# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>President's Message</td>
<td>2</td>
</tr>
<tr>
<td>Editor's Message</td>
<td>3</td>
</tr>
<tr>
<td>Executive Director's Message</td>
<td>3</td>
</tr>
<tr>
<td>Board Reports</td>
<td>4</td>
</tr>
<tr>
<td>President's Board Report</td>
<td>4</td>
</tr>
<tr>
<td>Research Section Report</td>
<td>7</td>
</tr>
<tr>
<td>Exhibit Manager Report</td>
<td>8</td>
</tr>
<tr>
<td>Health Board Report</td>
<td>9</td>
</tr>
<tr>
<td>Exercise Science Board Report</td>
<td>9</td>
</tr>
<tr>
<td>Journal Editor Board Report</td>
<td>10</td>
</tr>
<tr>
<td>Physical Education Board Report</td>
<td>10</td>
</tr>
<tr>
<td>Awards</td>
<td>11</td>
</tr>
<tr>
<td>Health Educator of the Year</td>
<td>11</td>
</tr>
<tr>
<td>The Virginia Peters Higher Education Award</td>
<td>11</td>
</tr>
<tr>
<td>Recreation Professional of the Year</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education Teacher of the Year</td>
<td>12</td>
</tr>
<tr>
<td>Adapted Physical Education Teacher of the Year</td>
<td>13</td>
</tr>
<tr>
<td>Betty Abercrombie Scholar Award</td>
<td>13</td>
</tr>
<tr>
<td>OAHPERD Honor Award</td>
<td>14</td>
</tr>
<tr>
<td>Grant Application and Guidelines</td>
<td>15</td>
</tr>
<tr>
<td>Business Section</td>
<td>18</td>
</tr>
<tr>
<td>2012 OAHPERD Convention Report</td>
<td>18</td>
</tr>
<tr>
<td>OAHPERD Strategic Plan</td>
<td>19</td>
</tr>
<tr>
<td>OAHPERD Budget</td>
<td>29</td>
</tr>
<tr>
<td>From the Archives</td>
<td>31</td>
</tr>
<tr>
<td>Peer Review Section</td>
<td>33</td>
</tr>
<tr>
<td>OAHPERD Journal Peer-Review Guidelines for Authors</td>
<td>33</td>
</tr>
<tr>
<td>Leisure Behavior across the Course of Life of Rural Oklahoma Residents</td>
<td>35</td>
</tr>
<tr>
<td>Examining Emotional Intelligence Differences in Athletic Training Undergraduate Students and First-Year Graduate Assistants</td>
<td>47</td>
</tr>
<tr>
<td>Creating and Maintaining a Positive Environment for Students in Middle School Physical Education</td>
<td>57</td>
</tr>
</tbody>
</table>
President’s Message

As President of the Oklahoma Association for Health, Physical Education, Recreation and Dance, I have the opportunity to represent each of you as professional leaders who make an enormous difference in programs and more importantly, in the lives of learners across the state. I applaud your enthusiasm, caring, pride, as well as your dedication to challenging your learners as you inspire them to grow and be successful. In your role as a teacher or program leader, you are the most important individual, next to family, in the day of your children, young adults, adults and seniors. It is an important responsibility with never-ending ramifications for their health and life-long wellness. I challenge you to make every minute, lesson and day count.

I thank you for this leadership opportunity and chance to represent the organization. I look forward to working with the OAHPERD Board & Council, committee members and convention planners this year to strengthen the opportunities as well as services available to our membership. There have already been several changes that should help fortify communications across the state (OAHPERD ListSERV; electronic journal; electronic newsletter) for health, physical education, recreation and dance professionals. As a result of the strong foundation set by the 2011-2012 Board & Council, I have established the following initiatives for this year.

- Provide health and physical education teachers with the tools necessary to navigate the changing horizon related to "CORE" curriculum, teacher performance evaluation, and student learning.

- Acknowledge professional achievement, through the OAHPERD award system, that has had a positive impact on programs as well as individuals in schools, communities, institutes and regional programs of the State of Oklahoma.

- Increase advocacy efforts with more frequency, more amplitude and to more people (including legislators) in an effort to have a positive impact on the lifestyles of the people of the State of Oklahoma.

- Increase our OAHPERD efforts towards Jump-Rope-for-Heart & Hoops-for-Heart activities using both the educational resource documents and the participation events that teach children about the benefits of physical activity.

- Lead by Example... Acknowledge, reinforce, support, participate in and show leadership in quality educational programs that strengthen the message about the values of a healthy lifestyle.

I also ask that you review the goals that have been established by the H, PE, R, & G Division Vice Presidents and see where you can get involved and contribute. The association has room for your participation, we are in need of you and your talents and we welcome your contributions.

As the current President of the Oklahoma Association for Health, Physical Education, Recreation and Dance, I would like to take this opportunity to acknowledge the excellent job the convention planners, Dr. Cobb, Dr. Traywick and the faculty at The University of Central Oklahoma did to organize, as well as to present the 2012 convention. The convention program included over fifty (50) sessions to introduce, reinforce and provide creative activities as professional development in each of the respective HPERD professional areas. This was a GREAT convention and the planners, organizers and the entire UCO faculty should be proud of their professional development service.

Finally, I need to express my appreciation to all the Board and Council members, who are rotating off the board, for their service to the organization and profession. I would like to extend a special thanks to Dana Chambers for her work with the American Heart Association and all the JRFH/HFH event coordinators. Their hard work and efforts to share the knowledge, skills and positive attitude has helped to make Oklahoma a better place to live for students, clients and learners of all ages.

I wish you all much professional success and personal satisfaction in the challenges you encounter.

Bob Christenson

2012 - 2013 OAHPERD President
Editor’s Message

Thank you for helping with the transition between print journals to an electronic journal format. Your support has not gone unnoticed and I appreciate it. I would like to thank Nicole Sump-Crethar for her fantastic work in this transition process. We could not have got the journal up and running without her. This journal has been a trial run for what we believe the journal to be. My goal for the next published journal is to focus on the online development of the Peer review section. I hope to manage articles, authors and reviewers through the website, so that authors can submit to the journal online through the journal website, as opposed to just emailing them to me. This is a very exciting time in OAHPERD’s history. I am very lucky to share in this experience with you.

Thank you

Tyler Tapps

Executive Director’s Message

OAHPERD is attempting to update and promote the “Legacy” and “Retired” members. The Legacy category includes long time members who may or may not be retired and the Retired members are those persons who meet the criteria in the By-Laws. The Legacy membership is not an official category in our organization but they have a special affiliation to us. Several years ago we recorded oral biographies of over a dozen Legacy members and are looking forward to repeating this activity at the fall 2013 convention. Nicki Keele has been active in locating Legacy and Retired members and because most of our information will be going out electronically, we need email addresses for these people. Once our lists are as complete as possible, they will be posted on our homepage and you will be able to assist us in locating those for which we have no information. The Legacy and Retired members serve as the foundation of our organization and we appreciate all of their past service and continued support.

Mark L. Giese
Executive Director
President’s Board Report

Report: 2012 - 2013 President

Submitted by: Robert S. Christenson
robert.christenson@okstate.edu

(O) 405-744-5502
(CP) 405-880-3983

Date Submitted: November 17, 2012

Activities and Progress Report:

11/15/2012 Talked with Dianne Busch, regarding proposal for representation on Governor's Council on Physical Fitness and Sport.

11/15/2012 Responded to several question from B&C members.

11/14/2012 Met with Dr. Phyllis Hudecki, Oklahoma Secretary of Education. Discussed changing the requirement for secondary health and Physical Education; (Highly Qualified / PETE Program graduate first) Modifications for the future... to the regulations on teaching Physical Education; SDE leadership; Shape of the Nation 2012; Discussion on who to approach about getting legislation.

Suggested meeting with Representative Lee Denney (District 33), Chair of the Education Committee

11/14/2012 Sent e-mail reminding B&C members of the Meeting Sat.

V. Anton, S. Canada and I attended a meeting at the State Department of Education with Tiffany Neill and Glen Henry to introduce OAHPERD and discuss CORE Curriculum, teacher evaluation and the potential for OAHPERD to be included as well as shape the "tools" used to evaluate physical education teacher performance in Oklahoma. We also talked about the need for H&PE "Leadership" at the SDE level and legislative opportunities.

(Continued on page 5)
11/2/2012: Meeting with State Senator Jim Halligan, as I indicated to your administrative assistant when making the appointment, the substance of the change is embodied in House Bill 3096 that was presented to the education committee in February.

Regulation to require districts to employ PETE certified teachers

Proclamation for May 1-7, Physical Education and Sport week in OK.

Proclamation for May as Physical Fitness and Sport Month

SDE vacancy - important leadership position

The change I am recommending from what was originally proposed:

I. Beginning with the 2013 – 2014 school year, a school as a condition of accreditation, must first look to fill an opening teaching physical education or exercise class or activity program with an teacher-candidate who has completed an approved physical education teacher education program that is recognized by the Oklahoma Commission for Teacher Preparation and be licensed or certified in physical education. If no highly qualified teacher is available then a school board may engage another less qualified individual.

11/2/2012: Communicated with Jennifer Jones, American Heart Association, Consultant - Youth Market Director for the SouthWest Affiliate about JRFH/HFH Statewide Coordinator and a Professional Development Certificate for those completing an event.

10/31/2012: S. Canada-Phillips, D. Cobb and I had a great meeting with Dean Machell on Wednesday where the discussion components included teacher certification, CORE Curriculum, "Power Players" in the state of Oklahoma who could influence the future of Health & Physical Education and redefining the role and responsibilities for Health and Physical Education moving forward so we are not left out of the educational discussion.

- Communicated with Dr. Giese
- Communicated with Executive Board members
- Communicated with Dr. Cobb
- Communicated with several people about leadership request to represent OAHPERD on Governor's Council.
- Convention organization, session presentation and future-professional communication.
- Worked with the ListSERV
- Worked on the OAHPERD Webpage

- Worked with Tyler Tapps on Journal
- Approve the Grant Program Application

(Continued on page 6)
10/23/2012: Met with Dean Carroll, OSU, to present ideas on changing the regulation related to teacher education. She suggested communication with UCO, Dean Machell as he is the current Chairperson of the Deans Council for the state Teacher Education Institutions.

- Reviewed 2012 convention expenses for 2012-13 budget and 2013 convention
- Worked on filling vacancies on the 2012-2013 B&C and committee appointments
- Reworked the OAHPERD Grant Application
- Communicated with Lu Edwards

Anticipated Plans:

- Set // work on OAHPERD goals
- Work with OAHPERD Strategic Plan
- Communicate with SDE and other legislators
- Follow-up with letters to Gov. Council, SDE and Dr. Hudecki
- Follow-up on B&C 11/17 meeting items

Actions Required by the Board:

- Approve B&C Appointments and adjustments
- Set date for 2013 convention // site selection.
- Approve the Grant Program Application
Activities and Progress Report: We had amazing Poster Presentations at the October 2012 Annual OAHPERD Convention held at the University of Central Oklahoma. The peer-reviewed posters were centrally located on the second day of the Convention (October 16, 2012) during mid-morning (a perfect location and time for maximal viewing participation). There were 17 posters presented, eight of which were student developed and presented. Two $50 awards were presented to student posters based on 1) merit of the research project, 2) quality of the poster presentation, and 3) student presentation of content. The first award went to John Rivera, Sarah Ellison and Isaac Henry for, “Hamstring Flexibility Related to Vertical Jump Performance in College Aged Men.” The second award went to Taniqua Ward for, “LIVESTRONG at the YMCA.”

