhood obesity, health, and overall well-being also exists. Low and middle-income parents must manage modest household budgets that may not consistently allow for essential resources let alone seemingly expendable items like fruits and vegetables (Sealy, 2010). The incidence of overweight and obese children, especially those from low-income and minority backgrounds, continues to rise (Kelly & Patterson, 2006).

Television Viewing and Video Games

Television viewing is associated with obesity among school-aged children, adolescents, and adults. Children from families with lower educational attainment spend more time viewing TV than children from more highly educated families (Dennison, Erb, & Jenkins, 2002). Minority children watch more hours per week of TV than white children. Children who watched more hours per day of TV and those who watched TV for longer periods of time were less likely to engage in physical activity (Dennison, Erb, & Jenkins, 2002). It is of note that a TV set in the child’s bedroom was more strongly associated with increased risk of child overweight than the child’s weekly TV viewing hours, after adjustment for potential confounders, including race/ethnicity, maternal education, and maternal obesity (Dennison, Erb, & Jenkins, 2002).

Physical Activity

The role of physical activity in contributing to the physical, psychological, and social health and development of children cannot be underestimated. Research has demonstrated a moderate association between physical activity levels and physical health variables for children (Bois, Sarrazin, Brustad, Trouilloud, & Cury, 2005). Physically active children tend to have lower blood pressure levels and more favorable blood lipid profiles than sedentary children. In addition, research suggests that physical activity levels during childhood could partially predict physical activity levels in adulthood (Bois, Sarrazin, Brustad, Trouilloud, & Cury, 2005). Active participation in sport an exercise has beneficial social and psychological effects, such as increased social acceptance, and elevated self-
esteem and feelings of well-being (Bois, Sarazzin, Brustad, Trouilloud, & Cury, 2005). A possible risk factor for weight gain in adolescents could be a strong decline in physical activity level that is commonly observed in the stage of puberty, especially between the age of 13 and 17 years (Croezen, Visscher, Bogt, Veling, & Haveman-Nies, 2009). Insufficient physical activity is widely acknowledged as one of the primary mechanisms underlying the rise in excess body weight (Veugelers & Fitzgerald, 2005).

**Income of Parents**

Low-income preschool children have historically been regarded as at-risk for under nutrition. However, the prevalence of overweight in this group has recently increased. Low-income mothers whose parenting skills allow them to impose more structure and control on their children’s eating and activity patterns are more likely to prevent obesity in their children (Jain, Sherman, Chamberlin, Carter, Powers, & Whitaker, 2001). Children who live in high-income neighborhoods were half as likely to be obese and overweight than as their classmates who lived in low-income neighborhoods (Veugelers, Fitzgerald, 2005).

**Influence of obese family members**

Children may be at particular risk for later obesity because their mothers are more likely to be obese, and parental obesity increases the risk for offspring obesity, probably through sharing of both genetic and environmental factors. When explaining their attitudes and behaviors regarding children’s weight, mothers consistently intermingled anecdotes about their own weight histories, both as children and adults (Jain, Sherman, Chamberlin, Carter, Powers, & Whitaker, 2001). Mothers described feeling ambivalent about their own weight status and whether being overweight was a problem in their lives. Mothers believed they were unlikely to affect a child’s biological predisposition to be overweight (Jain, Sherman, Chamberlin, Carter, Powers, & Whitaker, 2001). Children who have two parents who are obese or overweight may have a genetic susceptibility to being overweight; a slight increase in food consumption may result in a larger weight gain for a child with overweight parents compared with a child with no overweight parents (Lawrence, Hazlett, & Hightower, 2010).

**Educational levels of parents**

Among mothers without any college education, only 11% of those with an overweight preschool-aged child believed that their child was overweight (Jain, Sherman, Chamberlin, Carter, Powers, & Whitaker, 2001). Children from families with lower educational attainment spend more time viewing TV than children from more highly educated families (Dennison, Erb, & Jenkins, 2002).

