# Journal of the Oklahoma Association for Health Physical Education Recreation and Dance

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As the 2013-2014 OAHPERD President it is a pleasure to serve you, the Health Heroes of Oklahoma. I am honored and humbled to serve the very organization that dynamically changed not only my professional life but my personal life as well. OAHPERD is loaded with quality, caring professionals and wonderful human beings. I hope you too find mentors, friends, inspiration, motivation and new ideas in every interaction with OAHPERD.

OAHPERD members you are the Health Heroes of Oklahoma! Your courageous work helps to improve our community and state. Whether it is through your efforts in implementing new methodology and curricular materials in a physical education class, helping open a new trail or park, writing a grant to purchase materials to help educate your constituents, or fitness testing public servants, you are courageous Health Heroes overcoming obstacles improving the health of our citizens! Our dynamic organization is filled with heroes, people that do the work it takes to impact and change the lives of those they touch. My hope this year is that the members of OAHPERD see themselves as Heroes, and choose to step up and be the leaders and heroes our state desperately needs and deserves. I challenge you to not only see yourself as the hero you are but also take on the work of heroes, in your daily work and by seeking out opportunities to push yourself beyond your norm. Perhaps your heroism is displayed by holding a Jump or Hoops for Heart event (American Heart Association), serving on a Safe Routes to School committee or sidewalk and bike paths/trails committee, helping transform a school / university Wellness Policy, speaking to policy makers, or writing a grant, whatever you choose to be extraordinary, step up and be the Health Hero we need.

In turn, when you do these heroic acts let me know so I can share your great work with others and send you an OAHPERD Health Hero T-Shirt! Send me pictures, details or a story telling me what happened so I can then share the difference making experiences members of OAHPERD are performing to help transform our state into a healthy and fit society!

Please let myself or the OAHPERD Board and Council know how we can best serve you. I look forward to a year of remarkable adventures and heroic acts!

Be a Health Hero and make a difference!

Your Health Hero in Service
– Stephanie Canada-Phillips
Thank you again for your service, involvement and support of OAHPERD. It was great seeing all of you at the conference. It was a productive and interactive way for professionals to advance the profession. The journal is starting to run a little more smoothly. I am starting to run short on photos. If you have photos of your events please email them to tyler.tapps@okstate.edu. Thank you again for your involvement in OAHPERD!

Thank you,

Dr. Tyler Tapps
Executive Director’s Report

2013 Convention

The financial status of the association is sound. As of the end of September we had a little over $90K in long term savings which is about 125% above our annual budget, and $48K in savings. This is prior to depositing any convention money or memberships. The convention and membership combined should generate about $30K in additional revenue. This should leave the Executive Committee about $70K with which to plan the 2013-2014 budget. Both accounts are in Edmond.

President-Elect Canada-Phillips and I attended the AAHPERD Leadership conference last summer in Las Vegas. Once again, it was a great experience and Oklahoma was well represented by her presence. President-Elect Drummond will attend a similar meeting in 2014.

Jump and Hoops for Heart remains the major revenue stream with OAHPERD members providing over $23K by your efforts. If you are not signed up to do an event this year. Please consider it. Jump and Hoops for Heart is good for students, good promotion for your school and PE program and good for OAHPERD. See the Jump table in the exhibits area to make these arrangements.

Finally, if you have not served on the OAHPERD B/C consider doing so. There is no greater service component that working with ones professionals to move our profession in the right direction. As a side-note, if you think you are a member and are not receiving information via the OAHPERD Listserve, we well may not have your correct email. Your email is the only thing that connects you to the Listserve.

Thanks and have a great remainder of the conference.

Mark L. Giese
In Memoriam
By Nicki Keele

Charles Richard Buck

Charles Richard Buck was born August 15, 1933 in Oklahoma City, OK. He was the son of Kenneth & Rosa Buck. He went to heaven on August 22, 2013 while at MD Anderson in Houston. He graduated from Putnam City High School in 1952. He received his BS from Central State College, his Masters from the Univ. of Oklahoma, and his Ed.D from the Univ. of Arkansas. He had a short stint in the Army where he was stationed in Germany. He was a member of OAHPERD when he was at OU. He served on the faculty of Northeast Louisiana University (now ULM) from 1967 to 2001 when he retired from teaching. While on faculty of NLU, he served on the Curriculum Comm. for 20 years, where he was the Chairman for several years. He was also active in the LA Assoc. of HPE for 30 years where he served as President, 1976-77. He also served as Intramural Director for 7 years and Instructor Trainer for Aquatics, CPR and First Aid.

In 1962 he married Pat Priest and they had two daughters, Kim and Missy. Kim and husband Phil Curry live in San Diego, CA. Missy Hines lives in Monroe. And the pride of his life, grandson, Colby Hines, lives in West Monroe.

In 1997 he married Bobbie Byrd, a native Texas. They enjoyed many years traveling in and out of the U.S., up both East & West Coasts visiting Light Houses.

Ouachita Valley Runners Club was a life time of adventure and fun. He ran with them in his younger days and later he just wanted to help with races. He ran White Rock Marathon, Dallas and Blue Angel Marathon, FL, ran in the Bay to Breakers race in San Francisco, CA. He enjoyed sports officiating, hunting, (especially duck), fishing, he had a big heart for helping & volunteering in any way he could. Usually didn't need to be called on, but happy when he was. Seeker Springs ministry was where he wanted to be, especially riding on a big mower but would help do anything. He loved that place & those people who make the youth camp function.