Anticipated Plans: Continue to solicit both student and faculty research proposals for both poster and oral presentations at the 2013 Annual OAHPERD Convention. Also, continue to pursue the dissemination to university faculty the criteria necessary to obtain OAHPERD Research Fellow status.

Actions Required by the Board: None
Exhibit Manager Report

Report: Exhibit Manager
Submitted by: Susan McLemore
Date Submitted: 11/14/12

Activities and Progress Report: There were 19 exhibitors at the 2012 Annual Conference of OAHPERD. They were housed in the Heritage room of the Nigh University Center. This made it ideal for the exhibitors as the room could be locked at night so exhibitors didn’t have to close down their presentations at night. However, the space in the room limits the number of exhibitors and activity that can take place. There was one problem that needs to be addressed in new business and that is the proper procedure of procuring exhibitors and notifying the exhibits manager and the convention manager. There were several exhibitors who showed up that were not expected by myself or the convention manager or that were last minute additions. With the limited room available and the ordering of tables, table skirts, signs for the table, this made things difficult plus it gave the impression to the exhibitors that we didn’t know what was going on. (which we didn’t)

Anticipated Plans: My future plans are to procure exhibitors for next years’ conference.

To also review, update, and communicate procedures for procuring exhibitors keeping in mind deadlines needed for proper planning of the conference.

Actions Required by the Board: Support in reviewing the procedures, updating them and communicating to the Board & council and members proper procuring and acceptance of exhibitors.
Health Board Report

Name of Committee/Position: Health Division

Submitted by: Samantha B. Summers, VP, and Dee Gerlach, VP elect

Date Submitted: November 17, 2012

Progress report / Anticipated plans:

Contacted area presenters for OAHPERD Convention. Would like to invite and offer payment and cover expenses to present at 2013 OAHPERD convention, Sherri Beeler and Aaron Potter, from Missouri. Expertise is HPERD, have other available to present a cross section of topics, activities for convention. They are interested in pre-conference as well as individual sessions. *Other divisions wanting to partner please contact Samantha or Dee.

Verbal commitments from Theresa Brown, OSU-Tulsa, Honey Brookover, KU, Carrie Taylor Waisner, TPS-HelZar Challenge course.

Anticipated plans:

Follow procedure to secure presenter from Missouri.

It is the intention of this division to work with NE area coordinator and NE Jump representative to promote area events. We will continue to invite for professional non-members to attend workshop and other educators in the area in hopes of gaining members.

Action by the board: None at this time

Exercise Science Board Report

Report: OAHPERD Position: Section Chair – Exercise Science

Submitted by: Jason O. West

Date Submitted: 11/07/2012

Activities and Progress Report:

Growing the exercise science professional membership/participation, and also providing an opportunity for teaching professionals to gain knowledge in exercise science for application within their classroom.

Anticipated Plans:

To have Kim Dawson, M.S. instruct an ACSM CEC Workshop on “Exercise Program Development” on Monday, October 7, 2013.

Actions Required by the Board:

Give permission to begin contractual discussions, followed by approval of contractual agreements.
Journal Editor Board Report

Report: Journal Editor
Submitted by: Tyler Tapps
Date Submitted: November 08, 2012

Activities and Progress Report:

I am currently working with a very intelligent and talented online journal designer to generate a shell for the journal housing. Information will then be converted from word/publisher to PDF for fitting. This is a rigorous process but it will look really awesome and be very easy to access when it is all said and done. We are on pace to have a “basic” level journal for December 15. After this first issue the April issue will provide more time for some small enhancements.

Anticipated Plans: Feedback for this journal can be made to my email address. Tyler.tapps@okstate.edu. We are open to suggestions and be aware that this is a work in progress.

The April journal will focus more on the Peer review section development. Thank you.

Actions Required by the Board:

Physical Education Board Report

Report: OAHPERD Position: Vice-President Physical Education
Submitted by: Jason Hasty
Date Submitted: 11/07/2012

Activities and Progress Report:

I thought everything at UCO went well. I am in favor of returning to UCO next year.

Anticipated Plans:

I have 3 main goals that I would like to focus on for this year:
1. Help to organize the 5 area February workshops/share days
2. Help increase membership
3. Figure out ways to improve our overall image

Actions Required by the Board: N/A
Health Educator of the Year
This award will be given to a health educator in each of the following school levels:

- Health Education Professional of the Year Award - School (K-12)
- Health Education Professional of the Year Award - College/University

The purpose of this award is to encourage and recognize outstanding teaching and professional involvement by educators/professionals in the area of Health Education.

The candidate must be someone who:

1. Has major responsibility for teaching, programming, or administering effective health education programs.
2. Has at least five years experience in the category where they are applying.
3. Serves as a positive role model epitomizing the values and desired outcomes of health education.
4. Utilizes various teaching strategies and incorporates innovative learning experiences based on developmental social and psychological needs of students and/or clients.
5. Shows interest in and sensitivity to the needs of students, clients and fellow professionals.
6. Assumes responsibility for his/her professional growth and evidences professional commitment through membership and involvement in local, state and national health organizations.
7. Currently a member of OAHPERD, AAHPERD, AAHE, and must attend the SDAAHPERD convention.

Please send the following information:
Name:
Place of Employment: Address:
Phone #:
E-mail:

Send nominations to Samantha Summers at samantha-summers@utulsa.edu

The Virginia Peters Higher Education Award
Criteria
The applicant/nominee must be an educator who:

1. Prepares Oklahoma public and private physical education teachers;
2. Oversees, directs and/or advises student teachers in the field of physical education;
3. Serves as a positive role model epitomizing personal health and fitness enjoyment of activity, and sensitivity to the physical and emotional needs of all students;
4. Utilizes various teaching methodologies and plans innovative learning experiences;
5. Is a current OAHPERD member, regularly attends and/or presents at state conventions/workshops;
6. Is a current member of AAHPERD and NASPE and has attended and/or presented at Southern District AAHPERD and/or National Conventions.
7. Nominees shall attach documentation for each of the criteria. Additionally, a letter of recommendation from a department chair or dean should be attached.

Please return the nominations with an accompanying vitae to Trey Cone at tcone@uco.edu
Recreation Professional of the Year
For the purposes of this award, a Recreation Professional is defined as a person who has major responsibility for teaching recreation pre-professional/ professionals of conducting recreation programming and/or administration in an educational, public, or private recreation setting.
The candidate must be someone who:
1. Serves as a positive role model epitomizing the values and desired outcomes of recreation.
2. Demonstrates enthusiasm for the recreation profession and his/her role in it.
3. Shows interest in, and sensitivity to the needs of students, clients, and fellow professionals.
4. Utilizes various methodologies and implements creative, innovative, safe and effective courses/recreation programs based on:
   a. The developmental, social, and psychological needs of students and clients.
   b. The philosophies, purposes, needs and resources of the sponsoring institution.
5. Assumes responsibility for his/her professional growth and evidences professional commitment through membership and involvement in local, state, and national recreation organizations.
6. Is a current member of AAHPERD and must attend the Southern District Convention.

Please send the following information:
Name: 
Place of Employment: Address:
Phone #: 
E-mail: 
Send nominations to Chad Stangl at stangl@nsuok.edu.

Physical Education Teacher of the Year
- Elementary School Physical Education Teacher of the Year (Grades K-5)
- Middle School Physical Education Teacher of the Year (Grades 6-8)
- Secondary School Physical Education Teacher of the Year (Grades 9-12)
For the purpose of this award, a Physical Educator is defined for the purposes of this award as a person who has major responsibility for teaching physical education in grades designated for each award.
The candidate must be someone who:
1. Has taught a minimum of six years at the school level designated by the award.
2. Serves as a positive role model epitomizing the personal health and fitness, enjoyment of activity, sportsmanship, and sensitivity to the needs of his/her students.
3. Utilizes various teaching methodologies and plans innovative learning experiences.
4. Conducts a balanced and sequential curriculum.
5. Evidences professional commitment through membership and involvement in local, state, and national physical education organizations.
6. Is a current member of AAHPERD and NASPE and must attend the AAHPERD District and possibly the National Convention.

Please send the following information:
Name: 
Place of Employment: 
Address: Phone #: 
E-mail: 
Send nominations to: Jason Hasty at jhasty@putnamcityschools.org.
Adapted Physical Education Teacher of the Year

The Oklahoma Association for Health, Physical Education, Recreation, and Dance is seeking nominees for the annual Adapted Teacher of the Year award.

For the purposes of this award, an adapted physical educator is defined as a person assigned at least 50% of his/her teaching responsibility:
1. In providing direct and/or consultative services to individuals with disabilities ages birth to adult.
2. In providing appropriate instruction, support, and modifications to individuals with disabilities ages birth to adult.

The candidate must be someone who:
1. Conducts an appropriate physical education program as reflected in the students’ IEP and generally accepted standards of practice for APE.
2. Utilizes various teaching methodologies and plans innovative learning experiences to meet the needs of all students.
3. Serves as a positive role model epitomizing personal health and fitness, enjoyment of activity, and sensitivity to the physical and emotional needs of all students.
4. Participates in professional development opportunities.
5. Is a current OAHPERD member.

Self-nominations are welcomed and encouraged. Please send the following information to:

Name:
Place of Employment: Address:
Phone #: E-mail:

Send nominations to Chris Carden at carden@nsuok.edu.

Betty Abercrombie Scholar Award

The Betty Abercrombie Scholar Award is designed to (1) promote and stimulate scholarly productivity among professionals representing health, physical education, recreation, leisure, dance and sport, and (2) recognize scholars who have made and continue to make noteworthy contributions to the scholarly enterprise.

The following criteria are used by the selection committee. The individual selected:
1. must be a member of AAHPERD and OAHPERD.
2. should have achieved a commendable record evidenced by creative productivity to enhance the profession of health, physical education, recreation and dance.
3. shall be currently involved in the scholarship of promoting the fields of health, physical education, recreation and dance through various meaningful contribution such as:
   a. Articles in refereed journals
   b. Scholarly contributions to books
   c. Scholarly presentations to professional meetings
   d. Acquisition of grants
   e. Officer of professional organization
   f. Major projects
   g. Professional development
   h. Development of curricular and instructional activities
   i. Contributions to the profession including research
4. must be willing to assume responsibilities so designated for a period of one year to include:
   a. making a presentation at the annual OAHPERD Convention the following year.
   b. Serving as chair of the selection committee for the following year.

Nominations (you may nominate yourself) with accompanying vitae should be submitted to Kathy Hixon at hixon@nsuok.edu.
OAHPERD Honor Award

Any member may submit names for consideration for an Honor Award. Resume supporting the nomination should be included.

Qualifications:
1. Must have served a minimum of ten (10) years in Oklahoma.
2. Must be a member of the National Association in their special field of interest.
3. Must be a member of OAHPERD for five (5) years preceding the award.
4. Must demonstrate ethical professional practices.
5. Must show prominence in some of the following:
   a. Excellence in teaching
   b. Outstanding administrative achievement
   c. Contribution to research and professional publications
   d. Leadership in state, district, and national professional associations
   e. Meritorious service within the professional

Please send nominations for the OAHPERD Honor Award to Donna Cobb at dcobb@uco.edu
GRANT APPLICATION and GUIDELINES

The OAHPERD Grant Program is back. The Board and Council has budgeted $2,500.00 for creative programs that serve HPERD programs in Oklahoma as a result of the awe-inspiring success of the Jump Rope for Heart//Hoops for Heart programs in the state. The purpose of this GRANT PROGRAM is to support quality program development, encourage innovative instructional ideas, as well as support the growth of existing programs.

