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GAHPERD *Journal*



Mission Statement

GAHPERD, Inc. is a non-profit organization for professionals and students in related fields of health, physical education, recreation and dance. GAHPERD, Inc. is dedicated to improving the quality of life for all Georgians by supporting and promoting effective educational practices, quality curriculum, instruction and assessment in the areas of health, physical education, recreation, dance and related fields.



Message from the Editor:

In this issue of the GAHPERD Journal, you will find specific content to help you grow as a professional. The issue includes a scholarly article related to program design and curricular competency from Augusta University; work related to community connections from Georgia Southern University; and a track and field article from Valdosta State University.

In addition to the scholarly work in this current issue, you will also find information pertaining to Georgia AHERD and our profession, with various highlights throughout—specifically, the Health and Physical Education Teacher Education Programs from Georgia Southern and Valdosta State Universities.

Finally, on this page you will find the latest additions to the Georgia AHPERD Executive Board and numerous program advertisements and upcoming events throughout. If you have comments, please contact me at bheidorn@westga.edu.

Editor
Dr. Brent Heidorn
University of West Georgia

Mission Statement

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Make sure your worst enemy doesn't live between your own ears



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gajumpers@yahoo.com

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Klinkenborg_ann@columbusstate.edu

Northwest: Amy Young

ayoung@paulding.k12.ga.us

Journal Editor

Brent Heidorn bheidorn@westga.edu

Webmaster

Brian Devore briangahperd@comcast.net

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

Journal Submission: How do I submit an article to the GAHPERD Journal?

Publication Guidelines

The GAHPERD Journal is a peer-reviewed professional journal intended to meet the needs of health, physical education, recreation, and dance professionals in Georgia. It is also intended to be a forum for the discussion of new ideas and pertinent issues facing the profession. Before submitting a manuscript to *The GAHPERD Journal*, please be mindful of the following:

- Manuscripts submitted to The GAHPERD Journal must not be submitted to other publications simultaneously.
- Manuscripts with practical implications for educators at all levels are given priority.
- Acceptance is based on originality of material, significance to the profession, validity, and adherence to the prescribed submission requirements.

Manuscript Preparation

Manuscripts should be double-spaced, including all references and quotations, formatted for 8-1/2" x 11" pages, using Times New Roman 12-point font. Manuscripts should be word processed in accordance with the following guidelines:

- Prepare the manuscript in Microsoft Word and submit it as an e-mail attachment.
- Number all pages and lines throughout.
- Submit all tables, photographs and figures as separate documents, not within the body of the manuscript.
- Limit the manuscript to approximately 8 to 12 pages.
- Include a cover page with the title of the manuscript, full name(s) of the author(s), academic degrees, positions, and institutional affiliations. List the corresponding author's address, telephone number, and email address.
- The writing should be simple, straightforward with clear, concise, and logically presented concepts. Use examples, capture the readers' interest, and stimulate the audience's thinking.
- Keep paragraphs short.
- Have a colleague review the manuscript prior to submission.
- Review all references as the authors are responsible for accuracy. For reference style, follow the Publication Manual of the American Psychological Association (APA-6th edition).
- Submit graphs, charts, and tables separately. Clearly label and title all illustrations according to APA guidelines.
- Photographs are encouraged. When submitting photographs, be sure they are digital and at least 300 DPI in a jpg format.

Manuscript Submission

Send all manuscripts to Dr. Brent Heidorn at bheidorn@westga.edu. Manuscripts will be acknowledged by email when received.

The Review Process

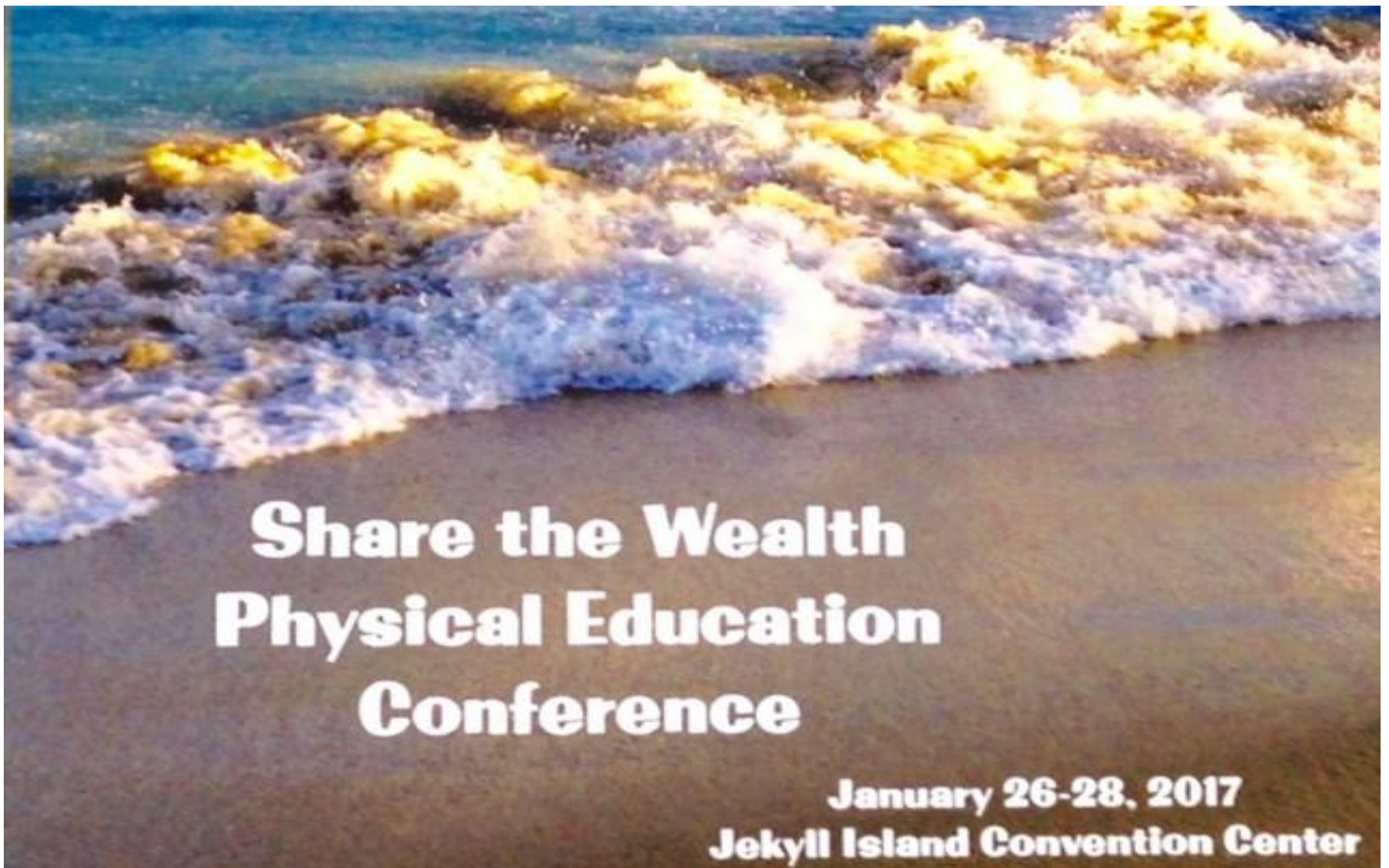
The Publications Editor will distribute all manuscripts to three members of the Editorial Board for peer-review.