**Summary**

Childhood obesity has become a public health problem in industrialized nations. There are many risk factors that contribute to children becoming obese or overweight (Veugelers, Fitzgerald, 2005). A few of these factors include physical activity levels, amount of TV watched and video games played, socioeconomic status, education levels and income of parents, and influence of parental obesity. A child being obese affects more than just their health and their body; it also affects self-esteem and has negative consequences on cognitive and social development (Veugelers, Fitzgerald, 2005). There are also many health conditions that come from being obese such as type 2 diabetes, hypertension and hypercholesterolemia, and cardiovascular disease. There are many ways to help with preventing childhood obesity and this need to be taken into action (Veugelers, Fitzgerald, 2005).

**Research Design**

This was a quantitative study with a survey that assigns number values to the answers. The data collected for each participant were questions asking income level, educational status, physical activity levels, amount of TV watched and video games played, height and weight, and marital status.

**Subjects**

All subjects selected in this study were volunteers willing to take a survey. The volunteers were selected from individuals who were parents. The ages range from 18-55.

**Exclusionary Criterion**

The following exclusionary criteria were used to exclude subjects.
- Participants who have no children
- Participants who have children, not school aged

**Research Instruments**

A survey was administered to the participants to ask questions about their socioeconomic status, income, educational status, amount of TV watched and video games played, physical activity levels, height and weight of children and parents, marital status, and gender.
Procedure

No pilot study was conducted prior to this study. A survey was given out to participants via facebook and survey monkey. If the volunteers were not parents, then they didn’t continue with the survey. The survey is for parents ranging from ages 18-55. They answered questions which include: socioeconomic status, income, educational status, amount of TV watched and video games played, physical activity levels, height and weight of children and parents, marital status, and gender. When I had enough participants that took the survey I then looked at each factor to see if there was any affect towards childhood obesity.

Statistical Analysis

This study was a quantitative study with a survey made for parents. The same questions were given to each participant. Statistical Package for the Social Sciences (SPSS) version 18.0 was used to statistically analyze the data.

Results

Hypothesis 1:

It was hypothesized that since there is literature supporting income levels of parents affecting obesity, it is assumed that there is statistical significance. Analysis of the data yielded that there is actually significance correlated with income of parents and the BMI of their children.

Hypothesis 2:

The hypothesis states that there is literature supporting amount of video games played, therefore it is assumed that there is statistical significance. Analysis of the data yielded that there is a significant difference correlated with the amount of video games played and the BMI of the children.

Hypothesis 3:

It was hypothesized that there is literature supporting the amount of TV watched affecting obesity, it is assumed that there is statistical significance. Analysis of the data yielded that there is statistical significance correlated with amount of TV watched and the BMI of the children.

Hypothesis 4:

It was hypothesized that since there is literature on physical activity levels affecting obesity, it is assumed that there is statistical significance. Analysis of the data yielded that there is a significant difference correlated with physical activity levels of the children and their BMI.

Hypothesis 5:

It was hypothesized that since there is literature on educational status of parents affecting obesity, it is assumed there is statistical significance. Analysis of the data yielded that there is statistical significance correlated with the educational status of the parents and the BMI of their children.

Hypothesis 6:

The hypothesis states that there is literature supporting the influence of obese family members affecting obesity, therefore it is assumed that there is statistical significance. Analysis of the data yielded that there is a significant difference correlated with the influence of obese family members and the BMI of the children.

Discussion

There have been studies done that show the risk factors that affect obesity. If left unaddressed, the epidemic of childhood overweight and obesity may lead to amplified problems for individual children-including acute and chronic physical and psychological complications-and for the larger social environment (Lawrence, Hazlett, & Hightower, 2010). Children that live in high-income neighborhoods are half as likely to be obese and overweight then kids who live in low-income neighborhoods. Having a TV set in a child’s bedroom is strongly associated with increased risk of childhood obesity. Research suggests that physical activity levels during childhood could partially predict physical activity levels in adulthood (Bois, Sarazzin, Brustad, Trouilloud, & Cury, 2005). Children that are from families that have lower education spend more time viewing TV putting them at higher risk for obesity. If the parents are obese, it puts a high risk on the child to be obese. Childhood obesity has become a huge public health problem and there are many risk factors that contribute. These risk factors include income levels of parents, amount of video games played, amount of TV watched, physical activity levels, educational status of parents, and the influence of obese family members.