Richard is survived by his wife, Bobbie; Daughters, Kim Curry (Phil), and Missy Hines; Grandson, Colby Hines; Bobbie’s children, Pam & Frank Cannon, Audis & Deborah Byrd, Ron & Amy Byrd; 8 grandchildren and 7 Greats.

Obituary: Mulhearn Funeral Home [website]

Peggy Hoover

Peggy Lee Short Hoover was delivered to her Lord and Savior on October 5, 2013 in Augusta, GA. Funeral services were Saturday, October 12, 2013, at the First Christian Church with The Rev. Arnold Nelson Jr. officiating. Burial followed in the Duncan Cemetery under the direction of the Don Grantham Funeral Home. Peggy was a resident at Keysville Nursing Home for the last 3.5 years after suffering a stroke.

A devoted wife of 30 years to James F. Hoover, Jr. and a loving mother to Kim Barry and Randy Hoover, Peggy led a full and fruitful life. Born in Magnum, Oklahoma on October 20, 1923 to Earl and Margaret Short, Peggy enjoyed tennis, theater, band (saxophone) and debate at Mangum High School and in 1945 earned a degree in Physical Education from the Oklahoma College for Women.

Peggy's varied professional career included employment with the Girl Scouts of America, Host with KRHD 1350 Radio, Physical Education teacher and Tennis Coach at Duncan High School, Restaurant Owner in Stockton, California, Landman and proprietor of Hoover Real Estate. While at Duncan High School, Peggy and her girls’ tennis team won Duncan's first Women’s Tennis State Championship in 1975 and Peggy was named Coach of the Year. An active member of her OCW Alumni Association, Peggy chaired the OCW Alumni Chapel Committee that raised the resources to build the Alumni Chapel. Peggy was a member of OAHPERD. Independent, proud and driven, Peggy was an active member of Duncan First Christian Church and served in many capacities.

Peggy is also remembered as a caregiver to many friends as their health failed, including Mary Helen Wade and Norma Jones. An avid Bridge player, Peggy took great pride in hosting bridge club at her home. Peggy is survived by her children, Kim Barry and Randy Hoover; grandchildren, Chris and Kyle Califf and Derrick and Lauren Hoover; sister, Betty Burris; and sister-in-law Rhonda Short.

Obituary: Duncan Banner [website]

(additional information provided by Nicki Keele OAHPERD Archivist/SDAAHPERD Archives chair)
Barbara J. Ryan

Barbara Jean Ryan, age 78, passed away on Monday, August 19, 2013, in Oklahoma City. Barbara was born on December 16, 1934, in Oklahoma City to Louis Joseph "Doc" Ryan & Edith Bertha (Bengtson) Ryan.

She was preceded in death by her parents and by her special friend, Betty J. Dryden. She is survived by life partner, Brenda Wilkinson of the home; pets Nikki and Lindi; brother Gerald Edward "Jerry" Ryan & wife, Kathy, of Kansas City; sister, Beverly Ryan Niebruegge of Tulsa; nieces and nephews Teresa Niebruegge Newman, Mark Niebruegge, Todd Niebruegge, Patrick Ryan, Kelly Ryan Jordan; "adopted" nephew, Paul Lober; "adopted" brother, Don Dryden & wife, Sylvia; and a host of friends and professional colleagues.

Barbara grew up in Snyder, Oklahoma and graduated from Snyder High School in 1952. She received a Bachelor's Degree from Oklahoma College for Women in 1956; a Master's Degree from the University of Colorado in 1959 and a Doctoral Degree from the University of Oklahoma in 1964. She had a 28 year career at Central State College (now the University of Central Oklahoma). At Central, she served as Professor of Health and Physical Education; Director of Institutional Research; and Associate Vice President of Administration. Barbara was President of OAHPERD in 1964. Before becoming President Barbara was Vice President of Health and later was on the Constitution committee.

Following her retirement from Central, Barbara became a real estate broker and was co-owner of the Wilkinson-Ryan Real Estate Company in Oklahoma City. Barbara ("Bobbie" to her many friends) would want to be remembered as a distinguished educator who loved her home, life partner, dogs, and her BMW. May she rest in peace. Memorial contributions may be made to the Alzheimer's Association or the University of Central Oklahoma Student Scholarship Fund.

Obituary: Memorial Park Funeral Home website
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. Assummes 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:
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.
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:
Elementary “Physical Education” Teacher of the Year

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 (PK-5) 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. If selected, and wishes to be moved on to the district and national competition, 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:
Middle School “Physical Education” Teacher of the Year

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 (6-8) 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. If selected, and wishes to be moved on to the district and national competition, 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:
Secondary “Physical Education” Teacher of the Year

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 (9-12) 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. If selected, and wishes to be moved on to the district and national competition, 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:
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:
Betty Abercrombie Scholar Award

Call for Nominations

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.
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
Emma W. Plunkett Undergraduate Scholarship Award Chair

The candidate must:

1. Be of Junior or Senior level standing planning to graduate in May.
2. Be a current member of OAHPERD.
3. Have a minimum of a 3.0 GPA on a 4.0 scale
4. Be a resident of Oklahoma

Application Checklist

☐ All required information is included.
  ☐ Academic Progress:
    ☐ Institution; Degree Program; Major; Academic Advisor; Faculty Endorsement; Hours Required for Degree; Hours completed (College only); Expected Graduation Date; Cumulative Grade Point Average at Certifying Institution; Academic Honors; Awards; Intramural or Varsity Sports; Active Professional Memberships; Offices Held; Other Organizations; Offices Held; Scholarships; Related Work Experience.