Publication

Copyright: Accepted manuscripts become the property of the Georgia Association for Health, Physical Education, Recreation and Dance. Upon request, authors receive permission to reprint their own articles. The GAHPERD Journal is listed in the Physical Education Index.

Manuscript Tracking Policy

Manuscripts undergo a blind review using criteria of accuracy and applicability to the practical concerns of the target audience. Authors will receive manuscript acceptance, revision or rejection letters via email in about six weeks. Authors asked to revise their manuscripts will be informed how much time they have for resubmission, always given at least two weeks. Upon acceptance, the Publications Editor will send a formal acceptance email to all corresponding authors whose manuscripts have been accepted for publication. The Publications Editor will select publication dates for all manuscripts based on an established editorial calendar. Authors will be notified in advance, and edited manuscripts will be submitted to authors for comments prior to publication.



Come join other physical education professionals from all across the United States at the annual Share the Wealth Physical Education Conference in Jekyll Island, GA

January 26-28, 2017

See the next several pages of this journal for additional details.





**2017 SHARE THE WEALTH
PHYSICAL EDUCATION CONFERENCE**

January 26-28, 2017

Pre-Registration Form

Pre-Registrations must be postmarked by January 10, 2017. After this date, attendees must register on-site at the Convention Center.

Name	
Position/Title	
School/Organization	
BUSINESS ADDRESS	
Street or P.O. Box	
City	
State	
Zip	
HOME ADDRESS	
Street or P.O. Box	
City	
State	
Zip	
Phone	
Work #	
Home#	
Cell #	
Fax #	
Email	
Email	

Please check one of the following:

- (X) Pre-registration for full conference (\$100)*
 - () Pre-registration for Saturday only (\$75)*
 - () Pre-registration for Full Time Student (\$40)*
- *If received or postmarked by January 10, 2017*

***NOTE: Only those who pre-register will be guaranteed all conference materials including the official program.**

Requests for refunds must be submitted in writing prior to January 5, 2017 and will not be processed until after the conference. A \$25 processing fee will apply. Please direct any questions concerning registration to Kim Thompson at ktompson.gahperd@att.net or 770-852-1543.

**Please Mail Completed Form To:
GAHPERD SHARE THE WEALTH
C/O KIM THOMPSON
9360 HIGHWAY 166
WINSTON, GA 30187**

THANK YOU!

Exploring the Necessity for Cultural Competency within Physical Education Classes: Simple Ways to Implement Across K-12 Settings

Hannah Bennett

Cultural competency and diversification within physical education settings allows for differences to be explored and for young minds to remain open to diverse backgrounds of fellow classmates and teachers, and to that of cultural influences. The National Association for Sport and Physical Education (NASPE) has created an instructional framework related to the necessary components within a fitness education in physical education. This guiding document highlights areas that should be addressed in a comprehensive program, which was published by the Society of Health and Physical Educators (SHAPE America) in 2012.

According to NASPE's *Instructional Framework for Fitness Education in Physical Education* (NASPE, 2012), one of the key components within the physical education instructional framework relates to "Responsible Personal and Social Behaviors" (p. 3). This component includes items such as "social interaction/respecting differences, self-management, personal strategies to manage body weight, and stress management" (p. 3). Across K-12 settings, the importance of this component averaged a score of 3.5 points out of a possible 5 points, when looking at the Summary of State Standard Priorities indexes (p. 47-51). The highest

priority ranking of this component was given at the middle and secondary education settings, and the lowest priority ranking was seen in pre-kindergarten to kindergarten at 2.95 points out of 5 points. Acknowledging the necessity to further develop and integrate this component within physical education curriculum is a vital step for teacher education preparation.

The importance to learn diversity and inclusiveness is imperative at a young age. The introduction of cultural diversity is suggested beginning at Grade 3 with a benchmark of "recognize & experience physical activities & habits from diverse cultures" (p. 30) and advancing in awareness as children advance in grades. While cultural integration is outlined and suggested to commence at Grade 3, teachers may not feel competent or as knowledgeable to implement activities that can foster this growth. Physical activity provides an opportunity for students to explore and welcome differences early on in their lives, and it is a teacher's job to be able to effectively incorporate elements into one's teaching, as educators of children in these settings and of those entering this field. Physical education environments provide a unique setting in which culture and diversity can be fostered, if done appropriately. The following

easy-to-implement suggestions parallel those of the guidelines reflecting diversity and culture set forth through NASPE's guiding document (p. 30). This is by no means an exhaustive list, and should be viewed as helpful starting points for those who may be looking for ways to increase their own cultural awareness as physical education instructors and thus, their physical education classroom and students.

Ways to Implement Diversity within the Classroom for Grades 3 through 5

The following list provides suggestions on ways to implement diversity within the physical education setting for grades 3 through 5. These suggestions parallel the benchmark set by NASPE.

NASPE Benchmark

Recognize and experience physical activities and habits from diverse cultures.

Implementation Suggestions

Introduce dances that are culturally diverse and explain where they came from and why they are important

For example: the Flamenco or the Zambra with traditional Spanish music

Introduce games or variations of games that specifically highlight the background a specific culture

For example: El Toro in Spain as a variation of tag (see Kids Play Book in Additional Resources)

“Show and Tell”: Bring in an item from another country and tell them about its use within that specific culture

For example: bring in a less traditional piece of sporting equipment, such as a lacrosse stick or field hockey stick. If appropriate, have them try using it.

“Dress Up”: Dress in traditional clothing for different sports to highlight how different countries view them or have a day where students dress as their favorite player to show diversity of favorite sports throughout the world

For example: for a soccer (or futbol) unit, wear a jersey from a soccer team in the US or from another country

Use visual aids in the physical education environment that showcase diverse athletes in an array of sport settings

For example: highlight the Williams sisters in tennis along with Andy Murray and Rafael Nadal

If a student speaks a different language, have the individual teach the class how to say something in their native tongue

For example: have them teach the class “soccer ball” in their native language

Ways to Implement Diversity within the Classroom for Grades 6 through 8



The following list provides suggestions on ways to implement diversity within the physical education setting for grades 6 through 8. These suggestions parallel the benchmarks set by NASPE. In addition to those previously suggested for Grades 3 through 5, the following are additional suggestions based on emotional and physical developments of the students.