Summary

This study measured the risk factors that contribute to childhood obesity over the course of 16 weeks. Sixty one females and 4 males who were all parents participated in this study. The age range for the participants was from 18-55. The subjects volunteered to take a survey. They were recruited from facebook and survey monkey. Subjects for this study were excluded if they were not parents and if they were parents but did not have school-aged kids.
A survey regarding childhood obesity was given to the participants. They answered questions which include: socioeconomic status, income, educational status, amount of TV watched and video games played, physical activity levels, height and weight of children and parents, marital status, and gender. There were 200 surveys given out and just 65 were given back.

Findings

- The first hypothesis stated that the income level of parents does affect obesity. After data collection, it was determined that it does in fact affect obesity.
- The second hypothesis stated that the amount of video games played does affect childhood obesity. After data collection, it was determined that it does affect obesity.
- The third hypothesis stated that the amount of TV watched does affect childhood obesity. After data collection, it was determined that it does affect obesity.
- The fourth hypothesis stated that physical activity levels do affect childhood obesity. After data collection, it was determined that it does affect obesity.
- The fifth hypothesis stated that educational status of parents does affect childhood obesity. After data collection, it was determined that it does affect obesity.
- The sixth hypothesis stated that the influence of obese family members does affect childhood obesity. After data collection, it was determined that it does affect obesity.

Conclusions

All the hypothesis ended up being correct. The six factors that were stated to be significant were in fact significant to affecting obesity. The income level of parents, amount of video games played, amount of TV watched, physical activity levels of the children, educational status of the parents, and the influence of obese family members all affect childhood obesity in some way. If the children played more video games and watched more TV then doing physical activities, they are at higher risk of obesity. If parents are overweight, then the children are more likely to be overweight. Obesity is a huge issue all over the world and it can be stopped by looking at these factors and seeing how they do affect obesity.

Recommendations

It is easy to see that the risk factors that were researched do affect childhood obesity. By seeing the factors that do affect obesity, you can then change the lifestyle in which you live. A couple things to do is not let your child just set in their room watching TV and playing video games all day and night. Another thing to do is have them play outside so they can be active. Also if the parent is overweight or obese, they need to work on losing weight so it doesn’t have an impact on their child because if the child sees that their parents is overweight they will think it is ok to be overweight. Obesity can be fixed easily; it is not something hard to research.

References


A 5-Year Review of AAHPERD Poster Presentations in the Area of Sport Education

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Abstract
One desired outcome of k-12 physical education is that all students will have positive experiences during their classes. If students have positive experiences in physical education, they will physically likely be physically active throughout their lives (Barney & Strand, 2008). Unfortunately, for some students the physical education experience has been boring, unnecessary, a waste of time, or just not cool (Rice, 1988). One tool physical educators can manipulate to ensure that student’s have positive experiences in physical education, is the curriculum. Barney and Deutsch (2009) found that the curriculum used in a middle school program played a major role in affecting students’ attitudes, both positively and negatively. In this instance, the middle school students liked the games and activities they participated in, which were made up of mostly team sports.