☐ Application is signed by a faculty advisor or department head or a letter of endorsement is included as an attachment verifying GPA.

☐ Application is accompanied by the following:
  ☐ Transcript w/ letter of endorsement or official transcript w/ university seal
Helen Corrubia Undergraduate Scholarship Award Chair

The candidate must:

1. Be of Junior or Senior level standing planning to graduate in May.
2. Be a current member of OAHPERD.
3. Have a minimum of a 3.0 GPA on a 4.0 scale
4. Be a resident of Oklahoma

Application Checklist

- All required information is included.
  - Academic Progress:
    - Institution; Degree Program; Major; Academic Advisor; Faculty Endorsement; Hours Required for Degree; Hours completed (College only); Expected Graduation Date; Cumulative Grade Point Average at Certifying Institution; Academic Honors; Awards; Intramural or Varsity Sports; Active Professional Memberships; Offices Held; Other Organizations; Offices Held; Scholarships; Related Work Experience.
  - Application is signed by a faculty advisor or department head or a letter of endorsement is included as an attachment verifying GPA.
- Application is accompanied by the following:
  - Transcript w/ letter of endorsement or official transcript w/ university seal
Karen J. Dowd Undergraduate Scholarship Award Chair

The candidate must:

1. Have completed a minimum of 60 hours of college credit.
2. Be a current member of OAHPERD.

Application Checklist

☐ All required information is included.
  ☐ Academic Progress:
    ☐ Institution; Degree Program; Major; Academic Advisor; Faculty Endorsement; Hours Required for Degree; Hours completed (College only); Expected Graduation Date; Cumulative Grade Point Average at Certifying Institution; Academic Honors; Awards; Intramural or Varsity Sports; Active Professional Memberships; Offices Held; Other Organizations; Offices Held; Scholarships; Related Work Experience.
  ☐ Application is signed (if mailed) by a faculty advisor or department head or accompanied by a letter of endorsement including a statement verifying the GPA is correct.
  ☐ Application is accompanied by the following:
    ☐ Official transcript (with letter of endorsement or if mailed official university seal) (All courses, Grades and GPA must be readable)
    ☐ Present vitae or resume
    ☐ Paper (minimum of 500 words) reflecting the applicant’s personal and professional philosophy.
Valerie Colvin Graduate Scholarship Award Chair:

The candidate must be someone who:

Be a Master’s degree candidate

Have completed a minimum of 15 hours

Have a minimum GPA of 3.5 in an Oklahoma institution (based on 4.0 maximum)

Be a current member of OAHPERD

Application Checklist

☐ Form is completed by computer or in ink and signed by:
  ☐ Student

☐ Faculty advisor or dept/area chair letter of endorsement

☐ Form is completed and accompanied by:
  ☐ Academic Progress: Institution; Degree Program; Major; Academic Advisor; Faculty Endorsement; Hours Required for Degree; Hours completed (College only); Expected Graduation Date; Cumulative Grade Point Average at Certifying Institution; Academic Honors; Awards; Intramural or Varsity Sports; Active Professional Memberships; Offices Held; Other Organizations; Offices Held; Scholarships; Related Work Experience.

☐ Transcript with faculty endorsement or university seal and all grades with GPA shown (Must include all undergraduate work and graduate work) (When scanned, courses, grades and GPA must be readable)

☐ Current vitae or resume

☐ Description of Future Plans and Goals (150 words or less)
Hoops For Heart gives students several great opportunities: helping kids with special hearts; learning the benefits of physical activity, healthy eating and avoiding tobacco; and raising funds for research and programs to fight heart disease and stroke. Besides having fun, students will learn basketball skills, supporting the National Association for Sport and Physical Education (NASPE) Standards of Physical Education and the American Association for Health Education (AAHE) Standards. Join millions of kids in serving others, saving lives and supporting research — hold a Hoops For Heart event!

**DID YOU KNOW?**

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

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

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American Alliance for Health, Physical Education, Recreation and Dance

AAMPERD is a proud program partner of Hoops For Heart.

©2009, American Heart Association. Also known as the Heart Fund.
OAHPERD Journal Peer-Review Guidelines for Authors

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

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

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

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

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

Review of the Manuscript:

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

Identifying Characteristics of Oklahoma State Park Visitors to Construct a Better Understanding of an Individual’s Place Bonding to Natural Resources

Michael J. Bradley, Ph.D.
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Abstract

Place attachment theory allows researchers to investigate and improve the understanding of why individuals prefer various types of natural areas, while specifically examining the functional and psychological bonds between people and place. Using hierarchical regression, researchers were able to explain which variables may better determine place attachment bond types and strengths of those bonds for Oklahoma state park visitors. The scientific surveys included instruments to elicit information pertaining to place attachment and common demographic variables and used four state parks as regional representation for the state of Oklahoma. Understanding individual’s demographic variable differences may aid in enhancing management practices, managing various natural resources for specific or designated uses, and mediating significant differences between management and visitor.