NASPE Benchmark

Show respect and sensitivity to the feelings of others while participating in fitness activities with students of different abilities, gender, skills, and cultures.

Analyze how cultural diversity enriches and challenges health behavior.

Implementation Suggestions

Play variations of traditional games that showcase the difference in abilities

For example: sitting volleyball or only dribbling and shooting a basketball with their non-dominant hand

Utilize inclusive and culturally sensitive communication (verbal and non-verbal) with students to show respect to various backgrounds; encourage students to do the same

For example: a teacher should educate one's self regarding their students' cultural backgrounds so to understand varying nuances, such as avoiding eye contact and using phrases such as 'sir' and 'ma'am'.

Verbally acknowledge and support the different backgrounds of students in an effort to build a strong rapport with each students

For example: learn a term of praise from a student's culture; it shows one's effort to learn about the students and where they come from

Intermix various backgrounds of students and encourage cooperative tasks

For example: purposefully create groups/teams within the class and provide to them a task that requires them to work as a collective unit for success, such as a relay race.



Ways to Implement Diversity within the Classroom for Grades 9 through 12

The following list provides suggestions on ways to implement diversity within the physical education setting for grades 9 through 12. These suggestions parallel the benchmarks set by NASPE. In addition to the suggestions for Grades 3 through 8, these additional proposals can be integrated with a more developed student and class within the high school setting.

NASPE Benchmark

Invite and participate with others in physical activity regardless of varying skills, abilities, limitations, and cultural backgrounds.

Analyze the influences of sport participation on developing appreciation of cultural, ethnic, gender, and physical diversity.

Implementation Suggestions

If a teacher utilizes music, invite students to suggest (appropriate) music for a day. Prescreen suggestions before implementation.

For example: for a yoga unit, students may suggest traditional music from Nepal.

Introduce the selected music at the beginning of class and have the student explain their choice.



Prior to teaching a new unit, introduce the unit (for example: lacrosse), and give the student an assignment reflecting the history of the game.

For example: A quick and easy assignment could be asking the student to come to the next class with one new fact about the sport. Write them down on a large piece

of paper and keep it posted throughout the unit. Keep all of these posters (for varying units) on display throughout the school year.

Intermix genders for game play, as opposed to males playing certain games and females playing other games. While intermixing genders has been encouraged, there may be some schools within communities that neglect this concept.

Final Thoughts

The importance of acknowledging acceptance of diverse individuals can be taken outside of traditional classrooms and effectively implemented within the physical education environment. Physical education allows for increases in confidence, self-worth, and overall enjoyment of lifelong movement, but it also allows professionals within this area to address the social aspects of cultural competency. In effectively doing so, the youth they teach learn to respect and appreciate others as they continue to learn additional lifelong skills.

For additional readings and a few – of many – helpful resources addressing cultural awareness within physical education settings, the following suggestions are quick and effective resources to get started:

- Principles and Practices of Culturally Responsive Pedagogy: A Beginning Guide to Meeting the Needs of Diverse Learners in Physical Activity by Dr. Brian Culp
- Using Archetypes to Introduce Social Justice in PETE by Dr. Brian Culp
- Teaching To and Through Cultural Diversity by Dr. Geneva Gay
- Practicing Culturally Responsive Pedagogy in Physical Education by Drs. Shawna Young and Brandon Sternod

www.kidsplaybook.com – an online resource that highlights various childhood games played throughout the world.

References

- Culp, B. (2013). *Principles and Practices of Culturally Responsive Pedagogy: A Beginning Guide to Meeting the Needs of Diverse Learners in Physical Activity*. Retrieved from: http://www.academia.edu/3426299/Diversity_in_Physical_Activity_Settings_-_Basic_Principles_DRAFT
- Culp, B. (2013). Using Archetypes to Introduce Social Justice in PETE. *Journal of Physical Education, Recreation & Dance*, 84(2), 17-19.
- Gay, G. (2013). Teaching To and Through Cultural Diversity. *Curriculum Inquiry*, 42(1), 48-70.
- National Association for Sport and Physical Education. (2012). *Instructional framework for fitness education in physical education* [Guidance Document]. Reston, VA: Author.
- Young, S. & Sternod, B. (2011). Practicing Culturally Responsive Pedagogy in Physical Education, 1 (1), 1-9.

Hannah Bennett is an Assistant Professor in Kinesiology and Program Coordinator of BSEd in HPE at Augusta University in Augusta, GA.

For more information pertaining to this article, contact Hannah at habennett@augusta.edu



Community Collaboration
Bridget Melton & Greg Ryan
Georgia Southern University



Georgia Southern University's College of Health and Human Sciences has proposed taking the City of Statesboro's gym from drab to fab. Collaboration between the School of Health and Kinesiology and interior design faculty members along with students from each program extended professional expertise to local law enforcement, firefighting, and other public work officials to renovate their fitness facility.

Associate Professor Bridget Melton, Ed. D., has been working with the City to make improvements to their health and wellness programs. "We are thinking of creative ways to help our community and also bring about learning experiences for our students," stated Melton. One area of concern the City has is the onsite gym for their employees. The current gym location has outdated fitness equipment, an odd layout of rooms, low ceilings and is not welcoming to the employees. They were searching for a solution that could help promote exercise among their employees, especially emergency personnel who are required to pass fitness testing each year.

This concern provided our faculty members with a way to give back to the community, but also create a great opportunity for our students to gain valuable experiences. The unique approach to this project was recruiting the expertise of not only exercise science faculty members, Dr. Melton and Greg Ryan, PhD., but also reaching out to Diane Phillips, Assistant Professor of Interior Design. Together, both graduate exercise science students and undergraduate students form interior design were challenged to create a functional and aesthetically pleasing gym space based on the current location and restrictions.