Introduction
One curriculum model that can be used at all grade levels in physical education is the Sports Education (SE) Curriculum (Siedentop, 1994). The primary characteristics of the SE curriculum are: 1) Seasons, 2) Affiliations, 3) Formal Competition, 4) Culminating Event, 5) Keeping Records, and 6) Festivity (Siedentop, 1994). An example of a SE unit in basketball helps illustrate the above-mentioned characteristics. The season is considered the curriculum unit of activity. The affiliation is the making of teams, which includes giving the teams a team name. The formal competition is the teams playing against each other in their season. The culminating event is a tournament or championship game(s). The festivity aspect of SE is an event in the class to celebrate the conclusion of the season. The SE curriculum as mentioned above is different then a typical activity unit taught in a physical education class in that it provides students an opportunity to participate in many, if not all of the above-mentioned characteristics or parts of the SE curriculum. When physical educators implement the SE curriculum their aim is to achieve the following objectives with their students: 1) develop skills and fitness specific to particular sports, 2) appreciate and be able to execute strategic play in sports, 3) participate at a level appropriate to their stage of development, 4) share in the planning and administration of sport experience, 5) provide responsible leadership, 6) work effectively within a group toward common goals, 7) appreciate the rituals and convention that give particular sports their unique meanings, 8) Develop the capacity to make reasoned decisions about sports issues, 9) develop and apply knowledge about umpiring, refereeing, and training, and 10)
decide voluntarily to become involved in after-school sport (Siedentop, 1994).

The different variables in the SE curriculum have provided researchers the opportunity to highlight and promote the benefits of using the SE curriculum at all grade levels in physical education. One outlet of research that may not be readily discovered are the poster presentations presented at the annual American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) Convention and Exposition. These poster presentations offer the latest research in many sub-disciplines within AAHPERD. One of the fields within the AAHPERD poster presentations is that of Pedagogy. Within the field of Pedagogy, SE is a common topic of research. The purpose of this paper is to discuss recent research specifically focusing on SE from the pedagogy research abstracts that have been presented at the Research Consortium (RC) of recent AAHPERD convention (2009-2013).

Methods
To begin, the researchers reviewed the 2009 to 2013 March issues of Research Quarterly for Exercise and Sport (RQES) to find poster presentations that focused on SE. Of the 476 abstracts; it was found that 13 addressed SE.

Results
The results of the findings from the pedagogy research posters are presented in a short summary statement. The statements are presented in order of years, 2009 to 2013.

2009
**Using SE to enhance self-determination in Students**
The purpose of this study was to examine the influence of SE on student’s self-determination, goal-orientation and perceptions of the motivational climate during a SE season. It was found that the SE curriculum provides students with a beneficial environment for enhancing motivation for lifelong participation in activity (Perlman, Prusak, & Lockwood, 2009). The researcher studied the motivational climate of SE and found that SE does indeed encourage mastery learning from students (Sinelnikov, 2009). This study illustrates that students in SE have a greater likelihood of working on a task/skill, resulting in greater learning.

2010 **Physical Activity in SE and Traditional Units**
The study compared student’s activity levels between two curriculum models, SE and traditional units. The traditional units resulted in higher moderate-to-vigorous physical activity (MVPA) for certain student’s while the overall MVPA results were high for both models. The use of SE in physical education settings is, thus, a viable curriculum format because it can lead to activity levels that exceed national health recommendations (Stockley, Ormond, Schell, Moosbrugger, & DeMarco, 2010). These results emphasize to physical educators that the SE curriculum will provide students with opportunities to have more physical activity during class activities.

**SE Curriculum on Motor Skills**
The purpose of this study was to explore the impact of a SE season on students’ motor skill performances. For this study middle school and junior high school student’s participated in a volleyball season. The results suggested that SE can impact students’ motor skills competencies, particularly at the junior high level. At the very least, the researchers believed that the students’ motor skills levels did not decline, even though students spent time in roles and activities other than playing (Chen, Richards, Blankenship, Templin and Smith, 2010). For physical educators these results highlight that student learning can take place in the SE curriculum.

**SE Model Used to Determine Self-Determination Theory**
The purpose of this study was to study the need for high school physical educators to provide students with motivationally social support and educational experiences within the SE curriculum. The researchers felt that the SE model can help promote a motivationally social supportive educational experience. The primary themes of the study were identified as social support and winning as a team. Social support was further explained through two sub-categories of inclusion and fair play/sportsmanship. The researcher concluded that
time is needed for students to internalize prescriptive features within and educational setting to enhance self-determined behaviors (Perlman & Goc Karp, 2010).

