ISSUE 47 | VOLUME 3 | 2015

GAHPERD Journal

In this issue

Peer-Reviewed Articles

The Georgia Association for Health, Physical Education, Recreation and Dance, Inc. is affiliated with the American Alliance for Health, Physical

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:

I hope you enjoy what Georgia AHPERD has to offer you for your professional development needs. I also hope you'll take the time to review the recent convention photos, the JRFH ads, and other highlights. I encourage you to consider attending the Share the Wealth Physical Education Conference, January 21-23 in Jekyll Island (see page 7).

The **Teaching Tips** section for K-12 health and physical education teachers and coaches in this volume provides health tips and physical education tips from Doris Morris and Babs Greene.

Peer-reviewed articles are from the University of West Georgia and Georgia Southern University.

Key announcements focus on Jump Rope for Heart grants and awards, SPARK, and Share the Wealth.

If you have any questions or comments, please feel free to contact me at bheidorn@westga.edu for more information.

It's not the will to win that matters—everyone has that. It's the will to prepare to win that matters.

Paul "Bear" Bryant

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

Georgia AHPERD 2015 Convention Highlights

Georgia AHPERD 2015 Convention Highlights

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Share the Wealth Physical Education Conference

January 21-23, 2016 Jekyll Island, GA

We hope to see you at the annual Share the Wealth Physical Education Conference in Jekyll Island, Georgia. Enjoy participating in the many health and physical education, and physical activity sessions that can tremendously impact your teaching. If you have any questions about the upcoming convention, contact Georgia AHPERD Executive Director, Kim Thompson (kthompson.gahperd@att.net)

The 2016 Conference will be held at the

Jekyll Island Convention Center


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For More Information, contact:

Paula Kun
Snr. Director of Marketing &
Communications

pkun@shapeamerica.org
703-476-3461

Apply Now for the 2016 SHAPE America JRFH/HFH Recognition Awards

Application deadline: December 15, 2015

Each year, SHAPE America recognizes up to two Jump Rope For Heart coordinators and one Hoops For Heart coordinator. These award winners exemplify leadership in the Jump Rope For Heart/Hoops For Heart programs at the state, district or national level.

Winners are honored in front of their peers at an awards ceremony held during the SHAPE America National Convention & Expo. This year's convention will be in Minneapolis, April 5-9, 2016.

Eligibility and Award Criteria*

The recipient shall:

- be a current member of SHAPE America
- have a minimum of three years experience as a Jump Rope For Heart/Hoops For Heart event coordinator
- maintain professional growth within their related field
- serve as a positive role model, epitomizing personal health and fitness, enjoyment of activity and sportsmanship as well as sensitivity to the needs of all participants
- demonstrate a commitment to the Jump Rope For Heart and/or Hoops For Heart program by serving on JRFH/HFH committees, as a demonstration team coach or as a state or district coordinator, and/or by presenting JRFH/HFH workshops or programs

*Previous JRFH and HFH Recognition Award recipients and Joint Projects Committee members are not eligible to apply.

To apply, visit ShapeAmerica.org

SHAPE America Society of Health and Physical Educators — health. moves. minds. | JUMP ROPE FOR HEART | HOOPS FOR HEART | American Heart Association — life is why

American Heart Association®

life is why™

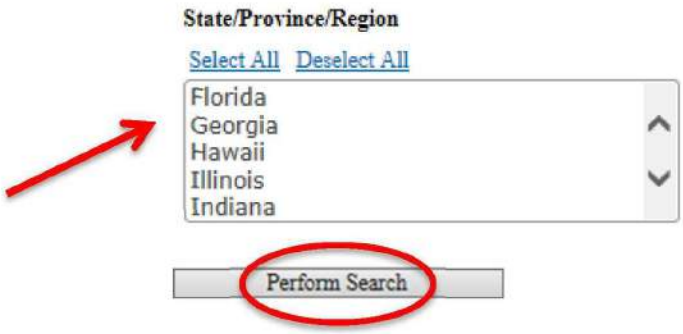
Do you have an interest in child health, nutrition and exercise?
Do you have a passion for organizing community wellness activities and events?