A maximum of $500.00 per grant may be awarded per application. Professional members are encouraged to think creatively and apply for a grant to serve the learners in your program.

Applicant / Grant Requirements:

1. The Grant Application must be typed; information must be complete and transmitted electronically.
2. The grant “project leader” must be a current member and have been an OAHPERD member for at least 1 year prior to applying for a grant.
3. Building Administrator and "Immediate Supervisor" of the project site must approve the grant application.
4. The grant application must be completed and submitted electronically to the OAHPERD Executive Director.
5. A Final Report is required.
6. If a grant is awarded, the "Project Leader" must submit an article for publication in the OAHPERD Journal describing the impact on the program and a presentation at the next annual convention.

Guidelines:

1. Projects must relate to health, physical education, recreation or dance and impact the “Learners” in the state of Oklahoma.
2. Priority will be given to recent JRFH/HFH event sites; projects designed to benefit "learners-participants" of differing abilities; new projects; projects with the biggest "learner" impact and projects that are easily duplicated in another site.
3. Applications will be accepted starting 10/15 of each year for the OAHPERD budget year beginning 11/1 and will remain OPEN until funds are allocated. The deadline for accepting new grant applications each year will be 3/1.
4. All project funds must be spent within one year from the date of notification and receipts submitted or unexpended funds returned.
5. Completed applications are submitted electronically to the Executive Director. If funds are available, the Executive Director will forward the application to the OAHPERD Grant Committee (If no funds are available, the Executive Director will notify the applicant). The Grant committee will consist of President-elect and the 4 Vice Presidents (Health, Physical Education, Recreation and General).
6. The OAHPERD Grant Committee will recommend to the Executive Director (who will notify the project leader) full funding; modified funding; rejection or return the application with the Grant Committee’s recommendation for modifications.
7. Purchases, once the project is approved and notification completed, may be completed with a Purchase Order specifying a "Ship/Deliver to School" address and "Bill to OAHPERD" address. Reimbursement for all other items will be completed after receipts are presented to the Executive Director.
8. OAHPERD funds may be spent on equipment, testing aids, software, instructional materials and curricular development materials. Grant money MAY NOT be used for salary, honorarium, food, travel, rental items, accommodations, membership fees or convention registration.
9. All materials purchased with OAHPERD grant funds become the property of the school, school district or agency.
General Project Information:

Project Title:

Name (Project Leader):  Home Phone Number:

Street Address:  Cell Number:

City:  E-Mail Address:

Zip Code:

School/Agency:  School Phone Number:

Street Address:  Fax:

City:  E-Mail Address:

Zip Code:

Additional Personal Working on the Project:

Work Telephone Number:

E-Mail Address:
Project Title:

Provide a Clear Description of the Proposed Project:

Desired objectives of the Project:

Participant outcomes of the Project:

How Will This Project Meet the Needs of The Target Learners?

How many Learners Will Participate? AGES of the PARTICIPANTS:

Create an Estimated TIME LINE for the Life of the Project: (Planning, Introduction of the Project Activities, Learner Engagement in the Activities and When do you Anticipate Completion of the Project.)

Is this Project (check the correct line)

_____ A New Project

_____ Expanding an Existing Project

_____ One-Time Event

List the amount of Funding being Requested (Up To $ 500.00):

Identify Exactly How Funding Will Be Spent (Specific budget expenditures):

<table>
<thead>
<tr>
<th>Items Number</th>
<th>Item</th>
<th>Description</th>
<th>Quantity</th>
<th>Cost</th>
<th>Total Cost</th>
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Are there any Matching Funds Being Provided by the School/Agency?

Provide a project evaluation to Monitor the SUCCESS of Your Project:

Is there Potential for this Project to Exist after OAHPERD Funding is Completed?

Additional Information You Would like to Share About the Project?

Additional questions regarding the OAHPERD Grant Program or budget questions can be directed to Dr. Mark Giese, OAHPERD Executive Director at Northeastern State University.

Completed applications should be sent electronically to: giese@nsuok.edu

Administrative Use ONLY

Action Taken: Funded

AMOUNT FUNDED: $  

_____ Convention Presentation

Modified

_____ Journal Article

Rejected  

_____ Receipts for All Purchases have been submitted
## 2012 OAHPERD Convention Report

### RETIRED

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### PROFESSIONAL

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<tbody>
<tr>
<td>213</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(196 CONVENTION)

<table>
<thead>
<tr>
<th>@ 40.00</th>
<th>$920.00</th>
<th>JRFH</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>@ 60.00</th>
<th>$8580.00</th>
<th>PRE-REGISTRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>143</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>@ 70.00</th>
<th>$2100.00</th>
<th>ON-SITE REGISTRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$19,055.00

### STUDENT

<table>
<thead>
<tr>
<th>@ 15.00</th>
<th>$6705.00</th>
<th>MEMBERSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>447</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(433 CONVENTION)

<table>
<thead>
<tr>
<th>@ 15.00</th>
<th>$5085.00</th>
<th>PRE-REGISTRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>339</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>@ 20.00</th>
<th>$1880.00</th>
<th>ON-SITE REGISTRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>94</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$13,670.00

TOTAL $32,815.00
OAHPERD STRATEGIC PLAN
2011-2012

OAHPERD Board and Council,

Please review the Strategic Plan in the subsequent pages and compare to your reports for our next meeting. If you are meeting a goal, have met a goal and/or are extending the strategic plan please make note of it in your report and provide a copy of your report (electronic or hardcopy) to Stephanie Canada-Phillips. Feel free to communicate with me at any time between B&C meetings. For reference, the OAHPERD mission statement is embedded in the footnote of each page and please ignore the DRAFT watermark.

Thank you for your time and effort.

Stephanie Canada-Phillips
scanada@ecok.edu
405-227-8251
The Oklahoma Association for Health, Physical Education, Recreation and Dance is dedicated to promoting the organization of school, community and state programs of health, physical education, recreation and dance which will embody maximum opportunities and will ensure the inclusion of excellent programs within the best philosophical and context of American life.

<table>
<thead>
<tr>
<th>STRATEGIC GOAL #1</th>
<th>To increase advocacy efforts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship to OAHPERD mission/vision</td>
<td>• To acquire and disseminate accurate professional information at all levels to provide opportunities for professional services beyond the local level.</td>
</tr>
<tr>
<td>Effect on Member Services</td>
<td>• Promotion of opportunities for members to be professionally active.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implementation Objectives/Strategies</th>
<th>Indicator of Success</th>
<th>Person/Division/Council/Group Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Development of a communication network between colleges, universities, K-12 schools and other /collegial/service organizations (such as Schools for Healthy Lifestyles, OK Fit Kids Coalition, Governor’s Council, State Department of Education)</td>
<td>Targeted constituencies utilize use of questionnaire to see if information was received or communication network. Development of criteria for model programs</td>
<td>Physical Education Division Research Council Advocacy Committee</td>
<td>Ongoing</td>
</tr>
<tr>
<td>1.2 Develop a mechanism to showcase model health &amp; physical education K-12 programs throughout Oklahoma (i.e. NASPE STARS criteria, PEP Grant criteria, JRFH/Hoops participation in schools, Schools for Healthy Lifestyles).</td>
<td>-Re-established PE coordinator position at the SDE Development of brochure Disseminate brochure at: -convention -workshops/informational booths sponsored by OAHPERD -other appropriate avenues</td>
<td>Advocacy Committee Physical Education Division Health Division</td>
<td>Ongoing</td>
</tr>
<tr>
<td>1.3 Develop an OAHPERD brochure for dissemination at various events.</td>
<td></td>
<td>Advocacy Committee Physical Education Division Health Division</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Education Division Health Division</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Committee Members</td>
<td>2011</td>
</tr>
</tbody>
</table>
# STRATEGIC GOAL #2

<table>
<thead>
<tr>
<th>Relationship to OAHPERD mission/vision</th>
<th>To Increase funding for programs, special initiatives, projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increases available revenues to enhance all aspects of the Association’s ability to fulfill both the vision and mission (e.g. funding for new programs, supporting current initiatives, keeping dues to a minimum)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effect on Member Services</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Quality and quantity of overall services will increase (e.g. increase in state workshops and better use of web page)</td>
<td></td>
</tr>
<tr>
<td>• Increases diversification of revenue sources that directly affect member services</td>
<td></td>
</tr>
</tbody>
</table>

## Implementation Objectives/Strategies

<table>
<thead>
<tr>
<th>Implementation Objectives/Strategies</th>
<th>Indicator of Success</th>
<th>Person/Division/Council/Group Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Apply for one grant/year</td>
<td>Grant funded</td>
<td>Grant Committee</td>
<td>Annually</td>
</tr>
<tr>
<td>2.2 Continue relationship with the SDE</td>
<td>Monetary award to fund workshops (no charge to attendees)</td>
<td>President and ED</td>
<td>Annually</td>
</tr>
<tr>
<td>2.3 Continue relationship with AHA</td>
<td>JRFH/Hoops programs funded at current levels or higher</td>
<td>President and ED</td>
<td>Annually</td>
</tr>
<tr>
<td>2.4 Diversify income into new programs</td>
<td>Implement special Workshops (exs: PTA, area coordinators…)</td>
<td>Ex. Director Board and Council</td>
<td>Ongoing</td>
</tr>
<tr>
<td>2.5 Utilize a professional who can help identify funding sources for non-profit organizations (NSU–Schoonover)</td>
<td>Apply for/receive funding</td>
<td>Ex. Director</td>
<td>Ongoing</td>
</tr>
<tr>
<td>2.6 Seek sponsorship for banquets/socials</td>
<td>Receive sponsorships</td>
<td>Ex. Director Board and Council</td>
<td>2011 Convention (Annual)</td>
</tr>
</tbody>
</table>
### STRATEGIC GOAL #3

To increase and diversify membership and services

- Increasing and diversifying members and services helps OAHPERD promote and model the benefits of healthy lifestyles and high quality programs in schools and communities, which in turn increases the well being of all Oklahomans.