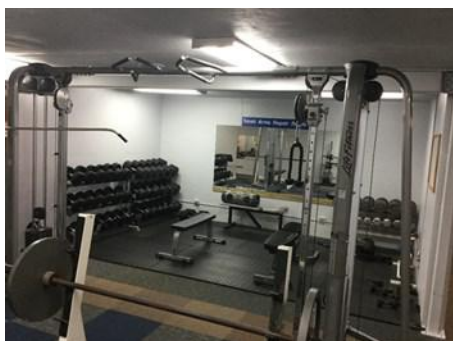
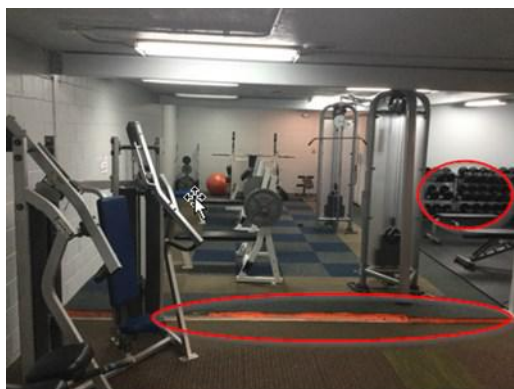
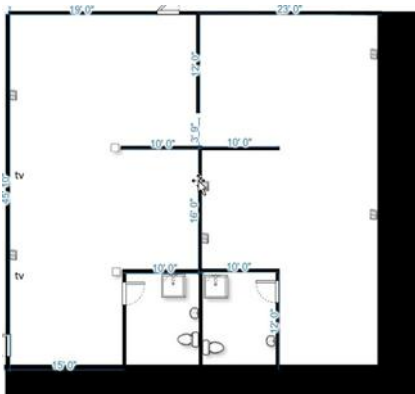
"The collaboration between the two disciplines was great; it allowed the students to understand and appreciate the different fields," stated Phillips. Facility design is taught in graduate applied sport physiology course; however, students do not go into the lighting, color and sound solutions that are critical in all interior designs. The interior design students also gained an appreciation of function and balance to meet the needs of real users.

The students' proposals were presented to a group of city leaders, including the city manager, director of human resources, chief trainer for the Fire Department, and several employee

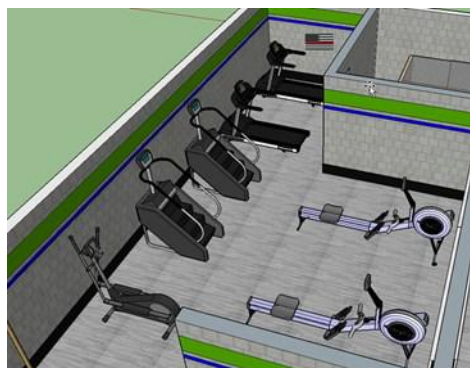
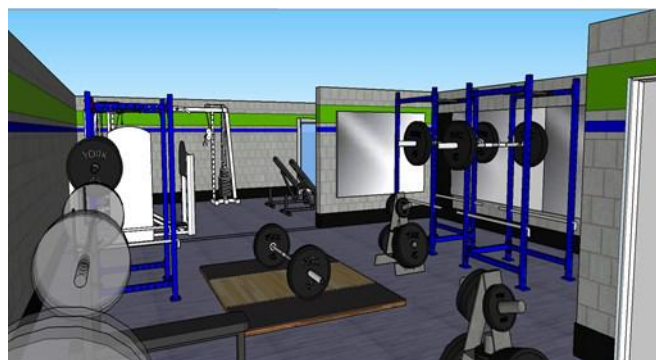
representatives. Their response was overwhelmingly positive. “The proposals were exciting to see, but they were also very realistic and something we are looking into doing in the near future,” reported Jeff Grant, director of human resources. The students’ solutions included cost-effective ways of improving the function and environment in the space. “Clearing out old and cluttered single muscle group machines helps free space for functional training, while also improving flow patterns around the room, and making the facility more optimal” said Ryan.

The proposed plan is currently in the adoption stage, with budgets being exchanged. Implementation of the program design for the City facility is scheduled for 2017.

Before Pictures



Proposed Plans



Contact Bridget Melton
(bmelton@georgiasouthern.edu) for more
information pertaining to the content
presented.

**GEORGIA SOUTHERN UNIVERSITY
HEALTH & PHYSICAL EDUCATION PROGRAM
SCHOOL OF HEALTH & KINESIOLOGY**

**Degree Awarded: BS in Education with a major in Health & Physical Education
Department Chair: Dr. Katherine Thomas
Program Coordinator: Dr. Starla McCollum**

Program at a glance:

Location: Hollis Building

Number of faculty members: 3 (full-time) and 1 (temporary instructor)

Number of students in major: Approximately 50

Average class size: 12

Graduates per academic year: Approximately 10

Accreditations: Approved by the National Council for Accreditation of Teacher Education and the Georgia Professional Standards Commission



Some important facts about the program:

- Faculty members who are dedicated, knowledgeable, and energetic.
- Small class sizes that allow for individual student attention.
- Program's geographic location facilitates educational opportunities to work with diverse populations and in a variety of school settings.
- Curriculum is designed to offer students a wide array of field experiences at the elementary, middle, and high school levels, thus promoting the transition from acquired classroom knowledge and skills to the workplace.
- Graduating students are certified to teach health & physical education in the K-12 school setting.

Distinguishing characteristics of the program:

- Cutting edge Pedagogy Lab to offer students hands on experiences with the latest technologies available for enhancing and analyzing teaching.
- Exposure to a wide variety of teaching styles and curriculum models.
- Opportunities for the undergraduate student to minor in coaching and become a lay coach in the local school district.



**GEORGIA SOUTHERN UNIVERSITY
HEALTH & PHYSICAL EDUCATION PROGRAM
SCHOOL OF HEALTH & KINESIOLOGY**

Future job market/placement:

Students majoring in this area are prepared for teaching Health & Physical Education within the P-12 educational setting.

Certification exams required:

GACE Content Certification Exam

Standout graduates:

Graduates from this program are highly recruited by school district personnel and have consistently acquired jobs in the southeastern region of the US.

Clubs/Getting involved:

Health & Physical Education Club (HPEC)

Georgia Association of Health, Physical Education, Recreation, and Dance

Opportunities for community involvement:

Habitat for Humanity

Joseph Boy's Home Partnership

Special Olympics

Volunteer Coaching

Field Day Volunteer

Boy's and Girl's Club Partnership

For more information about the Health & Physical Education Program contact:

Dr. Starla McCollum, Phone: 912-478-5925.

Email: mccollum@georgiasouthern.edu

School of Health & Kinesiology contact information:

PO Box 8076 Hollis Building

Georgia Southern University

Statesboro, GA 30460

Phone: 912/478-0200

Fax: 912/ 478-0381

Mission

The major in Health and Physical Education in conjunction with the College of Education prepares the candidate to become a health and physical educator in a traditional school setting. Candidates learn how to plan and implement the P-12 curriculum for Health and Physical Education. Health and physical education instructors teach individuals or groups of students a variety of health education concepts as well as physical activities including fitness, educational gymnastics, rhythms and dance, and sport and game skills in P-12 schools.

Vision

The major in Health and Physical Education prepares candidates who can demonstrate effective teaching skills, strategies, and concepts in a variety of teaching situations. The goal/vision is to provide developmentally appropriate instruction that is responsive to the physical, emotional, social, and intellectual well-being of students in grades pre-school through twelve in health and physical education classrooms.