Introduction

Knowledge of public values and beliefs allows natural resource managers and planners to accurately assess public needs and usage of natural areas. Such knowledge will help management agencies address issues related to recreational development and resulting impacts from usage, develop alternatives for addressing the varied issues, and monitoring results from land management practices (Allen, Wickwar, Clark, Dow, Potts, & Snyder, 2009). Understanding of users’ place meaning of natural areas is imperative in the management of areas where recreation takes place on natural resource sites (Schroeder, 1996).

Previous research has found singular effects of individuals’ socio-economic attributes such as age, gender, education, race, and income might impact visitation frequency (Hailu, Boxall, &
McFarlane, 2005) and levels of place attachment (Sayan & Karaguzel, 2010). Other influential factors related to individuals’ attachment to a specific natural environment for recreational purposes such as length of association with a place (Hammitt, Backlund, & Bixler, 2004) and travel distance (Moore & Graefe, 1994) were also addressed in prior studies. This type of information is important as many land management agencies place emphasis on using social science data to aid in management decisions of various natural resources (Williams & Stewart, 1998; Warzech & Lime, 2001). However, research to understand whether one socio-demographic characteristic is relatively stronger than others when measuring outdoor recreationists’ level of place attachment is incomplete. Therefore, the purpose of this research was to identify which socio-demographic characteristics may influence levels of place attachment among Oklahoma’s state parks visitors.

**Literature Review**

Giuliani and Feldman (1993) define place attachment as a positive linkage or connection between a person and a place. Grieder and Garkovich (1994) put forth an idea of the symbolic meanings of settings and how such meaning affects human interactions and that place attachment is a complex and integrated concept containing a multitude of interrelated and inseparable concepts (Low & Altman, 1992). Place attachment is varied in that it relies on the physical dependence of a person on a place and the emotional attachment of a person to a place. It is common that place attachment is divided into sub-dimensions as previous research has confirmed that place attachment has at least two sub-dimensions: place identity and place dependence (Bricker & Kerstetter, 2000). Place identity commonly relates to the personal emotional or symbolic attachment to a place and place dependence may be viewed as the functional aspect of place attachment (Scannell & Gifford, 2010).

In efforts to find which demographic variables might be correlated to place attachment, many studies have included gender as an independent variable that might be of interest. Pretty, Chupuer, and Bramston (2003) found that women were likely to feel as though they were more connected to a place, for social engagement purposes while men were more specific in that they related place attachment to an area through specific activities. In addition, Researchers have found that natural resource visitors with elevated levels of education and experience also display increased environmental concern and pro-environmental behavior (Arnocky & Stroink, 2011). Further, previous research has shown education levels to be related to outdoor recreation and environmental values (Eder & Patzak, 2004), and increases in outdoor recreation participation may promote mental stimulus (Erickson, 2011). Therefore, education levels of natural resource visitors might impact how an individual interacts with the resource, learns from the resource, and alters ethical behaviors while visiting the resource.

Length of association with a place has also been a focal point in previous place attachment research. As might be expected, most research findings support a direct positive relationship between years of association with a place and place attachment (Billig, 2006). Hammitt, Backlund, and Bixler (2004) found that individuals’ attachment to particular natural environment was closely related to the length of the individual chooses to recreate at the place. Hailu, Boxall, and McFarlane (2005) noted that years of association (length of relationship) with a place also supports place attachment.

In response to the shifting United States demographics related to diverse races and cultures, recreation managers of open areas need to understand the needs and preferences of these diverse cultures and offer services that are appropriate for those populations (Bustam, Thapa, & Buta, 2011). Saegert (1989) indicated that minority races tend to have a stronger emotional attachment to place. Brown, Perkins, and Brown (2003) found that respondents from non-white
cultural and racial backgrounds had higher levels of place attachment than did respondents with white cultural or racial backgrounds.

While there is a dearth of research related to distance traveled to a natural resource and the visitors’ relationship with the resource, there are mixed conclusions in similar studies that may aid researchers in moving forward. Macintyre, Macdonald, and Ellaway (2008) found that respondents were unreliable when reporting distances from their residence to public green spaces, but gave insight as to why respondents were not accurate in their estimates. Park visitors might view the park as being further away if they do not typically visit the park, or if they visit parks that are not close in proximity to their residence.

The mixture of results in past research studies, the lack of research investigating how specific demographics may be related to place attachment, and the lack of comparing visitors from various research sites is important to note. The researchers believe such insufficient research demands some thoughtful inquiry and such developed this study.

Methodology

The researchers chose four geographically representative Oklahoma state parks each located in the state’s regional quadrants. A total of 403 park visitors participated in the survey from Sequoyah State Park, Beaver’s Bend State Park, Quartz Mountain Arts Resort and Conference Center, and Boiling Springs State Park. During the on-site survey, researchers approached every other known adult to participate or selected one adult per user group, for a total of 355 surveys considered as complete cases and used in data analysis.