- Provides a forum for professional development to increase access to knowledge, improve skills, and encourage sound professional practices
- Provides for a diversity of needs and interests in member services
- Provides opportunities to learn from experienced professionals and network with a diverse membership
- Provide opportunities for continual learning and professional growth
- Provides more efficient, timely access to information, products, membership inquiries, and conventions

### Implementation Objectives/Strategies

<table>
<thead>
<tr>
<th>Implementation Objectives/Strategies</th>
<th>Indicator of Success</th>
<th>Person/Division/Council/Group Responsible</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| 3.1 Promote OAHPERD to allied organizations with cross memberships  
  - Schools for Healthy Lifestyles  
  - Governor’s Council  
  - Fit Kids Coalition  
  - Turning Point  
  - SHL (Strong and Healthy)  
  - Oklahoma 5320 Initiative | Increase in membership numbers from allied organizations | Board and Council | Ongoing |
| 3.2 Expand types of presentations at OAHPERD convention | - Diversity of presentations at convention (all divisions included)  
- Offer more choices for Exercise Science attendees | Board and Council | Ongoing (Convention) |
<p>| 3.2A Expand quality student presentations at OAHPERD Convention | - Cash incentives provided for student research presentations and quality out of state presentations | | |
| 3.3 Provide professional development certificates and CHES credits at convention | - Professional development certificates and CHES credits available to attendees at convention | Vice Presidents | Convention each year |</p>
<table>
<thead>
<tr>
<th>3.4 Disseminate information regarding convention and professional development and other opportunities to membership utilizing the journal and newsletter.</th>
<th>A variety of up-to-date information sent to the membership via journals and newsletters</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4A  Submit lesson plan ideas to Webpage and/or Journal</td>
<td>Icon on webpage for lesson plan submission; Section in Journal for LPs</td>
</tr>
</tbody>
</table>
| | Journal Editor  
Ex Director  
Board and Council |
| | Webmaster for Webpage  
Journal Editor for Journal |
| | Ongoing  
Webpage – Ongoing  
Journal – prior to Journal deadlines |
### STRATEGIC GOAL #4

To create a more efficient/responsive organizational structure and governance system

| Relationship to OAHPERD mission/vision | By creating a more efficient and responsive organizational structure and governance system, it enables OAHPERD to become a more dynamic and efficient force in fulfilling our mission/vision of promoting organization of school, community, and state programs of health, physical education, recreation and dance, including opportunities and excellent programs in these areas. |
| Effect on Member Services | More responsive to members and societal needs and concerns. Enhances OAHPERD’s ability to act efficiently, appropriately, and in a timely fashion to address current issues in health, physical education, recreation, and dance. |

### Implementation Objectives/Strategies

<table>
<thead>
<tr>
<th>Implementation Objectives/Strategies</th>
<th>Indicator of Success</th>
<th>Person/Division/Council/Group Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Summary of timelines for new officers, including a training</td>
<td>Training completed and incoming officers showing an understanding of timelines and duties. Make changes upon recommendations of committee after review</td>
<td>President, VP’s</td>
<td>Ongoing each new year as new officers start</td>
</tr>
<tr>
<td>4.2 Have constitution committee review all offices and board structure; update Key Manual of References on a regular basis</td>
<td>Make recommendations to the Board based on the NC after review of each candidate’s qualifications</td>
<td>Constitution committee</td>
<td>Ongoing</td>
</tr>
<tr>
<td>4.3 Nominating committee (NC) will review applications of candidates to ensure they meet the qualifications for each Board/Council office.</td>
<td></td>
<td>Nominating committee; ED</td>
<td>Annually</td>
</tr>
</tbody>
</table>
**Journal of the Oklahoma Association for Health Physical Education Recreation and Dance**

**Winter 2012**

<table>
<thead>
<tr>
<th>STRATEGIC GOAL #5</th>
<th>To plan for resources and special initiatives and make them available to the membership.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship to OAHPERD mission/vision</td>
<td>• To aid in the development and promotion of effective programs for all ages at all levels and to advance the standards of teaching, research, and leadership.</td>
<td></td>
</tr>
<tr>
<td>Effect on Member Services</td>
<td>• Provides opportunities for shared information regarding quality programming, research, and effective teaching.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implementation Objectives/Strategies</th>
<th>Indicator of Success</th>
<th>Person/Division/Council/Group Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Sponsor state/area workshops throughout the state, CEU’s may be offered (i.e., Professional Development, Share, Summer, BK2School, JRFH/Hoops)</td>
<td>Workshop attendance, Workshop notices on webpage, Facebook</td>
<td>Board and Council following (5.11) calendar and organizational chart</td>
<td>Ongoing</td>
</tr>
<tr>
<td>5.1A Identify needs for workshops, plan tentative workshop calendar, (name B/C group responsible)</td>
<td>Tentative Workshop Calendar with name of B/C group responsible</td>
<td>B/C group named in/on calendar</td>
<td>Completed at Fall Retreat Mtg</td>
</tr>
<tr>
<td>5.1B Communicate plans within OAHPERD by cc: of actions up line on organizational chart</td>
<td>Board aware of plan progress Communicate up/down organizational chart</td>
<td>Board/Council</td>
<td>Ongoing</td>
</tr>
<tr>
<td>5.1C Utilize electronic modes as well as traditional paper modes to inform members of activities and workshops</td>
<td>OAHPERD activities published in many modes: on webpage, email SDE listservs, Journal, letters (via mail) Workshop planners utilize evaluation/survey from previous workshop to better plan current one</td>
<td>Name B/C group responsible for activity send info to: webmaster, social network manager, list serve admin, VP’s, Journal editor, Ex Director</td>
<td>In timely advance of activity</td>
</tr>
<tr>
<td>5.1D Evaluate workshops for future planning and report to Board (i.e., Survey participants)</td>
<td>Change to: Members receive materials and information from OAHPERD-associated resources. Webpage and online-social-network page post links Grant awarded; return of award recipients to convention to present</td>
<td>Change to: VPs, Past Presidents, President-Elect</td>
<td>After Workshop</td>
</tr>
<tr>
<td>Change to: Develop/Collate professional materials, and information from associated resources (i.e., AHA/AAHPERD &amp; Professional Organizations) and</td>
<td></td>
<td>Change to: VPs, Past Presidents, President-Elect</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

The Oklahoma Association for Health, Physical Education, Recreation and Dance is dedicated to promoting the organization of school, community and state programs of health, physical education, recreation and dance which will embody maximum opportunities and will ensure the inclusion of excellent programs within the best philosophical and context of American life.
<table>
<thead>
<tr>
<th>Make available to OAHPERD members</th>
<th>Program grant results (general session)</th>
<th>Grant Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3 Implement Physical Education Enhancement Grant (PEEG)</td>
<td>Grant Section on Website with links to available grants; posted on OAHPERD Facebook page and on SDE Listserv</td>
<td>Board notify Webmaster, Social Network Manager, Journal editor, SDE Listserv Administrator</td>
</tr>
<tr>
<td>5.3A Keep members informed of Grant opportunities that are of interest to OAHPERD professionals</td>
<td>Website has section for this info</td>
<td>Convention manager or give to webmaster</td>
</tr>
<tr>
<td>5.4 Provide convention presenters’ and exhibitors’ handouts and contact information on website</td>
<td>A copy of presenters’ handouts available to each convention registrant for production cost</td>
<td>Convention manager</td>
</tr>
<tr>
<td>5.4A Sell convention handouts to convention registrants in form of book/CD (for cost)</td>
<td>Increased member involvement in OAHPERD activities. Online social network page utilized by members. Opportunities are available such as Share Workshops (casual time at workshops), are meet and greet socials, and member/student/alumni socials at convention</td>
<td>Board and Council or Social Network Committee</td>
</tr>
<tr>
<td>5.5 Provide casual and formal opportunities for members to meet, share ideas, and dialogue with each other</td>
<td></td>
<td>Convention Ongoing and After Convention</td>
</tr>
</tbody>
</table>

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<table>
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<tr>
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<th>Person/Division/Council/ Group Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Post information regarding state, district, and national activities on webpage and/or in Journal</td>
<td>Successful compliance and involvement in OAHPERD, SDAHPERD, and AAHPERD</td>
<td>Webmaster &amp; Journal Editor</td>
<td>Ongoing</td>
</tr>
<tr>
<td>6.2 Post B&amp;C reports/minutes and motions to be approved on web site prior to meetings so that membership may view and make comments and/or delete reports at meetings to allow more time for discussion</td>
<td>Membership access to reports, minutes, and motions on the web site</td>
<td>Webmaster Ex Director (sent to Webmaster)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>6.3 Communicate announcements of such things as meetings, conferences, grant applications through email/web site.</td>
<td>Increase in involvement</td>
<td>Executive Committee Webmaster</td>
<td>Ongoing</td>
</tr>
<tr>
<td>6.3A Utilize web page for posting announcements and communicating with members and the Board/Council.</td>
<td>Increased interest and membership in related organizations</td>
<td>Webmaster</td>
<td>Ongoing</td>
</tr>
<tr>
<td>6.4 Extend to membership links to other related organizations.</td>
<td>Access to a listserv</td>
<td>Webmaster</td>
<td>Ongoing</td>
</tr>
<tr>
<td>6.5 Research and implement access to a listserv</td>
<td>Listserv</td>
<td>Webmaster</td>
<td>Ongoing</td>
</tr>
<tr>
<td>6.6 Post membership and convention proposal applications on the OAHPERD web site in order to streamline the process.</td>
<td>Receiving membership and convention proposal applications online indicating an increase in accessibility for the membership and presenters.</td>
<td>Webmaster Ex Director (membership) Convention Planner (receiving proposal applications)</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 6.7 Update OAHPERD’s web site on a regular basis | - More members utilizing the web page for services  
- Picture gallery created, list serve created, online convention registration available, Wiki available, discussion forum available  
Development of those aspects of the OAHPERD.org website by the webmaster |
| Ex Director Webmaster Board and Council | Ongoing |
| 6.8 Website development includes resources for teachers and collegial members. Information about quality OAHPERD topics, practices, upcoming events, and research efforts provided. | Website Committee (a representative from each division and council comprises the website committee) | Ongoing |

Revised 2011
# OAHPERD BUDGET
STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS FOR THE YEAR
November 15, 2012 – November 14, 2013

*Cash On-Hand (as of November 1, 2012) $39,165.42

## I. INCOME (Receipts)

### (a) Membership Dues and Assessments

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional @ $35 (200)</td>
<td>7,000.00</td>
</tr>
<tr>
<td>Student @ $15 (450)</td>
<td>6,750.00</td>
</tr>
<tr>
<td>Retired @ $10 (10)</td>
<td>100.00</td>
</tr>
</tbody>
</table>

### (b) Subscription Income

-0-

### (c) Contribution: Gifts, Grants

-0-

#### 1. Roots to Wings

-0-

### (d) OAHPERD Allocation

150.00

### (e) Jump Rope for Heart Income

25,000.00

### (f) State/District Convention Exhibits

1,500.00

### (g) State/District Convention Registration Fee

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Pre Registration @ $60 (150)</td>
<td>9,000.00</td>
</tr>
<tr>
<td>Professional On-Site Registration @ $70 (30)</td>
<td>2,100.00</td>
</tr>
<tr>
<td>Student Pre Registration @ $15 (350)</td>
<td>5,250.00</td>
</tr>
<tr>
<td>Student On-Site Registration @ $20 (100)</td>
<td>2,000.00</td>
</tr>
<tr>
<td>Jump Rope for Heart Registration @ $40 (20)</td>
<td>800.00</td>
</tr>
</tbody>
</table>

### (h) Other Convention Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch/Banquet</td>
<td>-0-</td>
</tr>
</tbody>
</table>

### (i) Professional Conference Workshop Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Leadership Conference</td>
<td>-0-</td>
</tr>
<tr>
<td>Special Conferences/Workshops</td>
<td>-0-</td>
</tr>
<tr>
<td>Miscellaneous/Sponsorship (St. Dept. of Ed.)</td>
<td>-0-</td>
</tr>
</tbody>
</table>

### (j) Advertising Income

-0-

### (k) Interest Income

125.00

### (l) Miscellaneous

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logo Sales</td>
<td>-0-</td>
</tr>
<tr>
<td>Other (SWPRTI)</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Income</td>
<td>60,775.00</td>
</tr>
<tr>
<td>Transfer from Long Term Savings</td>
<td>-0-</td>
</tr>
</tbody>
</table>