We are looking for Part-Time Seasonal Youth Market Coordinators in Your area...

to help us reach as many children as possible with our Heart-Healthy key messages!

STEP 1: Go to www.heart.org and click on CAREERS in the top right corner. Then click on:

STEP 2: Scroll down to the bottom, choose your state and perform the search:



STEP 3: Choose the appropriate ***Seasonal Youth Market Coordinator*** position for detailed information:

Tracking Code	Job Title
4892-415	Seasonal Youth Market Coordinator-Miami, Florida
4891-415	Seasonal Youth Market Coordinator-Bonita Springs, Florida

heart.org

Jump Rope For Heart and Hoops For Heart

are national education and fundraising events sponsored by the American Heart Association and the SHAPE America.

These events engage elementary and middle school students with jumping rope or playing basketball while empowering them to improve their own health and help other kids with heart-health issues. And both programs are great ways to satisfy the physical education standards as determined by NASPE (National Association for Sport and Physical Education) and AAHE (American Association for Health Education).

Jump Rope For Heart and Hoops For Heart Help Students Grow!

- Kids learn the value of community service and become empowered to contribute to their community's welfare.
- Children join together in helping other kids with special hearts.
- Students learn how to develop heart-healthy habits while being physically active
- Participants learn jump rope and basketball skills they can use for the rest of their lives.
- Students help your school earn gift certificates for free P.E. equipment!

How It Works....

Jump Rope For Heart or Hoops For Heart events are conducted in school by physical education instructors, coaches or teachers. They can be scheduled whenever it's most convenient-during physical education class, lunch or before or after school. Once you register, you'll receive an event kit with everything you need to conduct a successful Jump Rope For Heart or Hoops For Heart event:

1. Step-by-step instructions on scheduling, promoting and conducting the event.
2. Heart-healthy curriculum to support heart awareness with the event.
3. Tips for fund raising. Participants ask friends and family for donations. Our online tool makes raising money even easier!
4. Training and support from an experienced American Heart Association staff person or volunteer.

Jump Rope For Heart/Hoops For Heart Updates

All-New JRFH/HFH Ads

The American Heart Association has put together a collection of program ads that can be used for online or print marketing. These are great resources for your website, newsletter, convention programs and so much more. They come in different dimensions, in color or black and white, and they promote one or both of the programs.

You'll find the new ads in Dropbox at JRFH HFH Ads. If you have any questions about these resources or have trouble accessing them, contact Meredith May at mmay@shapeamerica.org.

Call for Articles for *The Pulse*

The Pulse is the only newsletter dedicated to the Jump Rope For Heart and Hoops For Heart programs. It contains lesson plans, best practices, survivor stories and school success stories, as well as tips and tactics for hosting successful JRFH and HFH events.

You can help increase collaboration across the JRFH/HFH programs by sharing your tips, ideas, event recaps and other relevant content in *The Pulse*. We are looking for teachers, principals, coordinators, AHA staff and other individuals involved in JRFH/HFH to submit articles. You can find contributor guidelines on *The Pulse* website.

Apply Now for a JRFH/HFH Grant

Deadline: December 1, 2015

Are you a Jump Rope For Heart or Hoops For Heart coordinator who would like to take your program to the next level? SHAPE America is currently accepting applications for the 2016 JRFH/HFH grant program.

About the Grant

Each year the National Joint Projects Office awards 10 grants to recognize Jump Rope For Heart and Hoops For Heart Coordinators for their passion and contribution to the program. The $2,500 grant supports professional development and provides funds to purchase school equipment.