A hierarchical multiple regression was performed to estimate how park visitors’ demographic characteristics impacted their place attachment in the parks. This process was used to investigate which park visitors’ demographic characteristics account for a significant variance on their attachment to the Oklahoma State Parks. The researcher employed a modified version of Williams and Vaske’s (2003) place attachment instrument to measure a visitor’s place attachment. To identify the foundational information related to place attachment and Oklahoma park users, the researchers opted to only utilize place attachment as an entire dimension instead of utilizing potential sub-dimensions of the scale. The only modification of the instrument was to reflect the research site names within the instrument’s statements. Further, the researchers used Dunlap, Van Liere, Mertig, and Jones (200) Environmental Ethics instrument to gauge agreement with specific environmental ethics statements. This instrument did not require revision for use in this study. All items within these tools were measured along a five-point Likert type scale from 1 (strongly disagree) to 5 (strongly agree).

Several demographic characteristics of park users: gender, level of education, race, years since first use, and travel distance, were included in the survey instrument and were used as the first level of independent variables in the regression formula based upon prior studies. Environmental ethics was added into the second level of regression model. This procedure was used to test if the effect of environmental ethics enhances park users’ place attachment to state parks over and beyond their demographic characteristics. Within the independent variables, gender, education, race, travel distance, years since first visit were identified as categorical variables, while environmental ethics (mean score) were considered as continuous variables. In order to incorporate categorical variables into multiple regression analysis, a dummy coding procedure was performed in the data set.

Results

As noted in Table 1, the study sample was composed of 218 males (61.4%) and 137 females (38.6%). A majority of the research participants were white, had a bachelor’s degree or higher (63.4%), and initially visited the state parks between 2 to 10 years ago. In terms of travel distance, 220 people traveled 0 to 100 miles to the park, and 135 people traveled over 100 miles to the
The mean scores of park visitors’ environmental ethics and place attachment were 3.23 and 3.20 respectively, both of which were slightly above the neutral point of 3.

A multicollinerarity diagnose was performed prior to the hierarchical regression analysis. Results of tolerance (ranged from 0.71 to .97) and VIF (ranged from 1.04 to 1.41) indicate that all the predictor variables were not duplicates and were appropriate for the regression model. Moreover, the Cronbach’s Alpha of environmental ethics and place attachment were .94 and .97 respectively, indicating that survey statements in both instruments showed a dependable internal reliability.

The results of the first regression model showed that the variance accounted for the first five independent variables (gender, education, race, years since first visit, and travel distance) equaled .20 ($R^2$), which is the percentage of variability in place attachment that may be explained by the set of demographics of these park visitors (Table 2). The $F$ change value (14.44, p<.001) referred to a statistically significant increase from zero. Although the combination of park visitors’ demographic characteristics was statistically significant for predicting the visitors’ place attachment, the years since first visit (“2-10 years” & “10+ years”) accounted for most of the variability in the first model. In addition, the standardized beta coefficient of “10+ years” is larger than that of “2-10 years” which indicates that visitors who used the parks 10 or more years were most likely to have higher attachment to the parks than people who had initially visited the parks between 2 to 10 years ago when comparing to the baseline group (less than 2 years).

Note: $\Delta R^2$ = change $R$; Sta. $\beta =$ Standardized coefficients; * $P<0.001$

The park visitors’ environmental ethics scores were entered into the second regression equation and to estimate the possible impact from visitors’ demographic characteristics on their place attachment levels that were controlled by the first step. The results showed that the overall $R^2$ square is .24, which means that all the independent variables combined were able to explain 24% of variability of park visitors’ attachment to the parks. The $R^2$ change in the second model was .04, which was the incremental variance accounted by the environmental ethics over and beyond the contribution of the previous predictors (demographic characteristics). The $F$ change of the second model was 16.30 (p<.001), which refers to a statistically significant increase in the second level by adding environmental ethics for predicting place attachment. In other words, the park visitors’ environmental ethics contributed an “independent” or “incremental” effect to their place attachment.
after controlling impacts from their demographic characteristics.

**Discussion**

A majority (63.4%) of the respondents in this research study held a bachelor’s degree or higher, which is a significant increase when comparing to the Oklahoma State Park Visitor Study by Caneday and Jordan (2003), who found about one-third of respondents held a bachelor’s degree or higher. Caneday and Jordan’s findings are somewhat close to the National Center for Educational Statistics (2012) findings that 22.9% of all Oklahomans held a Bachelor’s degree or higher. In this research study, 38.6% of the respondents were female, a lower number than the 50.5% females found in the general Oklahoma populations (U.S. Census Bureau, 2012). While the number of female respondents is lower than that of the general Oklahoma population, female visitors are typically lower in number when compared to males in state park studies. Similarities between the number of white respondents (83.9%) in this research study compares well with the general Oklahoma population (75.8%).

While most of the park visitor respondents had initially visited the state park more than two years previous, about 28.2% of the respondents had first visited the park less than two years ago. Almost one-third of Oklahoma’s state park visitors are relatively new visitors, without significant relationship length with the park. The percentage of respondents indicating first visitation to the park between two and ten years ago was 52.7% and 19.2% of visitors had initially visited the park more than ten years ago. Also of importance was travel distance to the state park. While the majority (62%) traveled less than 100 miles to visit the park, a decent portion (38%) traveled more than 100 miles to visit the park. While the number of visitors traveling more or less than 100 miles is not even, the difference between the two groups in overall length of travel being smaller than anticipated suggests that Oklahoman’s are not opposed to travel longer distances to enjoy a specific park. Based on the regression models used, travel distance is not a significant predictor for place attachment for visitors to Oklahoma’s state parks.