### (m) TOTAL INCOME

60,775.00
II. EXPENSES

(a) Salaries of Officers or Directors
   1. Executive Director Salary 11,762.00
   2. Executive Director FICA, Taxes 3,248.00

(b) Salaries of Employees
   1. Journal Editor 2,000.00
   2. Web Master 1,000.00
   3. Convention Manager 3,000.00

(c) Travel
   1. AAHPERD-1 @ 1,000 1,000.00
   2. SDAAHPERD-2 @ 1,000 (with AAHPERD) -0-
   3. AAHPERD LDC-2 @ 1,000 2,000.00
   4. Student to SDAAHPERD -0-
   5. Award Recipient Travel -0-
   6. Student LDC-2 -0-

(d) State/District Convention Expenses 10,000.00

(e) Cost of Journal/Newsletter/Directory
    (including postage)
   1. Journal-3 @ $2,500 2,000.00
   2. Newsletter-2 @ $1,000 100.00
   3. Membership Directory-1 @ $300 300.00

(f) Professional Program (includes expenses related to
    1. Logo Committee -0-
    2. Board Council Retreat 500.00
    3. Special Initiatives
       a. grants 2,500.00
       b. student scholarships 1,600.00
    4. Website (upkeep) 250.00
    5. Jump Rope for Heart/Hoops for Heart 3,000.00
    6. Area Coordinators-5 @ $100 500.00

(g) Professional Conferences/Workshops
   1. Workshops/Projects (Gov. Council) 200.00
   2. Student Leadership Conference -0-
   3. Summer/Higher Ed. Workshop 500.00
   4. Area Workshops 2,000.00

(h) Contributions, gifts, grants -0-

(i) Interest Expense -0-

(j) General Operating Expenses
   1. President 1,000.00
   2. Past President 100.00
   3. President Elect 100.00
   4. Division Expense ($250 each) 1,000.00
   5. Miscellaneous 500.00
   6. Executive Director 500.00

(k) Governance (b/c refreshments) 500.00

(l) Advocacy (Public Relations) 1,500.00

(m) Miscellaneous 500.00

(n) TOTAL EXPENSES 53,160.00

(o) Income over expense $7,615.00
From the Archives

Homer L. Coker
OAHPER President 1969

Homer L. Coker is a native of Oklahoma. He was born in Muldrow, OK. He attended school in Muldrow and graduated in 1950. He was the valedictorian of his class. Homer received an AA degree from Connors Juniors College in 1952, a BS degree from East Texas State College in 1955, a Med degree from East Texas State College in 1956 and an EdD from the University of Arkansas in 1964. Along the way he was in the U.S. Navy, 1952-54.

Homer's professional experience includes the following: 1955-56 East Texas State College, 1956-57 University of Iowa, 1957-69 University of Tulsa, 1963 -64 University of Arkansas and 1969-1993 Central State University. He taught physical education at Central State (now UCO) from 1969-1993 and was chair of the department from 1980-1992.

Dr. Coker has done several publications. He worked on one with Dr. John Dratz. It was titled Physical Education Participation and Intramural Handbook, 1961-it is no longer in print. He wrote several articles for the OAHPER Journal. Also, his dissertation is abstracted in university microfilms. The title of his dissertation is 'Selected Pre-Activity Calisthenics Programs and Their Effects Upon the Physical Fitness of College Males”.

He was involved with university service at both University of Tulsa and Central State University. He was a member and was chair of many committees. Community service included working with Cub Scouts in Edmond mainly for Cub Scout Pack 479 which was sponsored by the First Christian Church of Edmond. He was also chairman of Edmond Elks Lodge 2578 'Most Valuable student' (scholarship) program in 1980 and 1981.

Homer's involvement in OAHPER includes Vice President of Recreation 1966-67 and he was President in 1969-70. Homer was a member of the Honor Awards Committee 1974-76 and was chair of that committee 1975-76. He chaired the 'Square Foot in Deed' project in the state in 1978-81. He also was a member of CSEA, OEA, NEA. In 1978-79 he was Vice President of CSEA. Homer was also involved with SDAAHPER. He was a member of the committee for Extending Professional Services to Ethnic Minority Groups, 1968-80; he chaired the School and Community Recreation Section 1969-70; Co-Manager of SDAAHPER Convention in 1971; member of the Finance Committee 1977-80; member of Nominating Committee 1981-82.

In 1981 Homer Coker received OAHPER's highest award-The Honor Award. Other honors he received were Leaders Among Students In American Colleges and Universities (1952), Who's Who Among Students In American Colleges and Universities (1955), Mr. East Texas State College Teacher of Tomorrow (1955) and was CSU-OEA Teacher of the Year in 1978.

Homer retired in 1993 and still lives in Edmond, OK.

References: OAHPERD archives.
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4) Clarity of material
5) Validity of material
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- 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)
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Leisure Behavior across the Course of Life of Rural Oklahoma Residents

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Catalina Polacios

Oklahoma State University

Abstract

The aim of the study was to determine if rural Oklahomans fit the criteria discussed and described by the following four theories of leisure: Leisure motivation theory, outdoor recreation theory, flow theory of leisure, and social meanings theory. For this purpose, semi-structured face-to-face interviews were conducted with three individuals of different age generations separately. The findings of this qualitative study indicate that leisure is a meaningful aspect of people’s lives independently of their age in a rural setting in Oklahoma.
Introduction

Researchers have addressed the concepts, motivations and role of leisure in the lives of people by developing theories that aim to explain their leisure behavior across the course of life. Certainly, there is no single definition of leisure which can be applied to all people that can explain leisure motivations and leisure behavior. Leisure has traditionally been defined as free time from obligations of life, usually work or study. However, leisure may also be defined in terms of the way people like to spend their free time, whether for internal or external motivations, by themselves or with others. Leisure, therefore, may be an individual choice for people to pursue their own preferred recreational activities, but it may also be socially oriented when they are looking for the rewarding experience of social interaction with friends or family. Iso-Ahola’s (1980) motivation theory explained the intrinsic personal motivation of people engaging in leisure, either for escaping from the environment or seeking personal and interpersonal rewards.

The purpose of this study was to identify the different aspects of leisure behavior in people from different generations in relation to four leisure theories. In order to better organize the study, the authors tried to address different aspects of leisure theories (leisure motivations, outdoor recreation, flow theory of leisure, and social meanings of leisure) followed by the interviewees’ responses to the questions related to each aspect.
Methods

The authors conducted semi-structured face-to-face interviews separately with three different individuals of different age generation residents of Stillwater, Oklahoma, referred as participant 1 (22 years old), participant 2 (45 years old) and participant 3 (60 years old) in this paper. The qualitative approach of the interviews allowed participants to freely discuss personal leisure concepts and experiences with the researchers. The interview questions focused on four prominent theories of leisure: Leisure motivation theory, Outdoor recreation theory, Flow theory and Social meanings theory. Individual answers led the researcher to find patterns and perceptions of leisure compared to the tenants described by the four theories being discussed. Interviews lasted between 40 and 90 minutes and were recorded for later analysis with the permission of the interviewees. The places where the interviews were conducted varied. The common leisure themes found within the participants’ answers are presented below with supporting leisure theories that help to explain and understand their leisure behavior.

Leisure Motivation Theory

Dumazedier’s (1967) theory of leisure defined leisure as a way of relaxation, entertainment and personal development. People usually try to engage in leisure activities that are relaxing and relieve stress from school and work (e.g. watching TV, listening to music, exercise, reading), or keep them entertained (e.g. watching movies, dance, meeting with family or friends, hobbies, shopping), but also may be looking for meaningful leisure activities that enrich their lives through achievement, self-actualization and satisfaction of higher level needs and goals (e.g. volunteer work, travel, acquire new knowledge and skills). Neulinger (1981) introduced the distinction between intrinsic motivation and external motivation. Intrinsic motivation refers to the
internal motivation for participating in the activity for its own sake; where the experience is crucial and where perceived freedom leads to see leisure as an ideal state of mind. The authors asked the interviewees about what is their main motivation for engaging in leisure activities?

<table>
<thead>
<tr>
<th>Participant</th>
<th>Theory Tenants</th>
<th>Participant Answers</th>
<th>Connection to Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part. 1</td>
<td>Relaxation</td>
<td>Relieve stress from exams and study</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Entertainment</td>
<td>Have fun</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal</td>
<td>Rest and relaxation</td>
<td></td>
</tr>
<tr>
<td>(22 yrs. old)</td>
<td>development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part. 2</td>
<td>Relaxation</td>
<td>Do something that I like</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Entertainment</td>
<td>Relaxing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal</td>
<td>Learning something</td>
<td></td>
</tr>
<tr>
<td>(45 yrs. old)</td>
<td>development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part. 3</td>
<td>Relaxation</td>
<td>Spending time with others</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Entertainment</td>
<td>Be active and keep myself busy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal</td>
<td>Be patient</td>
<td></td>
</tr>
<tr>
<td>(65 yrs. old)</td>
<td>development</td>
<td></td>
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Table 1. Interview Responses to Leisure Motivation Theory.

**Outdoor recreation**

Leisure is pleasurable when it is intrinsically motivated, and when people voluntarily choose to practice recreational activities for enjoyment, fun, personal satisfaction and revitalization (Weiskopf, 1982). But, why do people engage in outdoor recreation? Dr. Driver at the U.S. Forest Service developed a theory for understanding satisfaction of people engaging in outdoor recreation (Kelly, 1982). According to Driver’s theory, people participate in outdoor recreation for a variety of motivations. People may also be looking for a change in their daily routines and an escape from stress, or searching for experimental satisfaction that involves risk-taking, stimulation or nostalgia. However, the main satisfaction for participating in outdoor recreation may derive from both social and personal drives. The social aspect of engaging in outdoor recreational activities, facilitate the sharing of skills and the experience of leadership due
to the social exchange. For instance, participation in sports not only produce social status in the social network of the school through roles of leadership, influence and cooperation, but can also help students to acquire physical condition and social self-esteem (Kelly, 1982). Therefore, participation in outdoor recreation contributes to achieve personal expression and development while reinforcing self-image, discovery, learning and a sense of achievement. The outdoor recreation question asked was: *what is your favorite outdoor recreation activity and why?*

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<tr>
<th>Participant</th>
<th>Theory Tenants</th>
<th>Participant Answers</th>
<th>Connection to Theory</th>
</tr>
</thead>
</table>
| Part. 1 (22 yrs. old) | • Experimental  
• Personal development  
• Social  
• Nature appreciation  
• Change | • Camping because it involves many other activities  
• Going to mountains  
• Play sports in outdoor | Yes |
| Part. 2 (45 yrs. old) | • Experimental  
• Personal development  
• Social  
• Nature appreciation  
• Change | • Mountain biking  
• Going to the beach | Yes |
| Part. 3 (65 yrs. old) | • Experimental  
• Personal development  
• Social  
• Nature appreciation  
• Change | • Used to walk in the park, but not anymore because there is nobody to walk with | Yes |

Table 2. *Interview Responses to Outdoor Recreation Theory.*

**Flow theory of leisure**

Flow is a state in which a person fully occupied in a feeling of thrilled focus, full involvement, and success in the progress of the activity. There are three conditions that are necessary to achieve the flow state: (a) a person must be involved in an activity with a set of goals that adds direction and structure to the task, (b) a person must have a good balance between the perceived challenges of the task and his or her own perceived skills and should have confidence that he or she is capable to do the task, (c) The task must have clear and immediate feedback. The
Flow theory embraces that humans have definite basic drives that can affect a person to do something. A person will quickly learn to do something if that person is rewarded for an action. Flow is perceived as an optimal experience therefore, a person will want to continue in that state as often as possible.