All 2016 grantees will receive:

- $1,300 professional development stipend to attend the 2016 SHAPE America National Convention & Expo in Minneapolis, April 5-9. The stipend may be used toward convention registration, travel, lodging and/or per diem.
- One-year SHAPE America membership (if you are not a current SHAPE America member) and one copy of the *National Standards & Grade-Level Outcomes for K-12 Physical Education*.
- $1,200 US Games gift certificate redeemable for equipment to enhance your school's physical education program. The gift voucher will be presented at the 2016 National Convention & Expo in Minneapolis.
- Invitations to special events where you will meet physical education and JRFH/HFH leaders from around the country.
- Opportunity to share what makes your program special by contributing to *The Pulse*, the JFRH/HFH national newsletter.

Visit www.shapeamerica.org/jump/recognition to download the application.

The SHAPE America Jump Rope For Heart & Hoops For Heart grant is available only to individuals who have completed a JFRH/HFH event in the prior school year. If you have questions about the application or grant program, please contact Meredith May, joint projects manager, at mmay@shapeamerica.org.

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Jump Rope For Heart

Jump Rope Champion Rene Bibaud

Jump rope champion Rene Bibaud has won five world championships; toured the world as a coach and featured performer for the renowned Cirque du Soleil; appeared on television, in feature films, and on thousands of stages; provided color commentary for ESPN; and, created her own business with a mission of youth motivation and fitness. Rene has assisted and participated with GAHPERD on several occasions and is shown in the above photographs presenting a Jump Rope for Heart assembly at Carrollton Elementary School.

For FREE Membership in SHAPE America

Raise $2,000 or more through your Jump Rope For Heart or Hoops For Heart event at your school and receive a one-year FREE JUMP membership to SHAPE America!

By joining SHAPE America, you become connected to the benefits and tools to support your profession. Empower yourself to SHAPE health, habits, policy and programs all year!

ONCE YOUR SCHOOL HAS RAISED $2,000 OR MORE:

- ☑ Simply complete the portion below.
- ☑ Have your school principal sign it.
- ☑ FAX to 703-476-9527 or drop it in the mail to: SHAPE America, 1900 Association Dr., Reston, VA 20191 to activate your **FREE SHAPE America JUMP membership.**

Visit www.shapeamerica.org/jump to learn more about our programs for JRFH & HFH coordinators.

Contact your State AHPERD to learn what special member benefits are available when your school holds an event.

SHAPE America — Society of Health and Physical Educators — health. moves. minds.

American Heart Association. Life is why

Name _____

Job Title _____ School _____

Address _____ City/State/Zip _____

Phone _____ Email _____

With your JUMP membership you get a subscription to the online edition of one of the magazines below!
Please select one of the following: ☐ Strategies ☐ JOPERD

☐ As principal, I confirm that my school raised $_____ in our Jump Rope For Heart or Hoops For Heart event in School Year _____.

Principal Signature: _____

* Incomplete forms will not be processed.

GET READY FOR THE NEW SCHOOL YEAR WITH SPARK PE

Digital Curriculum!

SPARK Physical Education (PE) was designed to be more inclusive, active, and enjoyable than traditional PE classes. Aligned with National Standards, SPARK PE lessons are easy to learn, and easy to teach. Choose from grades K-2, 3-6, Middle School, or High School.

DIGITAL SETS ARE ONLY $199!

Digital Curriculum Sets Include:

- Access the complete "e-Manual" with hundreds of research-based activities
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- Helpful tips from SPARK's Master Trainers
- **SPARKfit** – Fitness & nutrition focused lessons, circuit training videos, goal setting tools, and more!
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- **SPARKdance** - All of the SPARK PE K-12 and After School dance videos, music, and lessons in one place!
- All digital content has been optimized for use on a tablet or other mobile device so you can access it anywhere!

Order online at sparkpe.org/store or contact us to learn more!

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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.

Georgia AHPERD Welcomes Its New President, Bridgette Stewart

Biography

Bridgette Stewart joined the Department of Leadership & Instruction at the University of West Georgia in the fall of 2003. Ms. Stewart is an active member of Shape America, the Southern District of Shape America and the Georgia Association for Health, Physical Education, Recreation and Dance (GAHPERD). She is an active member of the board of directors for GAHPERD and now serves as the President. She also serves as the chair of the community health council as part of the health division of Southern District Shape America.