**2011 Behavior Characteristics of a SE season**

This study described teacher and student behaviors as they varied as a function of SE season phases. Results for teacher behaviors included: a) feedback-related behaviors, including specific observation and positive feedback, increased in both rate and percent through the preseason, then generated the highest stable levels during regular season and tournament play; b) positive and corrective feedback comprised equivalent levels during preseason, but then diverged during regular season and tournament play where positive predominated, and c) verbal and modeling were the predominant forms of the instruction, though verbal diminished during tournament play. Results for student behaviors included: a) academic learning time in physical education increased steadily over the entire season and was highest during tournament play at approximately 40%; and b) waiting was highest during regular season and tournament play (Hawkins, Sager, Bulger, Wiegand, & Meeteer, 2011).

**High School Students Experience in SE**

This study examined what motivated and engaged high school students in a floor hockey unit using the SE curriculum model. Two themes emerged from the data. First, the floor hockey unit transformed students from passive into active learners. The transformation was reflected in team autonomy and problem solving through affiliation. Second, smaller teams produced higher engagement and perceived self-worth (Smither, Zhu, & Knott, 2011). The results from this study suggest that high school physical education can positively affect high school students physical education experience.

**2012 Physical Activity Levels During an After-School SE**

This study investigated an after-school basketball season taught using SE. Analysis of data revealed that 1) time spent within and above target heart rate zone increased across the season, 2) time spent below target heart rate zone decreased across the season, 3) higher skilled participants were engaged at greater intensity levels than their lower skilled teammates, and 4) participants averaged at least 50% of class time within or above target heart rate zone 84.6% of the involved lessons (Bulger, Illg, Hawkins, Meeteer, Sager, & Wiegand, 2012). The results of this study can be beneficial to physical educators, along with recreation leaders.

**PETE Students’ Perceptions of SE**

The purpose of this study was to investigate Physical Education Teacher Education (PETE) students’ perceptions of SE in a collegiate advanced basketball class. Three main findings were concluded. First, results indicated that students were empowered in the class because they directed their learning and got to do many tasks that a “teacher” would typically perform. Second, students perceived they would be evaluated on effort, although it was communicated they would be evaluated on performance. Third, students’ perceptions in regard to how the class was taught with the model differed from their basketball experience in high school physical education (James, Brusseau, & Collier, 2012). These results show that PETE students can be positively exposed to the SE curriculum, thus giving them more tools to be better prepared in their first years of teaching.

**High Autonomy Format of SE**

This study examined whether a season designed to be specifically high in a focus on individual competence and autonomy in an SE season would result in student perception of these features. The researchers studied fourth grade students in a rope-jumping season. Most student responses focused on enjoyment and fun, there were sufficient reference to enjoyment and fun to suggest they could distinguish the season as highly autonomous, leading the students to suggest the SE format of rope jumping as preferable to more teacher-directed lessons. These results show that even young students recognize the potential of SE to support self-determined needs and motivation (Layne & Hastie, 2012).

**2013 Elementary Students Participation in SE unit**

Oklahoma AHPERD Vol 51, Issue 3, October 2014
This study investigated the extent to which elementary-aged students could perform the less teacher-directed components of the SE model, namely: 1) performing team duties and skill practices independently of the teacher, 2) playing a modified game without constant intervention from the teacher, 3) successfully officiate games, 4) manage the various organizational tasks involved with a SE season. The results indicated positive student responses to their initial experience with SE and suggest that it has the possibility to be incorporated with students in the early elementary grades (Layne & Hastie, 2013).

**PETE and Non-Majors Experiences in SE**

This study explored college students (PETE majors and non-majors) experiences and receptivity and how their perceptions of the SE curriculum changed during a physical activity class. In the beginning, most students complained because of their lack of understanding of the SE curriculum. Also, implementation at first was time consuming. Eventually, both groups of students did understand the benefits of the SE curriculum for skill improvement and decision-making opportunities during the SE season (Kang, 2013). These results can be helpful for those physical educators who are implementing SE for the first time. By staying with the concepts from the SE curriculum, students will greatly benefit.