The flow state can force people take on more and more challenges, and improve their skills and abilities. The flow experience usually occurs in structured activities such as games, sports, artistic performances, etc. (Csikszentmihalyi, 1988). When a person’s skill matches the challenges of the situation, the quality of experience improves noticeably. The authors asked the interviewees about how their leisure activities influenced their life?

<table>
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<tr>
<th>Participant</th>
<th>Participant Answers</th>
<th>Connection to Theory</th>
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</table>
| Part. 1 (22 yrs. old) | - Activity is challenging and requires skills  
- Action and awareness merge  
- Concentration on the task at hand  
- Loss of self-consciousness  
- Clear goals and feedback | - The development of skills  
- Learn how to work in teams  
- Developing leadership and organizational skills  
- Helped in coordination | Yes |
| Part. 2 (45 yrs. old) | - Activity is challenging and requires skills  
- Action and awareness merge  
- Concentration on the task at hand  
- Loss of self-consciousness  
- Clear goals and feedback | - Learned a lot of skills  
- Helped to pay for my education  
- Helped in my academic career  
- Challenging | Yes |
| Part. 3 (65 yrs. old) | - Activity is challenging and requires skills  
- Action and awareness merge  
- Concentration on the task at hand  
- Loss of self-consciousness  
- Clear goals and feedback | - It gives me pleasure and joy  
- Challenging  
- Making money  
- Being patient  
- It makes me feel good and be proud of myself | Yes |

Table 3. Interview Responses to Flow Theory of Leisure.
Social meanings of leisure

Leisure decisions may be based on intrinsic motivations to pursue own personal preferred activities or may also involve the desire to interact and socialize with others. People may engage in a certain sport or recreational activity for personal satisfaction, e.g. physical fitness and personal achievement but also to be able to participate in group activities, such as playing in teams where they may play different roles, e.g. leaders and followers, that contribute to their personal development. According to Kelly (1982) there are two types of leisure satisfactions, the first is intrinsic to doing the activity, that is, the satisfaction results from the experience of the event itself, based upon personal preferences. The second kind of satisfaction is social. The social meaning of leisure is derived from the interaction with others, either developing new relationships or building and consolidating previous ones. In this case, the satisfaction depends upon with whom people spend their time with rather than the place or the type of activities they participate in during their leisure time. Clearly, intrinsic and social meanings of leisure are not mutually exclusive and people may participate in a leisure activity freely chosen for its own sake (Neulinger, 1981) but it may also be due to the desire to build a stronger relationship with family and/or friends to develop a sense of togetherness.

Definitions of leisure that put emphasis on the social and interactional context of leisure would help to understand the experiences associated with relational leisure. Kelly’s (1983) model of leisure, integrating social as well as intrinsic meaning, led him to recommend that relational leisure and role-determined leisure should be distinguished from intrinsically motivated leisure. Kelly (1996) considered the social aspect of leisure and the intrinsic aspect of activities in the study of leisure. Kelly’s leisure paradigm also reflected another dimension which is the freedom
of choice (ranging from low to high). Kelly believed that there are four primary types of leisure including: (a) unconditional leisure (the leisure activity is chosen for its own sake and requires high freedom and activity-intrinsic meaning), (b) recuperative leisure (the purpose of leisure activity is rest and relaxation and to make up for some deficit or loss, it requires low freedom and activity-intrinsic meaning), (c) relational leisure (the leisure activity is chosen in order to be with others and requires high freedom and social-focused meaning), and (d) role-determined leisure (the leisure activity is chosen in order to satisfy the expectations of others and requires low freedom and social-focused meaning).

In order to better understand the social question had been asked: *Is your leisure pursuit an individual choice or socially oriented?*

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<th>Participant Answers</th>
<th>Connection to Theory</th>
</tr>
</thead>
</table>
| Part. 1     | Unconditional leisure  
Recuperative leisure  
Relational leisure  
Role-determined leisure | It’s divided.  
¾ of my leisure time is about spending time with others | Yes |
| Part. 2     | Unconditional leisure  
Recuperative leisure  
Relational leisure  
Role-determined leisure | Individual choice except my family gatherings | Yes |
| Part. 3     | Unconditional leisure  
Recuperative leisure  
Relational leisure  
Role-determined leisure | I like to be around people  
I like to read alone | Yes |

Table 4. *Interview Responses Social Meaning of Leisure Theory.*

**Findings**

The researchers addressed different aspects of leisure behavior across the course of life of three rural Oklahomans in relation to four theories of leisure: Leisure motivation theory, Outdoor recreation theory, Flow theory and Social meanings theory. The leisure motivation theory refers
to the distinction of intrinsic and extrinsic motivation for engaging in leisure activities that may be self or social rewarding. Outdoor recreation theory indicates that the main satisfaction for participating in recreational activities within natural environments may stem from both social and personal drivers. People engaging in outdoor recreation not only do it for physical activity or personal achievement but also for social exchange. The flow theory explains the personal enjoyment and quality of the experience of people when their skills match the challenge in any leisure and recreational activity. The social meaning of leisure theory is derived from the social interaction with others, where people try to develop their existing relationships or build new ones. In this case, people care more about whom they spend their leisure time with, rather than the place or kind of activities they engage in. The findings of the interviews conducted for the purpose of this study, led the researchers to conclude that rural Oklahomans fit the criteria of these four theories.

According to the responses, motivations for engaging in leisure activities and their preferences may seem to differ across ages. For younger people, leisure activities serve to relieve stress from obligations from work or school. But for older people leisure is not only about relaxation but also to find something to do to enhance their lives, whether physically or intellectually. However, for seniors although leisure activities help them to be active, they don’t like to overdo the activity so much that they will feel worn out.

In terms of outdoor recreation, younger people want to remain active and like to be in contact with the nature. People who engaged in outdoor recreation early in their lives, still enjoy camping or practicing sports in outdoors not only as a recollection memory of the past but also as a leisure and recreational experience they are willing to engage in. But when people grow older
and they do not have anybody to accompany them in their leisure, they tend to lower their level of leisure activity, reduce the variety of activities, and have a more passive leisure pursuit, less physically demanding and more indoors.

Furthermore, in the middle age and older age, their leisure activities helped them to make money while enjoying their leisure activity. In the younger age, it became a way of learning new skills as well as developing leadership and organizational skills. Any person, regarding of age, can experience flow by doing leisure activities such as making artistic things or playing a game. Reasons for participation in leisure activities have changed throughout life. There were certain types of activities which meet some needs better than others such as activities for which skill development is particularly important.
Conclusions

Leisure surely is a meaningful part in everyone’s life which helps them not only to relax and have a good time, either by themselves or in the company of others, but also for their personal and social development. For many, leisure allows them to find a balanced state of mind, body and soul. Certainly, the researchers acknowledged the limitations of this study due to the small sample size of the study. However, the qualitative nature of the study allowed the researchers to find relevant aspects of leisure behavior in people across the course of life as reported by the participants of this study. In early stages of life, people are looking for building relationships and developing their skills as much as they can. Therefore, they are more interested in getting involved in recreational activities for personal and social development. However, in middle stage, people have already established some social bonds and preferences which are difficult to change, so they are more independent in their leisure activities and satisfaction results from the experience of the leisure activity itself. Later in life, leisure preferences change because people may lose some of their loved ones and feel the need to build new relationships and social connections through leisure. Therefore, at this stage, leisure satisfaction depends more on the social context of leisure rather than the activity. Getting involved in leisure activities allows people to bond with others and strengthen the interpersonal relationships. People need to interact with others in order to improve their self-esteem and confidence, and the social interaction would not restrict people in having leisure if they are intrinsically motivated. In conclusion, leisure plays a significant role in lives of all people. However, leisure preferences, perceptions, and behaviors differ depending on the way their leisure behavior has been shaped and the stage of life they are at.
References


Examining Emotional Intelligence Differences in Athletic Training Undergraduate Students and First Year Graduate Assistants

Rachel Hildebrand  
Southern Nazarene University

Jennifer Volberding  
Oklahoma State University

W. David Carr  
The University of Kansas

Abstract

Emotional Intelligence (EI) is a social intelligence all individuals possess, but is essential for healthcare practitioners. The purpose of this study was to determine level of Emotional Intelligence of undergraduate Athletic Training students and first year graduate assistants. Additionally, this study sought to investigate the changes that occur as a student matriculates through an undergraduate Athletic Training Education Program and into their first year as a professional. Participants in the study included 43 individuals (39 undergraduate, 4 graduate) from two accredited Athletic Training Education Programs. Subjects completed the 33-item Emotional Intelligence Scale. ANOVA results lacked significance, but the findings demonstrated the trend that EI levels were higher for individuals in the undergraduate program as compared to first year professionals.
Introduction

Emotional Intelligence (EI) is defined as a social intelligence; involving cognition to monitor’s one’s own emotions, as well as others, to discriminate among them using the information received to guide one’s thinking and action or the “ability to understand and manage people” (Salovey & Mayer, 1990; Thorndike & Stein, 1937). In the 1920s, the first research began of defining and differentiating EI from cognitive intelligence, but it was not until 1990, when Mayer and Salvoy suggested that EI was comprised on three adaptive abilities, did it become an area of great interest (Petrides, Frederickson & Furnham, 2004; Salovey & Mayer, 1990). These include: the ability to fully express and evaluate the emotions of self and others, the ability to control that expressed emotion and the ability to exploit that emotion for a desired outcome (Salovey & Mayer, 1990). These abilities are essential for all individuals, but levels vary person to person. Although recognized as a level of intelligence, EI has been subjected to scrutiny by critics of social intelligence. Largest of these criticisms is that emotion does not hold any unique abilities that can be attributed to intelligence (Mayer & Salovey, 1993).

In today’s college climate, EI has been a point of major concern with students, specifically the millennial generation. The millennial student, born between the years of 1982-2000, is commonly described as ambitious, indifferent, narcissistic, wayward and individualistic (Konrath, O’Brien & Hsing, 2011; Newton, 2000). Furthermore, they are said to have trouble developing peer relationships, vocational skills and determining their own path for their future (Newton, 2000). Konrath et al (2011) found that, since the year 2000, there has been a marked decline in the millennial students empathy for others that may be due to the wealth of media at their exposure; specifically violent media that desensitizes the reaction to pain. These generational characteristics have a distinct tie to EI and a decrease in a student’s EI.
In the workplace and in health care specifically, EI is regarded as an important skill to possess for proper patient care (Stratton, Elam, Murphy-Spencer & Quinlivan, 2005). Eberman and Kahanov (2011) state that EI is a requisite for good clinical practice and should be incorporated into Athletic Training Education Programs. Allied Healthcare Professionals need a sense of responsibility, integrity, honesty and sociability, which are just a few of the characteristics of a person with high levels of EI. They also need a high level of empathy to be able to recognize the emotion and exploit that to understand to the patient and family perspective of injury or illness (McQueen, 2004).