Health & Physical Education Degree

Valdosta State University

PE Complex- Room 165 @VSU_HPE @vsu_hpe (229) 333-7161

B.S.Ed. in Health & Physical Education Degree jobs:

- Coach
- Athletic Director
- Sports Camp Director
- Health Educator
- Private Gym Trainer
- Corporate Trainer
- Performance Analyst
- Sports & Rec Management
- Physical Education Teacher
- Wellness Coordinator
- Nutritionist
- Dance Instructor



93% PASSED the GACE test in 2016

average yearly salary in Georgia (2016)

\$55,720

100% passed the edTPA in 2016

Valdosta State University Health and Physical Education Teacher Education Program



This program prepared me for the real world job I always wanted! VSU's program really helped me reach my potential as an educator. The professors really care about each student's success and their future.

Savannah Smith,
Program Graduate



you'll learn...

- a minimum of 15 sports or activities
- proper exercise & nutrition
- best health practices & preventative measures
- the sciences through movement
- developmental content based on the needs of children
- "a new brand" of physical education

15:1
STUDENT TO FACULTY RATIO

Here, your professors will know your name and personal goals. Their goal is to help YOU succeed!



We're like a family. We all start in the program together as juniors and are in all of the same classes until we graduate. We have grown so close and really rely on each other!

A variety of hands-on learning opportunities are woven throughout our program including skill and fitness techniques, health content and methods, physical education curriculum development and methods for young children, middle-through high school youth, and special needs children, in addition to the science of exercise and movement, analyzing skill, sport psychology, and much more.

Gain relevant, real-world experience that employers are seeking today through our non-lecture approach to learning. Students will have the opportunity to participate in a minimum of three field experiences in public schools prior to their final semester of student teaching.

Our instructors regularly invite students to participate in professional presentations such as international, regional, and state conferences. Faculty members know their students by name and help to personally mentor them in preparation of their future career goals. Here, our faculty are hands-on. Students and professors compete in "pick-up" volleyball games as well as interact through class tutorials. Each faculty member has been trained as a physical educator, so they are experts in the field of health and physical education.

For more information about this degree program please contact Department Head, Michael Griffin at 229.333.7161 or by email at mgriffi@valdosta.edu.



SPARK SPEAKERS BUREAU FANTASTIC 5 WORKSHOPS!

The SPARK Speakers Bureau makes it easy to bring a dynamic and inspirational trainer to your district or school. That's right! A select group of content experts who are superstar presenters (some former SHAPE TOYS) are ready to travel to your school and conduct one of these full-day workshops for you and your colleagues in 2015! Contact us and we'll talk about what you want your teachers to know and be able to do, then customize the training to meet THEIR needs. Here's our Fantastic 5 topics to choose from:



Physical Education Technology - R U Mad for iPad?

Magical MVPA Maximized!



Common Core and YOU: Making Connections

Maybe it's OK to Eat & Run?



I'd Rather Chew Aluminum Foil than Teach Dance!

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"Institutes" for each program in beautiful San Diego!

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southern district conference 2017

January 9-12 • Baton Rouge, LA

#SHAPEsouthern

We Are Family

2017 SHAPE America Southern District Conference

Register by
Dec. 2 and
SAVE
up to \$45!

Co-hosted by LAHPERD

Crowne Plaza Executive Center

Baton Rouge, LA • January 9-12, 2017

Join us at the 2017 Southern District Conference to learn from top speakers and connect with health and physical education colleagues from throughout the region.

The conference will include an action-packed exhibit hall and more than 175 sessions for all teaching levels and disciplines:

- Coaching and Sports
- PE Curriculum, Assessment and Instruction
- Dance
- Health Education
- Physical Activity Before, During and After School
- Professional Preparation
- Technology for the Classroom
- And more!

We hope to see you in Baton Rouge!

"When you attend the Southern District Conference, you not only see old friends and meet new people, you also learn about helpful activities and become excited about teaching!"

The event gives you energy and enthusiasm that lasts until the next SHAPE America conference."



Jiji Jonas

Physical Education Consultant
Louisiana AHPERD

Register today at shapeamerica.org/southern2017

SAVE THE DATE!

Southern District/Louisiana AHPERD

January 9-12, 2017

Baton Rouge, Louisiana—Crowne Plaza

Come enjoy pre-conference workshops, General Session speaker, over 100 activity and lecture sessions and “Louisiana Night”!



Stay tuned for program proposal information and conference updates at:

<http://www.shapeamerica.org/about/districts/southern>

Laissez les bon temps rouler!
(Let the good times roll!)

**Georgia
proudly supports**

 **SHAPE America[®]**

50 **2**
MILLION **0**
STRONG **2**
9

Count Us In!



Back to School



Help Us Reach 50 Million Strong

50 Million Strong by 2029 is SHAPE America's national initiative to ensure that all of America's students have the skills, knowledge and confidence to enjoy healthy, meaningful physical activity.

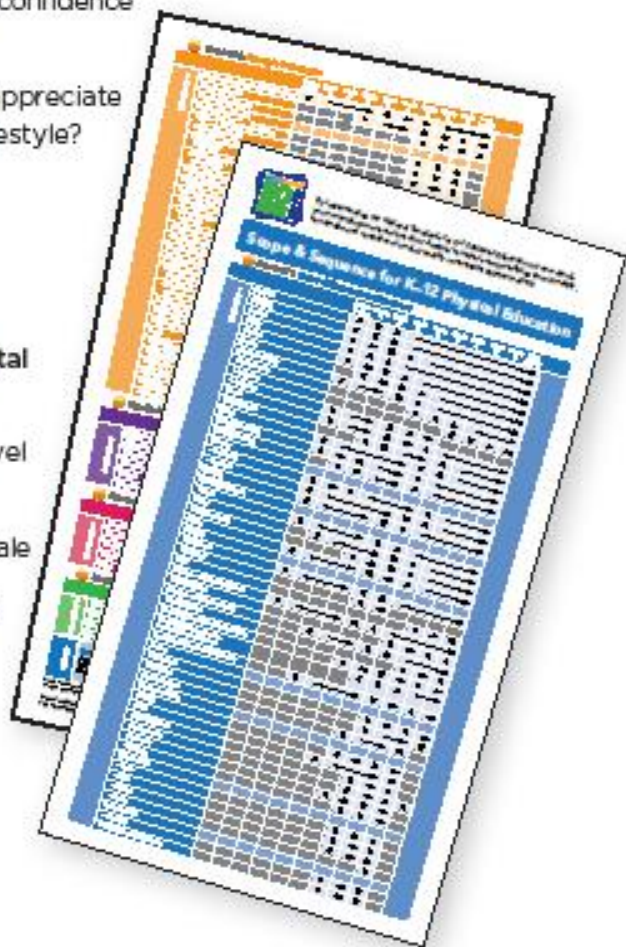
How do we plan to get today's youth to understand and appreciate the importance of living a physically active and healthy lifestyle?

One student at a time.

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Show your support and you'll receive a **FREE** digital Scope & Sequence chart!