The findings based on our hierarchical regression analysis also revealed that the length of time associated with a specific park was the only significant demographic variable on predicting park visitor’s place attachment, while other socio-demographic characteristics (gender, education, race, and travel distance) were not statistically significant and relatively not important as predicting a positive linkage between visitors and parks. Our discussion was similar to the early studies in the way that when the park visitors had a longer personal experience associated with the state parks, they were more likely to build a stronger positive attachment to the place. This finding is important for the Oklahoma managerial agencies and personnel to understand that people build their attachment through the years and the consistency of the park services and land management are going to continually attract people visiting these parks through years.

Another interesting finding in the study is that the level of education of Oklahoma park users, having college degree or not, was negatively correlated with their emotional and functional bonds to the park which is different than previous studies (Eder & Patzak, 2004; Erickson, 2011). One possible explanation of this negative correlation is that people with college degree have better access to recreation facilities and resources (Lee, Scott, & Floyd, 2001); therefore, they might have more options and opportunities to other places and finding alternative areas and facilities for similar recreational experiences they can have in the state parks. As a result, the state park visitors with higher educational degree were less likely to bond with the state parks.

Environmental ethics was treated as a second level variable which showed a significant incremental change over the socio-demographics, especially the time factor related to the parks in the first level. This data suggested that while
controlling for the impact of their demographic characteristics on place attachment, the park visitors’ environmental ethics was still useful and meaningful for predicting the level of attachment to the place. Beyond the variation of Oklahoma state park visitors’ social-demographics with their attachment to the parks, the philosophical concern of the environment is still beneficial for creating a positive bond between users and parks.

References


Leisure Themes across the Lifespan: Interviews with Oklahomans

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Abstract
This qualitative study considers emergent themes from purposive interviews with four individuals representing different age groups (child, young adult, adult, and older adult). The purpose of this study was to explore participants' meanings of leisure in relation to current recreation and leisure literature. Interviews were conducted using semi-structured interview questions and responses were examined for leisure themes. The findings of this study suggest that common leisure concepts and experiences emerged consistent with themes and definitions common in the leisure and recreation literature.

Introduction
The experience of leisure has been explored by numerous researchers and philosophers and is typically associated with the concepts of perceived freedom (Neulinger, 1974), activity (Nash, 1953), free time, personal expression, and enjoyment (Kleiber, 1999). The purpose of this qualitative study was to examine common definitions and concepts of leisure and recreation through the lived experience. Specifically, two researchers conducted interviews with four individuals at four distinct ages. Five themes emerged from participant responses: leisure as freedom from obligation, leisure as voluntary participation, leisure as an activity, leisure as a social outlet, and connection to nature through leisure.

Methodology and Interviewee Profiles
To respond to Kleiber’s (1999) call about the lack of examination of leisure behavior throughout the lifespan, this study employed a cross-sectional, semi-structured interview-design during spring 2010 to explore the experience of leisure with four individuals. A qualitative analysis was chosen to explore the leisure and its meanings through the lens of both investigators and interviewees (Merriam & Associates, 2002). Viewing the nature of reality as being individually and socially constructed, Bloomberg and Volpe (2008) added that the central assumption of basic interpretive qualitative research is that a person’s reality is subjective to the experiences and relationships lived. To this end, and to compare interview responses, the researchers
had a set list of interview questions, but encouraged tangential conversations stimulated by the original questions that emerged naturally. The interviewee varied in age to examine the relationship between age and the conceptualization of leisure. These interviewees were coded as child, young adult, adult, and older adult.

The first interview was conducted with, at the time, a four-year-old Caucasian child. He was born in a two-parent household where both parents worked full-time. The family recently relocated to a western state and lived in a single family home with an enclosed backyard and play area. The child attended pre-school five days a week. The child enjoyed playing outside and being active with his family including soccer, catch, and imaginative games, as well as playing electronic games.

The second interview was conducted with a Caucasian young adult who at the time of the interview was a 22-year-old undergraduate college student. He described himself as active in the outdoors, was employed as an outdoor leader, and spent much of his free time rock climbing. He indicated that he grew up in rural Oklahoma and spent much of his youth playing outside and interacting with the natural environment. He spoke of enjoyment and engagement in the outdoors as a result of camping trips with his family and vacations to national parks and forests.

The third interview was conducted with a Caucasian adult who grew up in a northern state. The adult was 31 at the time of the interview and described himself as a working professional with two children both under the age of two. He was employed in sales and manufacturing and spent long days at his job. As an experienced member of the work force, the Adult was beginning to explore new ways to develop and incorporate more physical activity into his daily routine. He primarily spoke of playing soccer, running, and his training regimen and preparation for an upcoming 25K running road race. Growing up, he was active in organized sports, including soccer.

The researchers included two adult individuals (young adult and adult) due to their different life circumstances. The young adult was in college while the adult was employed fulltime. Godbey (2008) wrote that an adult’s leisure behavior and interest may change through life dependent upon life circumstances (e.g., social group, intrapersonal motivations, and interpersonal responsibilities). It was expected that due to obligations (school versus work) and access to resources (free for students), for instance, that their experiences at the time of the interviews would be different.