As the EI discussion has become more prevalent in both psychology and allied healthcare, methods of measurement have become a point of concern. Conte (2005) reviewed three different emotional intelligence measures; the Emotional Competence Inventory (ECI), the Bar-On Emotional Quotient Inventory (EQ-i), and the MEIS/SCEIT V.2. These measures varied in length from 110 (ECI) to 402 (MEIS/SCEIT V.2) item self-reported questionnaires. All three measures were found to be reliable, but further development is necessary to increase the correlation of these measures to current theories (Conte, 2005). A fourth measure is the Schutte et al (1998) Emotional Intelligence scale. Based on the Mayer and Salovey EI theory, this 33 item self-reported questionnaire has been found reliable and a valid measure of emotional intelligence (Schutte et al., 1998). Researchers have multiple measures for EI, but must select the measure best suited to their theoretical framework.

Since it has been found that the millennial student have a low sense of EI and empathy for others, it is the purpose of this research to discover if students who choose the allied healthcare profession of Athletic Training have a high level of EI and to determine if EI levels
are different between undergraduate athletic training students and first year professionals. The data collected were from a pilot study with small numbers. While the results were not statistically significant, there trends that may be useful to other professionals.

Methods

Participants

A convenience sample of undergraduate Athletic Training Students (ATS) and first year Graduate Students (GA) enrolled in two large state-sponsored Mid-West universities were solicited to participate. ATS were enrolled in the professional phase of an accredited Athletic Training Education Program (ATEP). GAs were enrolled in an athletic training associated Master’s program concurrent to their employment as athletic trainers in the athletics departments. The project was approved by the Human Subjects Review Board and informed consent was obtained.

Instrumentation

Multiple measures of emotional intelligence exist within the research (Conte, 2005; Newsome, Day, & Catano, 2000; Schutte, et al. 1998). Scales range from 33 to 402 item measurements, with some lacking validity and reliability. The Schutte et al. (1998) Emotional Intelligence Scale, based on Solovey and Mayer’s theoretical model was selected for this study. This scale consists of 33 statements and subjects were asked to rate their agreement on a five point Likert Scale. An individual’s EI is determined out of 165; however the measure is a point of comparison as the literature lacks a “cut off” for categorizing levels. Internal consistency for this scale has been demonstrated with a Cronbach’s alpha of 0.87, which the authors felt was appropriate.
Procedures

An internet-based commercially available survey product, Qualtrics (Qualtrics Inc., Provo, UT), was used to collect data. Investigators solicited ATS participation in class while GAs were solicited via personal emails from the Principal Investigator. Participants were sent an active URL link via email, which was sent a second time one week later.

Data Analysis

Variables were coded and downloaded directly into SPSS 20 (SPSS Inc., Chicago, IL) for analysis. An individual’s EI score was calculated as the cumulative score of the 33 survey questions. Basic descriptive statistics were calculated for both participant groups’ demographics including the means and standard deviations for the entire sample, undergraduate versus graduate status, and by ATS level of experience. Three ANOVAs were performed (by undergraduate/graduate, overall experience and ATS level of experience) with the EI score as the dependent variable. An alpha level of 0.05 was utilized to determine significance.

Results

Thirty nine (N=39, 14 sophomores, 16 Juniors, 9 Seniors) ATS and four GAs completed the survey (Table 1). Also included on Table 1 are the means and standard deviations for each subset’s EI score. The trend of different EI score with experience was noted. The graduate versus undergraduate status ANOVA approached significance ($F_{(1,41)} = 3.30, \ p = 0.076$) while the overall experience ($F_{(3,39)} = 1.46, \ p = 0.241$) and ATS level of experience ($F_{(2,36)} = 0.539, \ p = 0.588$) ANOVAs were determined to lack significance.
Table 1: Distribution of Participant Emotional Intelligence Levels with Means and Standard Deviations

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<thead>
<tr>
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</tr>
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Discussion

Within the field of healthcare, it is the goal of all practitioners to optimize the quality of care being provided to patients. Although minimal research exists on Athletic Training and EI, educators and clinicians have recognized that emotional intelligence is an essential component of this quality care and have called for an increased emphasis within education programs (Eberman & Kahanov, 2011). Individuals with low levels of EI may lack the ability to relate in an empathetic manner to patients by being unable to recognize feelings, distress, and mood (Stratton, et al., 2005). This may in turn cause a negative caregiver to patient relationship, which can be detrimental to overall recovery (McQueen, 2004). As we seek to improve healthcare, practitioners must become more aware of their own EI and the implications it has on patient well-being.

This research sought to determine levels of EI and how these levels are different depending on an individual’s status as an undergraduate or first year professional. The data suggests that all students, undergraduate and first year post graduate, are low in EI, which may in
turn have negative effects on patient care. This finding may be attributed to the fact that these students are part of the millennial generation, who have been demonstrated to have low levels of EI (Konrath, O’Brien & Hsing, 2011; Newton, 2000). Additionally, students may be unconsciously ignorant to their lack of ability, which is related to the lack of EI incorporated into a curriculum. If an individual has not been educated or evaluated on a topic, they will lack the ability to recognize deficiencies.

This unconscious ignorance can be evidenced by the undergraduate students, scoring higher on the survey, indicating they are completely unaware of what EI is and how it is related to clinical practice. They are unaware that they are lacking the skills needed to show empathy toward their patients and they lack self-management, responsibility and self-esteem. This may be due to generational characteristics or may be related to the quality of clinical experiences (Carr & Volberding, 2012). It is essential that clinical preceptors provide teachable moments where they demonstrate and model appropriate behaviors (Rich, 2009). Within these teachable moments, students should feel empowered and knowledgeable in providing empathetic care (Mulholland & Green, 2010). Unfortunately, many times students do not feel empowered or lack teachable moments. Upon entering the workforce and having the opportunity to gain more autonomous clinical experience with patients and other clinicians and feel empowered to utilize their emotional intelligence. Certified Athletic Trainers have had the opportunity to realize that they need to develop those skills associated with EI to become better clinicians and provide better patient care.
Students who are unconsciously ignorant still lack the ability to evaluate the emotion of self and others, control the emotion and exploit the emotion for a desired outcome. To help eradicate this lack of awareness, EI development needs to be implemented into curriculum to help young students gain self-awareness, emotional management, motivation, empathy and social skills (Pool, 1997). Currently, the Collaborative to Advance Social and Emotional Learning (CASEL) programs utilize specific instruction and fostering changes in EI with secondary education (Payton, et al., 2000). Payton et al. (2000) also identified several key factors that quality programs possessed. Some of these include: clarity of rationale, infusion across subject areas, school-wide coordination, school-community partnership, school-family support and teacher training. Areas of future research include implementation of CASEL programs into higher education, specifically Athletic Training, to determine if students EI can be enhanced through their collegiate career, decreasing the level of unconscious ignorance, to ultimately provide better patient care.

In conclusion, results indicate that both undergraduate and graduate athletic training students lack high levels of EI. It is important that Athletic Training Education Programs consider identifying student levels and incorporating EI into course objectives and the overall curriculum. Additionally, programs can educate clinical preceptors on improving the opportunities available to students as it has been demonstrated that unconscious ignorance decreases with increased experience. Emotional intelligence is an important characteristic of a quality practitioner and has significant implications on healthcare and recovery. It is essential that all students and practitioners recognize and utilize their emotional intelligence in the clinical setting.
References


Abstract

The aim of this scholarly work was to identify the components that have a direct impact on the positive atmosphere surrounding the teaching-learning process in middle school physical education. As students are the main focus for instruction, the physical education teacher has the primary responsibility for crafting and preserving the best environment to encourage successful participation for middle school learners. The findings of this work indicate that there are five major teacher-controlled factors that have been identified, with ten sub-sets of those areas that play a key role in the teaching and learning of physical education in Oklahoma.
One of the most beneficial aspects of a positive environment is realized through all the characteristics of effective teaching. In middle school, physical education links the health benefits of a regular program of physical activity to the activities taught in the physical education curriculum.
This benefit is realized as a result of almost all children attending middle school in a
district, modified of course by district regulations, requiring them to be enrolled and provided the
opportunity to participate in regular physical education class (Sallis, et al, 1988). In a physically
and psychologically safe environment, students are provided instruction in a variety of basic
psychomotor skills, cooperative activities, sport skills, modified games and play strategies, along
with embracing the feeling of self-satisfaction. As students actively participate during class
activities, they should be engaged in teaching-learning lessons that will focus on how, where and
when to apply the skills learned in class along with the ability to spontaneously improvise,
depending on the situation and the stage of development. It is a very challenging, peer pressured
packed atmosphere that causes participants to critically think of solutions to activity problems
and process information in a split second that will lead to a successful experience through
creative problem solving. Another benefit that students may receive in a positive environment is
cultivated in middle school physical education is the emotional aspect. Matsumura & Slater
(2008) found in 6th and 7th grade mathematics and language arts classes, when a positive
environment is present, students are more willing and comfortable expressing themselves when
asked by the teacher to respond to a conversation with their own comment. Even though the
context of this study was in a mathematics and language arts setting, this is still very appropriate
and applicable in a physical education class. Students in a physical education class will, as
reported by the authors, feel comfortable and more willing to try what is taught in class, even if
they feel they are not as skilled as their classmates (Solmon, 1996). Once again, teachers set the
stage for students to feel comfortable with whom they are and what the class is doing based on
the perceived responses of their classmates. As a direct result of the physical, emotional and
social changes that middle school students are experiencing in their lives, students are self-conscious about how they will be judged by their peers. Teachers who are sensitive to the needs of these children and are diligent in their efforts to create, nurture and maintain a positive environment in the class, make it possible for each individual or at least a majority of students, to participate without fear or hostility in activities during their physical education class. Creating and maintaining a positive learning environment in middle school physical education takes organization, planning, constant effort and reflection, with a vigilance to even the smallest detail to make it work. The following are suggestions that have been identified in the literature (Barney, 2002; Chen, 1996; Darst, 2009; NASPE, 2009, 2010) in creating and maintaining a positive environment in middle school physical education. First, the curriculum contains all of the intended experiences included in the lessons, activities, themes, learning objectives, assessments and instructional resources for the lessons that teachers use to teach a physical education class. In most cases the state curriculum or school district curriculum, while embracing the state-wide physical education standards (Oklahoma Priority Academic Skills, "PASS") dictates what units will be taught throughout the school year. The philosophy for the school district and the need for a comprehensive experience will help the developers of the middle school physical education curriculum respond to interests and needs in a progressive yet challenging manner. While exploring the literature, it would appear that many of the instructional unit experiences focus on skills uses in duel/team, outdoor pursuits and individual sports and some even contain "adventure activities" that are intended to foster cooperation as well as reveal character. Units included are badminton, basketball, flag football, gymnastics, soccer, softball, swimming, tennis, track, tumbling, volleyball and other team related activities
Barney & Deutsch (2010) looked at factors that affect middle school student’s attitudes towards physical education. The authors identified two main factors that affected middle school student’s attitudes positively towards physical education and they were the (1) curriculum and the (2) teacher. When students were asked regarding the curriculum both male and female students, from 6th and 7th grade felt that their physical education class was not boring and that it was “fun”. It was found in this study that students wanted to participate in a variety of activities. They also revealed that middle school physical educators will continue to have success, from the student’s perspective, when they teach familiar sport lessons such as basketball, softball, volleyball and other duel/team sport units. Yet, the literature identifies a philosophical position calling for the need for a more comprehensive approach to middle school physical education and that students at this age and developmental stage should be exposed to a wide variety of additional physical activities designed to support confidence and similar character traits (Darst, 2009). For example, there is dance, adventure challenges, cooperative games, jump bands, pickle ball, bouldering (horizontal wall climbing), speed stacks and many other physical activities to progressively challenge, teach, interest and prepare the learner for a life-long experience of enjoying being active (Rink, 2002).
When middle school physical educators think about designing a curriculum to implement, they may want to get input from the students in an effort to discover some of their less identifiable needs. Olafson (2002) has said, “A curriculum that responds to the needs and interests of students, and students being actively involved in structuring the curriculum, might increase interest and enjoyment in physical education.” The development process for a middle school physical education curriculum should include asking students to get their input and constructive suggestions on the types of activities they would feel comfortable participating in during class (CDC, 2008). This empowerment will give the students a sense of ownership in their individual learning.