- Supports the National Standards and grade-level outcomes for K-12 physical education
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Including Track and Field Athletic Activities into Elementary PE Curriculum

Eugene F. Asola, Sonya Sanderson,
& Patricia Summer

Valdosta State University

Background

The Ancient Olympic Games in Olympia, Greece in 776 B.C were the first organized athletic events on record (The Athletics Results Database, 2016; Lumpkin, 2008).

Even though the Ancient Olympic Games had fewer sporting events than the modern games, track and field events were in abundance. Those track and field events were the stade (a foot race the length of the stadium), diaulos (was two stadium lengths), dolichos (was about 20 lengths of the stadium), and the pentathlon (running, long jump, discus, javelin, and wrestling) (deVidy, 2012). Track and field is one of the oldest sports and is defined as a sport which includes athletic contests established on the skills of running, jumping, and throwing (Costache, 2015).

Modern competitions in track and field, date back to the 19th century, and were usually organized by educational institutions, military organizations, and sports clubs as competitions between rival establishments (The Athletics Results Database, 2016). The modern Olympic Games were established by and credited to Frenchman Pierre de Coubertin in 1896, which began a new era for track and field athletics. The idea of competitive athletic events arose from the Greek love for athletic supremacy in comparison to lucrative benefits. The new focus was to be on playing the sport for fun and competition rather than monetary benefit (Lumpkin, 2008).

In 1912, the International Amateur Athletic Federation (IAAF) was established, becoming the interna-

tional governing body for athletics. Amateurism was one of its founding principles for the sport. The first continental track and field competition was the 1919 South American Championships followed by the European Athletics Championships in 1934 (The Athletics Results Database, 2016). It was not until the Summer Olympics of 1928 after numerous negotiations, women were finally allowed to participate in a five-event program. However, the protests continued throughout the 1932 Olympic Games as women continue to fight for the inclusion into the games (Lumpkin, 2008).

The term Paralympic was officially coined in 1948 as an informal competition in archery for wounded World War II veterans (Hart, 2011). The Paralympic games are the second-largest international sporting event in the world today (Hart, 2011). The Paralympic Games were first held in 1960, which allowed all athletes (not only war veterans) with disabilities the right to participate in sporting events.

As the Olympic Games continued to expand and advance, so did the idea of athletics. The Olympic Games gained exposure through televised coverage in the 1960's. By the late 1970s, the idea of amateurism faded and was replaced by professionalism. In 1982, as athletics continued to gain professional respect, the IAAF followed suit and changed its name in 1983, to International Association of Athletics Federations. Following this change, the IAAF established the first global World Championship in Athletics in 1983. The IAAF World Championship became one of track and field's most prestigious competitions, along with the Olympics. The IAAF World Championships in Athletics became a fully professional competition with the introduction of prize money in 1997 (The Athletics Results Database, 2016).



The Athletics Congress/USA (TAC/USA) became fully operational in late 1979 which has since changed its name to the USA Track & Field (USATF). The USATF is a volunteer-driven, not-for-profit organization that is dubbed “A Sport for Everyone ... For Life!” to promote programs of training and competition for boys and girls of all ages (Kempermann, 2008). The USATF also conducts instructional coaching education courses to elevate the level of coaching track and field across the county (Kempermann, 2008).

In 1986, shortly after the first global World Championships, came the IAAF World U20 Championships (formerly named the IAAF World Junior Championships in Athletics up to November 2015) for junior aged athletes (19 years old or younger) (Schiffer, 2013). Then in 1999, the IAAF World U18 Championships (formerly named the IAAF World Youth Championships in Athletics up to November 2015) for competitors who are 17 or younger (youth) was started (Schiffer, 2013). Since that time, the International Amateur Athletics Federation (IAAF) Kids’ Athletics was created in 2005 to formulate a new concept of Athletics that is unique to the developmental needs of children. The IAAF Kids’ Athletics program is based on three different age groups: Group 1 – children 7-8 years; Group 2 – children 9-10 years; Group 3 – children 11-12 years and on various events (see Appendix A) (Gozzoli, Simohamed, El-Hebil, 2006).

Introduction

The 2016 Shape of the Nation Report by the Society of Health and Physical Educators noted that, the state of Georgia (GA) requires students in grades K-5 to take 90 hours of health and physical education per year. Georgia State law requires middle/junior high and high

schools to provide physical education, but does not specify or suggest requirements for the number of minutes. Sadly, middle school/junior high students are not required to take physical education, however, high school students must earn one credit physical education/wellness for graduation. Even though the state board of education is responsible for coordinating physical education activities and requirements, the collection of specific accountability measures is not described in the statute (Shape of the Nation Report, 2016).



The report also indicated that GA requires school districts and schools to use a curriculum aligned with the state standard and to revise the curriculum every six years. It further requires a locally-developed curriculum for elementary schools but does not specify a required curriculum for middle/junior high or high schools. Unfortunately, GA has not promoted the use of curriculum tools to schools or school districts in the past nor the use of the Physical Education Curriculum Analysis Tool (PECAT). Given that a class size required by the state’s maximum student-teacher ratio for physical education is 40:1, (which practically is not the case with our current Physical Education (PE) classes) anecdotal evidence suggest most physical educators in GA typically combine two or more classes when teaching.

Research suggests that “active kids learn better” (Shape of the Nation Report, 2016). Many studies show that active and fit children consistently outperform less active, unfit students academically in both the short and the long term (Kempermann, 2008; Trudeau, & Shephard, 2008). According to the report, active



children also demonstrate better classroom behavior, greater ability to focus, and lower rates of absenteeism. Physical education programs teach children lifelong skills to keep them healthy. Physical education addresses the needs of the child holistically by helping children exercise both their bodies and their minds, with a positive impact on their physical, mental, and emotional health (Shape of the Nation Report, 2016).

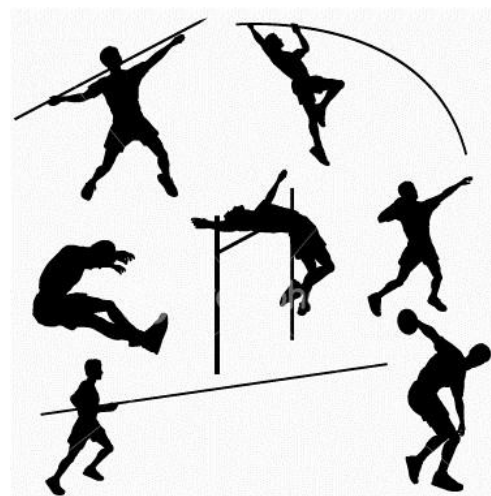
their bodies and their minds, with a positive impact on their physical, mental, and emotional health (Shape of the Nation Report, 2016).