The older adult, a Caucasian male age 62, was the final interviewee. He spoke of the flow and progression of leisure throughout his lifetime. This interviewee grew up with a connection to the natural environment and ultimately developed a career integrating his outdoor interests to his profession. Additionally, he discussed the role of family and how family-leisure impacted and influenced his leisure pursuits.

Each interviewee provided a snapshot of their leisure through the context of their age. Through the interviews, the authors attempted to examine the pattern of leisure through the essence of each interviewee’s self-reported leisure experience. In analyzing the interviews, five themes emerged and were consistent with leisure and recreation literature. The themes included: leisure as freedom from obligation, leisure as voluntary participation, leisure as an activity, leisure as a social outlet, and connection to nature through leisure.

**Theme 1: Leisure as Freedom from Obligation**

Leisure as freedom from obligation was best exemplified by the adult. His primary leisure pursuit at the time of the interview was running. For him, the only time set aside for running was in the late-evenings. He specifically mentioned needing to fulfill his
work and family obligations before he could take time for his own leisure pursuits, which in this case, was running.

Similarly, the older adult spoke about his leisure pursuits being secondary to his work and family obligations during his childhood and adulthood. During the mornings, as a child, he would wake up and assist with the chores of his family’s farm. He helped his family tend to the animals and the soy harvest. After working in the early mornings, he went to school. After school, he would go back to his farm and help his family or help his older neighbors when they needed a strong, young person. Toward dusk, he was finally able to pursue his leisure activities with his siblings. This trend continued through adulthood. The older adult put his family obligations first and chose to give up certain leisure pursuits until his children were adults. For example, he stated that when his children were old enough to participate in sporting activities, he gave up his evenings of softball and coached his children’s teams instead.

The perceptions of the above interviewees were not uncommon. Leisure is most commonly perceived temporally, as time differentiated from obligations like work, school, and family responsibilities (McLean, Hurd, and Rogers, 2008). Kleiber (1999) noted that leisure is often perceived as the fourth concern behind work, family, and school. This attitude was prevalent. The child commented that he had school-time and then playtime. For him leisure did not occur at school. The child, in fact, may experience leisure at school, but it may occur during recess and other ‘free periods’ where the child was not obligated to engage in the curriculum. Most interestingly, this dichotomy manifested itself in different sets of clothes. For the child, he had school clothes and play clothes.

To the child, leisure was so different from school that one set of clothes could not be worn in the other context. Compensatory leisure could be one explanation for this differentiation. The compensatory theory best exemplifies the relationship between work and leisure (Godbey, 2008). In this theory, compensatory leisure is purposefully different with a clear division between work and leisure; hence, markedly different clothing appropriate for each realm.

Conversely, the young adult attempted to challenge this compensatory relationship with work through leisure. The young adult was attempting to blend work and leisure behaviors through spillover. As he indicated in his interview, he had a deep connection with the outdoors and related-activities (e.g., backpacking and rock climbing). At the time of his interview, he was trying to integrate these activities with his career aspirations in outdoor and adventure recreation. For example, he participated in outdoor leadership training so that he could be a backpacking and climbing leader for outdoor trips.

**Theme 2: Leisure as Voluntary Participation**

Deci and Ryan (2000) proposed a motivational continuum representative of intrinsic motivation, extrinsic motivation and amotivation, or complete lack of motivation. For example, the adult participated in two activities in which one was clearly a leisure pursuit and the other was not. The adult was a soccer player. His soccer pursuit was intrinsically motivated and he often spent three days a week on a soccer field practicing and playing games. He stated that he enjoyed playing soccer not for the physical or mental benefits, but because of the autotelic nature of the activity; that soccer was part of his who he was. Kleiber (1999) and Deci and Ryan (2000) wrote that self-identity often developed through independent and freely chosen pursuits.

While the adult’s pursuit of soccer represented an intrinsically motivated leisure...
behavior, his pursuit of racing appeared to stem from a more extrinsically motivated source. The adult’s responses highlighted a conceptual issue with considering leisure to be defined solely through freedom of choice. For example, the adult described his decision to race in a 25K fundraiser race to support a personally meaningful cause. While the choice to participate in the event may be considered voluntary the participation in the training regimen seemed, according to the adult, to lack freedom of choice. As the interview progressed, it became apparent he did not like racing and perceived the training regimen to be required even though, again, he classified running as a leisure pursuit. It was arguable that based on traditional leisure definitions (intrinsically pursued, autonomously chosen) racing and training were not voluntary (i.e., obligatory) and therefore, were not leisurely pursuits. He may have perceived racing as leisure because the training occurred during discretionary time and he volunteered to run in the race.

**Theme 3: Leisure as Activity**

McLean, Hurd, and Rogers (2008) wrote that a common definition of leisure was defined by activity. In analyzing the interviewees’ responses, each spoke of their leisure as an activity. For instance, the child discussed his play pursuits in multiple ways such as activities at recess, like playing on the monkey bars (his favorite activity). He also associated leisure with a card / electronic anime game. Nash (1960) would describe this type of activity as *amusement and entertainment* because it lacked the creativity and active participation of higher-order leisure and recreation.

The young adult discussed his leisure as an activity as well. Specifically, his leisure was rock climbing and hiking. He spent approximately 20 hours per week climbing at an indoor gym; climbing, building routes, or reading about climbers on the Internet. He also spent at least two weekends per month hiking and climbing outdoors.