As professionals, teachers must be mindful that asking for input does not mean relinquishing responsibility. Teachers are the trained adults who should have an educated sense of what skills need to be mastered. Physical educators, who have attended a Physical Education Teacher Education (PETE) program and earned a state department of education endorsement, will have completed a requisite content and pedagogy training, methods classes along with field experiences and the training (student teaching internship) that comes with holding a professional position. Strand and Scantling (1994) suggest however, that teachers should be selective about what input is employed and not simply give in to all student ideas. Implementing the student suggestions should undergo a scrutiny developed as the result of college education and use only those activities that meet the mission of the program, are educationally sound, fit into a lesson sequence, are of a health-enhancing nature and most important are compatible with NASPE Middle School Appropriate Practices document (NASPE, 2009).
An additional thought concerning the curriculum that is that middle school students do not like or enjoy fitness activities that require the moderate to intense vigor called for by the Center for Disease Control and Prevention (2008) activity recommendation for children (Barney, 2010). When a middle school physical educator mentions fitness activities to middle school students, the first things that students think about are push-ups, crunches, pull-ups, pacer test, or the mile run and a way-out for this type of "sweat" activity. These components of fitness can be incorporated into warm-up activities, game play; student guided practice and drills as well as many other instructional activities. Corbin (2007) suggests that concepts to help students understand the benefits need to be blended into play activities during "teachable moments" and instructional episodes as well as having the health benefits realized from physical activity be posted for students to read. It is in the fitness activities where students acquire the real-life physical benefits from physical education class. Even if middle school students do not like or enjoy fitness activities, they are a very important part of their curriculum. When middle school physical educators can successfully teach activities or games to the middle school students, each individual student will acquire the physical benefits from their activities in class. In many cases, unless teachers blend fitness into their lessons or develop stand-alone concept lessons that link lifelong activity to the benefits, students will not know they are getting the fitness benefits as they participate in a game or activity (Corbin, 2007).
Oklahoma Association for Health, Physical Education, Recreation and Dance

Make Content Interesting
Prusak & Vincent (2005) found that if the activity is fun, there is a better chance of keeping a student’s interest in the activity. It would appear from their research, if the student stays interested (on-task) with the activity there will be a greater chance for student learning based on strengthen of their skill abilities. One suggestion for middle school physical educators to maintain interest in their lesson is to introduce the students to new or novel activities. Earlier, such activities such as jump bands; pickle ball, bouldering (wall climbing) and speed stacks were mentioned for middle school students to participate in as a way of developing self-satisfaction through activity. These types of activities are not the typical activities many middle school students have been exposed to in a traditional curriculum. As teachers develop the activities to challenge these middle school students, some trial and error episodes will be encountered (i.e. finishing in success), and the middle school physical educator may find that these activities could be very popular, thus resulting in high levels of activity based on interest in class and physical activity.

**Creating an Atmosphere that is Positive that Fosters Development**

The third way to impact learning is to create an atmosphere of positive social interaction that fosters development of middle school students without being a distraction from the purpose of the class, learning. This includes student to student as well as teacher to student and student to teacher interactions. When analyzing the various types of teacher to student interactions, the basis for the communication accounts for many different ways in which teachers and students can and do interact with each other. Probably the most common method of teacher/student interaction is when the teacher gives feedback to the student. In physical education this usually occurs when the student is practicing a given skill or activity. Knowing all the feedback tools and
developing solid strategies for choosing the correct comment with delivery is the difference between an instructional technician and a teacher who is an artist. This feedback can come with the intent to be corrective, reinforcement (positive or negative), motivating, about the performance, involved in the task or how to blend the intrinsic feelings with the outward (extrinsic) observations. An example of feedback by the middle school physical educator could go something like this, “John, your kick was technically correct because you attended to all the instructional cues and performed them well. Next attempt, extend your leg more after you have kicked the ball and that will provide you much more power.” What this type of feedback is intended to accomplish is send a message to the student that the physical educator is observing, cares about the performance and is interested in strengthening the performance. It also sends a message to the class that the teacher knows the students (called John by name) and what they are doing (I saw your kick and what happened). Another important point from the example is that the feedback was specific as well as the comments by the teacher were understandable. The teacher told the student what he did and how to improve his performance of the skill.

There are times middle school physical educators’ feedback is not substantive and consists only of telling a student “good job” or “way to go”. This type of feedback is general and does not help the student when learning or practicing a skill. Another problem that comes from this type of feedback is that physical educators commonly and frequently give this feedback to their students. As a result of the frequency of this feedback, students will eventually turn off the teacher, and the student will not care what the teacher is telling them. One very important point from our feedback example is that the teacher used the student’s first name in the communication. It does not matter where or what class middle school students are in, they want
to hear their name from their teachers. It is the opinion of the authors that a majority of students want to hear their first name, not their last name or a nickname. When teachers use a student’s last name or nickname, the teacher/student relationship has a tendency to be casual or too cutting. The teacher by knowing and using a student’s first name sends a respectful message that can be advantageous when the teacher may need to discipline or correct a student (Rink, 2002 & Hichwa, 1998). It also indicates to the student that the teacher is interested in them and cares about their learning the skill or activity as well as how they perform as an individual or part of a team.

Another form of feedback middle school physical educators can use with students is non-verbal feedback. Non-verbal feedback can be used to praise students’ efforts by giving a thumbs-up, a high-five, fist-bump, shaking a student's hand, a smile, or clapping hands. Middle school physical educators need to be cautioned not to make this their primary form of feedback to students, as it is less formal than a clear verbal message. Darst & Pangrazi (2009) caution middle school physical educators to consider cultural implications when giving non-verbal feedback to students. For example, “Hmong and Laotian adolescents may be touched on the head only by parents and close relatives. A teacher who pats a student on the head for approval is interfering with the student’s spiritual nature. The okay sign (touching thumb and forefinger) is an indication of approval in the United States. However, in several Asian cultures, it is a “zero,” indicating the student is not performing properly. In many South American countries, the okay sign carries a sexual connotation. “Teachers new to areas should ask for advice when expressing approval to students from other cultures” (pg. 136).
Additionally, physical education teachers who take the time to plan out their lessons can also tie their feedback comments to their teaching cues. If cues are posted on the walls of the gymnasium, pointing to performance characteristics on a specific element while commenting or asking a student to conduct a self-analysis using a task sheet is a creative to engage as well as empower participants.
One last point concerning the teacher/student interactions is for the teacher to show interest in what the student does outside of class or other aspects of the student’s life. Barney (2002) looked at what positively and negatively affected middle school students’ attitudes towards physical education. One of the findings from the study was that students appreciated it when the middle school physical educator took the time to ask how they were doing, how their weekend was or how their sport team did in their last game. Many of the middle school students felt that when the middle school physical educator took the time to briefly visit with them, the students felt that the teacher cared about what they were doing outside of school, communicating a clear message that the teacher cared about them as a person not just as a student in class. It was found that many of these brief conversations took place before, during and at the end of the physical education class. As a result of these conversations taking place during the physical education class period, this positively affected their attitude towards simply attending and participating in physical education activities without being a distraction. All of these points of the teacher/student interactions can pay great dividends for a teacher and for the students when creating and maintaining a positive environment in middle school physical education.

Do what is "BEST" for the Students

The fourth component that impacts the learning environment in a positive way is doing what is best for the middle school student by putting the needs of the student first. Whatever activity is being taught to the students should inspire them to be physically active in class as an immediate goal and hopefully throughout their lives. Middle school physical educators should carefully think through their lessons, the activities students will be participating in, the equipment and space used for their activities and anything else that is special to their situation.
that will benefit the middle school student. Whatever activities, drills, modified games or events take place in class should focus on and allow for individual student differences in interest and ability. Middle school physical educators need to promote the idea that middle school students need to adopt an active lifestyle and that this is an ongoing process, and this ongoing process is our product. The performance objectives developed for the lesson and used to focus instruction are not a one shot deal or just about the immediate fun. Physical activity is a lifelong endeavor that should be stressed by acknowledging the available resources of the community (Prusak & Vincent, 2005).

**Use NASPE Guidelines**

As the middle school physical educator implements these methodologies of teaching middle school students, there is one other suggestion they may want to consider when creating and maintaining a positive environment for their teaching-learning experiences. This would be studying documents and resources created by the practicing professionals who make-up the committees that write for the National Association for Sport and Physical Education (NASPE). One document specifically that can be extremely valuable is the Appropriate Instructional Practice Guidelines for Middle School Physical Education (NASPE, 2009). The purpose of this document is to “offer specific guidelines for recognizing and implementing developmentally appropriate physical education.” The document continues by indicating which practices discussed “are in the best interests of students (appropriate) and those that are counterproductive or even harmful (inappropriate) when used with learners. Physical education teachers can use the contents of the document to check the quality of their work (NASPE, 2007:pg.7), but more important an individual teacher can use the ‘spirit’ of the appropriate practices guidelines to
shape their lesson planning as well as the implementation of activities. This document provides school administrators, parents and guardians a guide for what is taking place in their student’s physical education class. This document can also provide policymakers with knowledge and suggestions for what should take place in middle school physical education, thus giving those with a stewardship for physical education the support necessary as well as the leadership essential for continued growth to achieve a high quality physical education experience in the middle school (NASPE, 2009).
When reading through the five separate sections of the document, much of what is presented helps the middle school physical educator create and maintain a positive teaching-learning environment for the middle school student. The following are a few examples from the document, “The environment is supportive of all students and promotes the development of a positive self-concept”, “Students are allowed to try, to fail and to try again, free of criticism or harassment from the teacher or other students”, “Teachers form pairs, groups and teams in ways that preserve every student’s dignity and self-respect (e.g., randomly, by fitness or skill level or by a class system such as birthdays, squads, colors or numbers)”, “Activities are developmentally appropriate for early-adolescent students and are aimed at promoting success for all students (e.g., heart rate monitors allow students to exercise in their own individual target heart zones and at different intensity levels)”, “Physical educators make every effort to create testing situations that are private, nonthreatening, educational and encouraging (e.g., they explain what the test is designed to measure)”, and “Physical educators use fitness assessment as part of the ongoing process of helping students understand, enjoy improve and/or maintain their physical fitness and well-being (e.g., students set fitness goals for improvement that are revisited during the school year)” (NASPE, 2009).
In conclusion, these few examples of self-improvement type suggestions for middle school physical educators have been made to help create and maintain a positive environment in physical education class. They have been made to be sure that the physical education lessons are planned to challenge the developmental needs of the majority of students, modified for the special-needs of others, rather than interests of the very few skilled or even the teacher. There are numerous resources, many by NASPE available on the internet-site, which can help with the design implementation of a quality physical education program. It is the implementation and the day-to-day activities that will help to develop a healthier, stronger and more aggressive attitude on the part of the student toward engaging in a healthier lifestyle.


National Association for Sport and Physical Education. (2009). *Appropriate instructional*...