Voices for Healthy Kids/PE (2016), in an article titled “Building momentum for physical education across the states” by Shape of the Nation, argued that states and school districts play a critical role in setting requirements for and implementing physical education programs in schools, yet the challenges facing decision making bodies in recent years has been daunting. The article explains how policy landscape across the nation is complex, as many states differ in who has the authority over physical education policy and programs. That, federal support for health and physical education pro-

grams diminished under the previous federal education law, No Child Left Behind, resulting in marginalized programs and significant funding cuts nationwide.

The purpose of this article is to present a variety of activities in track and field based on developmentally appropriate content progressions found in the IAAF Kids’ Athletics practical guide. These activities include running, jumping, and hurdling in teaching average-to-large classes in PE. See appendix B for running cues. School physical education is important because all activities are planned and well structured; more so, in order to safely increase the physical activity of students, evidence-based practices are valuable in order to keep the activity safe, supervised, and promote skills students need to achieve physically active lifestyles (Shape of the Nation Report, 2016).

A broad body of evidence indicates that regular physical activity promotes children and adolescents’ growth and development while conferring benefits to their physical, mental, and cognitive health (Institute of Medicine, 2013; U.S. Department of Health and Human Services, 2008). Regular physical activity and physical fitness can play a significant role in promoting health and preventing chronic illnesses among adults, such as heart disease, cancer, type 2 diabetes, and osteoporosis (U.S. DHHS, 2008; Institute of Medicine, 2013).



It is pertinent to note that there are serious effects of physical inactivity on the productive work force of the American population. All stakeholders must understand that physical activity can support children's mental and cognitive health, and being active on a regular basis can also reduce symptoms of anxiety and depression, (U.S. Department of Health and Human Services, 2008). Physical activity helps children improve self-esteem, attain greater social interaction among peers, and being more goal-oriented (Institute of Medicine, 2013). Undoubtedly, children learn how to make decisions, cooperate, compete constructively, assume leader/follower roles, and resolve conflicts by interacting in play, including activities such as track and field that focuses on group performances. The following activities are suggested for elementary students, but may be used for older students as well, when teaching basic running and jumping in physical education. The suggested warm-up and main activities are based on IAAF Kids Athletics practical guide.

Warm-up activities (before moving to the four main activities)

Place 10 jump ropes about 6 feet apart. Put students in groups of four or more depending on class size, one behind the other, and let them walk and step over the jump ropes with their dominant foot leading.

Increase the speed of the walking pace each time the groups complete the task, until the students are slowly jogging, maintaining the dominant foot stepping over first.

Once students look comfortable with running over the ropes (dominant foot first) then allow them time to practice handing/passing batons and/or rubber rings to the

person in front of them in line.

1. Main Activity: Baton Relay

Description: Two lanes are created as in the figure below for each team: one lane with hurdles and the other without hurdles. Suggested length is about the length of a regulation basketball court. The height of the hurdles can vary according to age (less than 3 feet high and about 6 feet apart). The first runs the hurdle side then sprints back to their group on the side with no hurdles carrying the baton or hand rings. If you want to add a little friendly competition, name the first group who completes the task first as the "winner". Repeat a few times giving others an opportunity to be the "winner". Or use time to challenge each group to a better record time of their own.

Safety: Always keep your eyes on incoming runners to receive batons and/or hand rings.

Modifications: Decrease the height of hurdles, use a jump rope as in the warm up activity for students to jump over; use a line on the floor, or use a small object that can be jumped over. Place the hurdles further apart or have less placed within the lanes.



2. Main Activity: Survival Relay

Description: This is an excellent activity to build cardiovascular endurance. You can start off with doing this activity about four minutes then increase a minute each day. Use a basketball court to make set up easier (if available). Of course, cones will suffice in each corner in place of flags. Students will pick up a clothespin from the bucket (that is placed at one of the corners) then place it on their shirt tail. For larger classes, more buckets may be needed. Once a student returns to where their group is on the course, the next person may leave for their lap. The first person in line begins on the teachers command. Give the students a 1 minute countdown prior to the end of relay. At the end of the relay; simply add up the clothespins that each team has accumulated if you would like to declare a “winner”. You could also use group time to challenge each group to a better record time.

Safety: Slow down at the corners and watch for those bending over at the clothespin bucket, and be careful putting the clothespin on their attire.

Modifications: Provide wider corners for easier turns. Decrease the length and/or the time of relay.