**Novel Sport in SE**

The purpose of this study examined a cohort of college students in a 16-week class of futsal (official name of indoor soccer), which was organized around the SE season. It was found that SE as an appropriate pedagogy for higher education PE. SE was considered highly motivating and able to optimize students' understanding of the game (Andre, 2013). The results from this study are promising in the fact that the college students can successfully use and benefit from SE.

**Discussion**

The purpose of this paper is to discuss recent research, specifically focusing on SE, gleaned from the pedagogy research abstracts that were presented at the AAHPERD Convention and Expositions from 2009 to 2013. The research presented within these poster presentations is evidence-based research, strengthening best and appropriate practices that can and should take place in physical education classes.

**Motivational Aspects of SE**

Students of all ages in all grade levels bring attitudes to their physical education classes. These attitudes affect their motivation to participate in class activities. The research completed with the SE curriculum demonstrates that students were presented with a learning environment in the class activities that encouraged them to continue working on skills and feeling comfortable participating in the SE season. These findings from this research can be very valuable when working with different grade levels, skill levels and attitudes of students.

**Professional Development and SE**

The purpose of professional development for teachers is to “make changes in their teaching” (Guskey, 1986). Veteran physical educators may ask, “How do I learn about the SE curriculum?” or “How do I implement the SE curriculum in my current teaching practices?” Professional development can serve as a method of introducing and implementing the SE curriculum for those physical educators who are not familiar or comfortable implementing SE into their teaching. By conscientious efforts from district and state administrators, the SE curriculum can be taught to veteran teachers for the purpose of exposing students to the benefits of the SE curriculum.

**PETE Majors and SE**

Preservice teachers bring many preconceived ideas of how to teach physical education with them to their PETE preparation (Doolittle, Dodds, & Placek, 1983). In many cases these preconceived ideas of teaching physical education are incorrect or inappropriate. Barney and Strand (2006) suggested that PETE faculty have a great responsibility for exposing and preparing their PETE students to proper and appropriate methods of teaching physical education to eventually benefit their students. SE is one curriculum model that can be beneficial for those students who participate in it.
Perceptions of New Populations Being Involved in SE

One of the positive aspects of SE is that any age group can successfully participate in the curriculum. Much of the research dealing with SE has been done with middle school and high school populations. Two new populations that were studied were elementary-aged students (Layne & Hastie, 2013) and the college-aged students (James, Brusseau, & Collier, 2012). The results of the study with elementary-aged students participating in SE can be helpful to elementary physical educators for the fact that this is a new curriculum to implement with these students. It is interesting that the researchers stated that SE “has the possibility to be incorporated” with elementary-aged students. This type of research with this student population opens up many more opportunities for SE research.

SE Affects on Physical Activity Levels

The health of the youth of this country is of great concern. Here again SE provides opportunities for students to be physically active during the class activities with the curriculum. It has been stated that students should be in MVPA for 50% of class time (Malina, 1986). Stockley et., al. (2010) found the SE curriculum to help students reach this percentage of physical activity during class time.

Summary

The overall findings from these studies strengthen the fact that SE is a successful curriculum that can be implemented and can be beneficial at all grade levels. The SE curriculum can help motivate students to greater levels of physical activity, can motivate students to improve skill in a given sport, resulting in learning; and PETE majors found it to be enjoyable and were willing to implement it in their own teaching. The benefits are many and positive when used in physical education classes. The results from these poster presentations have greatly strengthened the literature with regards to the SE curriculum.

The research studies presented in this paper are considered the latest research in the field of SE. The research that has been conducted from the SE curriculum has the potential to affect all grade levels, PETE majors, veteran teachers and those in after-school programs. These poster presentations suggest that SE is a viable curriculum model that can be used at all grade levels, with positive results, such as greater student learning, increased self-efficacy, improved attitudes towards PE and physical activity and others. It is hoped that the information from these SE studies can be disseminated to physical educators in all grades and in schools throughout the state.

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