In examining the responses for both the child and young adult, leisure for them was clearly doing *something*. By defining their leisure through activity, what is not known is how often a named activity is *not* leisure. Perhaps the young adult excitedly plans for a week to take a trip outdoors to climb, but the experience is not considered leisurely due to the climbing spot being too crowded. Would the young adult consider the planning for the trip to be leisure? For this study, these ideas were not explored.

For the interviewers, the above activities were more aligned with the common definition of recreation, often interchanged with leisure. Recreation, often considered an activity, can occur in groups or be individually-pursued, is often freely-chosen, and involves maturation and growth. In short, recreation is often considered restorative. For these interviewees, getting outside or playing at recess may be restorative as well as physically and mentally beneficial.

**Theme 4: Leisure as a Social Outlet**

Throughout history leisure has served as a socializing agent. Dating back to some of the earliest records of human history, successful hunts (work) were followed by celebrations (leisure). These community celebrations often revolved around the agricultural calendar (Cross, 1990). Read and Miller (1995) noted that humans were perhaps the most social creatures on the planet; they believed that interactions helped in goal creation, cognitive development, the development of empathy, as well as learning. Kleiber (1999) wrote that individuals socialized as a way of learning about rules, teamwork, resilience, development of morals, among other developmental aspects.

All four interviewees spoke about their leisure activities involving siblings, significant others, and friends. Social interactions were
important to each person. The child played imaginative games with his brother. The young adult climbed and hiked with his girlfriend and best friend. Rock climbing provided him with a social community as well as an opportunity for self-expression by adopting mannerisms, language, and the clothing styles of his peers. Through his experience in rock climbing with others, he developed and refined his climbing skills as he learned from his peers and his confidence increased as his skill level increased. The adult pursued leisure with his family, specifically mentioning his son and soccer teammates where he learned about rules and working together as a team to pursue the common goal of winning. The older adult discussed his travel and coaching pursuits directly related to his wife and children. These involved providing travel experiences to pass values of the outdoors and other cultures to a younger generation as well as coaching, a responsibility that demanded the development and understanding of rules, acting ethically (i.e., not cheating), and working and relying upon each other as a unified group.

**Theme 5: Connecting to Nature through Leisure**

Research has shown that extreme sports athletes, outdoor recreationists, and childhood exposure to the out-of-doors creates a connection with nature (Brymer & Grey, 2009; Chawla & Flanders Cushing, 2007; Hacking, Barratt, & Scott, 2007; Louv, 2005; Malone, 2007; Measham, 2006; NPS, 2007). These studies presented a relationship where one’s connection to nature was important for developing stewardship and environmentally-friendly attitudes and behaviors. These pro-environmental feelings and behaviors may prove to be important for subsequent generations.

The older adult discussed his connection with nature stemming from his early childhood experiences. Growing up in the rural north on a farm led to many of his leisure pursuits being outside. His connection to nature now is evident through his research and work pursuits as well as his comfort level in the outdoors. He speculated that if he had grown up in a city, he believed he still would have this innate love for nature, but would be unsatisfied with his life because of the lack of access while growing up. Interestingly, he did not think that this dissatisfaction would be alleviated as he got older and was able to relocate.

The young adult pursued adventure activities in the outdoors through his hiking and rock climbing pursuits. As a child he was exposed to nature. He remembered that he often played cars outside with his brother and during many weekends, camped, hiked, and traveled with his family. Though he primarily climbed indoors he said that he felt more connected to climbing when he was outdoors. This closeness to nature created an appreciation for it and was further evidenced in his pursuit of and attainment of a Leave No Trace Master Educator. His behavior was consistent with research demonstrating that outdoor experience was correlated with pro-environmental attitudes and behaviors (Budruk, Thomas, & Tyrrell, 2009; Vaske & Kobrin, 2001; Vorkinn & Riese, 2001). Future investigations should examine a participant’s outdoor-related experiences growing up as correlated to an individual’s environmental values and stewardship behaviors.

**Conclusion**

In conclusion, this cross-sectional, qualitative inquiry examined the leisure behaviors and attitudes of four individuals at different stages in their lives. The researchers found that core concepts of leisure emerged from the interview responses. The inquiry produced five emergent themes; however, generalizing beyond the context of this inquiry would be inconsistent with this form of investigation. Though five themes emerged, these themes surfaced differently for different
interviewees. For example, freedom from obligation was a significant theme discussed by all four interviewees, whether it was freedom from school, work, or family obligations. The obligation could even be a perceived one. Though the adult enjoyed soccer and running, the personal cause that motivated him to race was perceived as an obligation (i.e., not voluntary) and racing was not perceived as leisure for the adult. For the third theme, leisure as activity, only two interviewees consistently mentioned needing to do something, whether it was rock climbing or playing a video game. Though the other interviewees mentioned activities, it was not as pervasive. As a child and young adult, these individuals were interested in pursuing activities perhaps for skill development for a potential future career or simply to avoid boredom.

In conclusion, leisure is a pursuit for any individual, though it clearly manifests differently based on time, state of mind, activity, access, and social meanings. Even in the same individual, leisure can be described differently and is clearly multifaceted, often leaving the true definition of leisure to the individual.

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