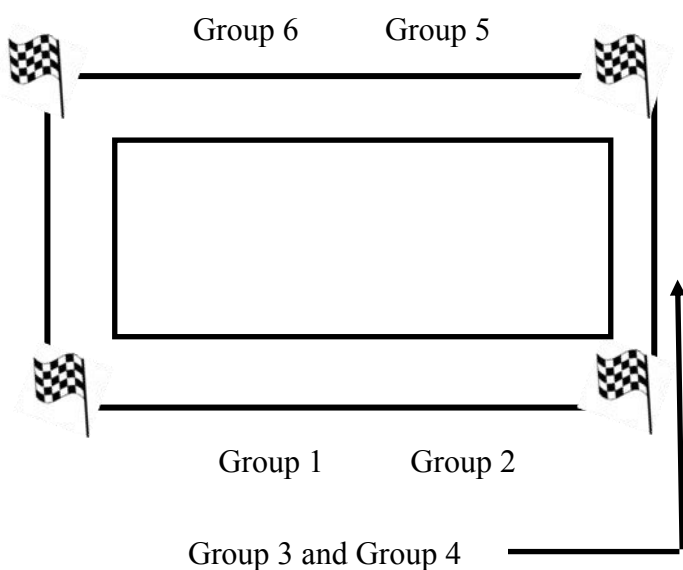
3. Main Activity: Obstacle Course Relay

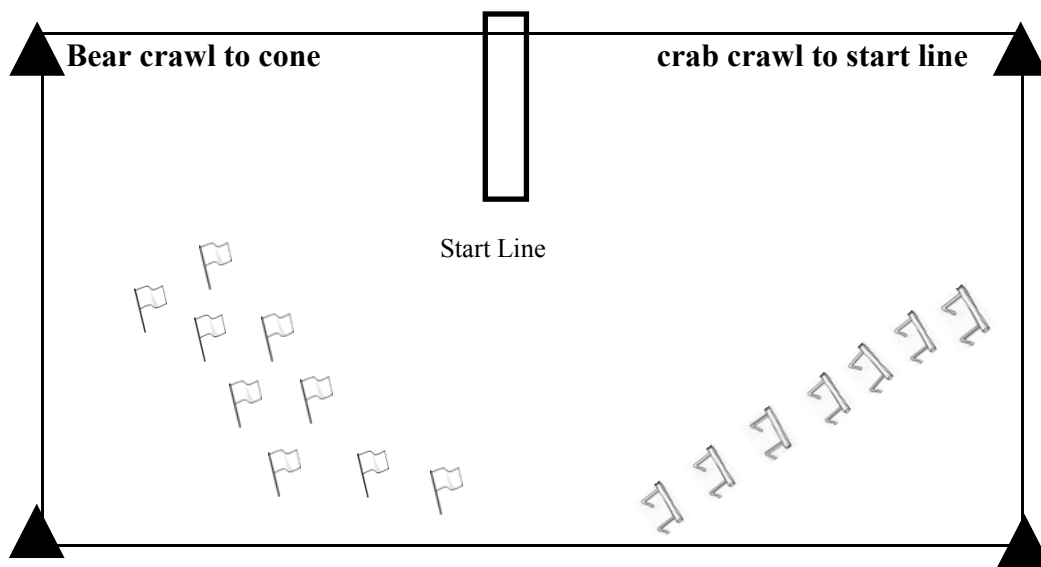
Description: Using a basketball court, have groups in a single file line, one behind each other across a designated start line. On your command the first person begins. Once the student completes the course, the next person in line starts. The 1st task, students must bear walk until they get to the corner of the basketball court. 2nd task, sprint in and out of the flags or cones. 3rd task, sprint and jump over each hurdle (or small object or jump rope), and the final task, the student has to crab walk backward/forwards (let them decide) to their group at the start line. A baton, chicken, and/or small rubber rings can be used to hand off to the next person in line. If an object is used, have the student balance it on their backs for the bear walk and on their tummies for the crab walk. Set up at least three sets of cones or hurdle lanes (depending on class size) for maximum participation. For a friendly competition, name the first group to finish as the “winner”. Depending on the age of the students and or space, you can add more activities/tasks, or simply use time.

Safety: Make sure students pay attention to others who are competing against them.

Modifications: Decrease the number of hurdles and/or flag poles (cones). Decrease total distance. Decrease height of hurdles. Allow students to modify the bear/crab crawl if they have difficulties.

See the diagram on the next page...





Main Activity 3: Obstacle Course Relay

4. Main Activity: Broad Jumps

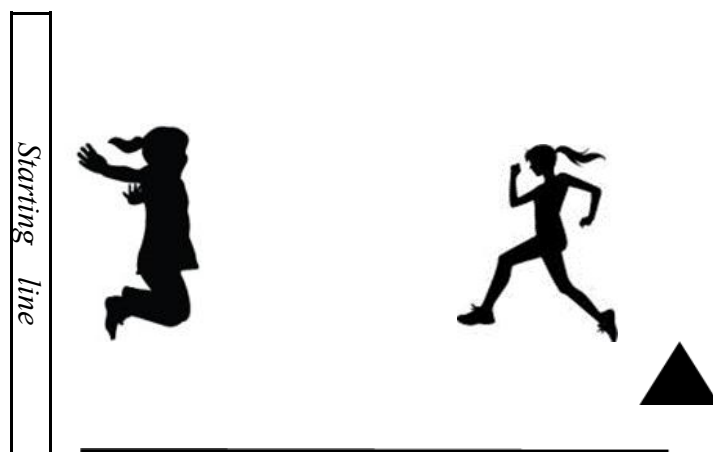
Description: Two feet forward hops down to the cone. Sprint around the cone and run back to tag the next person in line. To make the task more difficult, after the first person jumps forward, the second person starts their jump from where the first person landed. Then the third person has to jump from where the second person landed and so on until the group reaches the cone, then they all sprint back to the start/finish line. Another variation is to see which group has jumped the furthest, following the previous rules. The last person will stand like a statue and wait for all other students to complete their last jump. Once everyone is finished; the group that has the person standing the furthest from the start line, wins that round.

Safety: Stay back from the student jumping to avoid being hit by the jumpers' arms. Keep knees high and land on balls of the feet.

Modifications: Decrease length from start position to end position.

See the diagram to the immediate right...

Research has shown there has been fluctuation in federal support for health and physical education programs. As previously mentioned, the No Child Left Behind law created a diminish in funds throughout the nation but support was fortunately reestablished through the implementation of laws and programs like the Every Student Succeeds Act (ESSA) and the Physical Education Curriculum Analysis Tool (PECAT). Although these laws and tools exist, it is critical that school systems implement these programs. Physical activity, like track and field activities mentioned within this article proves to not only increase the health of an individual, but also improves the academic success one may have.



Track and field activities have been found to promote decision making skills, leadership skills, and problem solving (conflict) skills which in turn promote life-long skills in children that will continue to have positive impact as they grow and develop. Therefore, if school systems place stronger emphasis on the implementation of health and physical education programs they will not only be helping children build healthy bodies but also play a vital role in creating healthy minds.

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Appendix A
IAAF Kids' Athletics Practical Guide

Age Group (Years)	7-8	9-10	11-12
<i>Sprinting/Running Events</i>			
Sprint/Hurdles Shuttle Relay	X	X	
Bends Formula: Sprint/Hurdles Running			X
Bends Formula: Sprint Relay			X
Sprint/Slalom		X	X
Hurdles			X
Formula One (Sprint-, Hurdles- and Slalom Running)	X	X	
8' Endurance Race	X	X	
Progressive Endurance Race		X	X
1000m Endurance Race			X
<i>Jumping Events</i>			
Pole Long Jumping		X	X
Pole Long Jumping over a sand pit			X
Rope Skipping	X		
Short Run-up Triple Jumping			X
Forward Squat Jumping	X	X	
Cross Hopping	X	X	X
Short Run-up Long Jumping			X
Ladder Running	X	X	
Triple Jumping within a limited area	X	X	X
Exacting Long Jumping		X	X
<i>Throwing Events</i>			
Target Throwing	X	X	
Teens Javelin Throwing			X
Kids Javelin Throwing	X	X	X
Knee Throwing	X	X	X
Teens Discus Throwing			X
Overhead Backward Throwing		X	X
Rotational Throwing		X	X

Appendix B Running Cues

Posture

- Run tall keeping your hips underneath you
- Chest out as shoulders stay square to your hips
- Toe up, heel up, knee up

Head

- Eyes look forward
- Jaw relaxed, mouth open

Arm Action

- Keep your shoulders loose and relaxed
- Arms swing forward and back from hip to shoulder level as a single efficient motion
- Keep hands cupped and fingers relaxed
- Relaxed movements (No excess tension)

Foot strike


- Land in a flat foot action, with a continuous active foot strike/pawing motion
- Acceleration (push off the ground with the balls of the feet)
- Quick arms swing (shorten the arm angle to 90 degrees)
- Quickly paw the ground and push off forward

Eugene F. Asola is an Assistant Professor in Physical Education; Sonya Sanderson is an Associate Professor in Physical Education; and Patricia Sumner is a graduate student in Communication Sciences and Disorders; all three authors are at Valdosta State University, in Valdosta, GA.

For more information pertaining to this article, contact Sonya Sanderson at slsanderson@valdosta.edu



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