Ms. Stewart is currently certified as an ACE national health coach, a BLS Instructor through the American Heart Association, a Certified Wellness Practitioner and a Worksite Wellness Specialist through the National Wellness Institute, a Fitness Nutrition Specialist through the American Council on Exercise. She is also trained as a lifestyle coach for the CDC's National Diabetes Prevention Program. Most recently, she completed the Kids N Fitness Train the Trainer Program. She is in the process of preparing for the ACSM Physical Activity in Public Health Specialist exams.

She is the faculty adviser for Shape Her, a newly formed student organization that focuses on the health and well-being of UWG's female student body.

In her spare time, Ms. Stewart enjoys golfing, fitness walking, kayaking, and spending time with family and friends (and her puppy Duncan).

Education/Degrees

- A.A., Psychology, Georgia Highlands College, 1996
- B.S., Sports Medicine, Berry College, 1998
- M.S., Physical Education, University of West Georgia, 2003

Contact Bridgette at bstewart@westga.edu for more information about the Georgia Association for Health, Physical Education, Recreation and Dance.

Tips from the Health Division

Teacher Tips for Staying Healthy and Happy

Content on this page taken directly from http://www.scholastic.com/teachers/top-teaching/2015/02/teacher-tips-staying-healthy-and-happy

Here are tips that are really easy to implement, some which can be done on a daily basis.

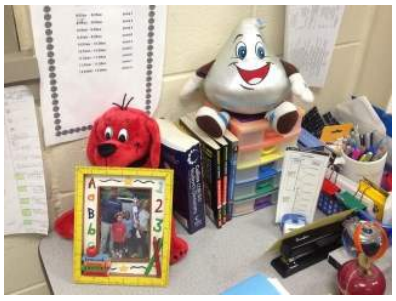
- Stay home if you're sick. Many teachers feel bad about leaving their class with a sub, especially if they haven't planned ahead. But coming to school sick is unfair to your students and burns you out. Stay home when you don't feel well.

- Drink lots of water. It helps lower stress and keeps your brain running efficiently.

- Add more color to your diet. A variety of colorful fruits and vegetables gives you a variety of nutrients, a perfect recipe for feeling better physically and mentally.

- Get exercise every day. Raising your heart rate burns off stress, and doing it in the evenings will help you fall asleep sooner—and stay asleep.

- Play music in the classroom. Quiet music with no words can be soothing—for everyone—during independent work time. Playing music before or after school can help you feel happy in your classroom.



- Bring something to the classroom that you love, such as a family photo, a colorful cactus, a funny comic, or a Lego VW bus. Each time you see it you'll remember what's fun and inspiring to you.

Special thanks to Doris Morris, VP-Health,
for submitting the content on this page

Thoughts from the Physical Education Division

Content on this page taken directly from http://www.pecentral.org/climate/teachingtips.html

- Dress professionally. T-shirts only on days that all teachers can wear them.
- Have **classroom rules** and consequences clearly posted in all places you teach.
- Be consistent in applying the consequences and in dealing with students.
- Greet students at the gym or locker room entrance.
- Have students practice and perfect the protocols and procedures you set for such management tasks as entering and leaving the classroom, lining up putting away and getting out equipment, getting drinks, using the bathroom, forming teams or groups and what to do on the stop and start signal.
- Look students in the eye when speaking to them.
- Get to know **students names** as soon as possible. After learning names use them often when giving praise, feedback or to get their attention.
- When instructing keep your "Back to the wall" as much as possible.
- When helping individual students position yourself so you have the whole class in front of you.
- Keep your eyes up and look across the whole gym so you can monitor all students, not only those immediately in front of you. Think of it as a good defensive driver of a car. You don't look at the hood of your car…you look at the car that is in front of you so you can anticipate and avoid potential problems.
- Give feedback across the gym now and then. For example, using a projected voice, comment on student work in areas of the gym that are not directly in front of you.
- When students are not behaving…determine if the task is too easy or too hard for them. If the task appears to be too easy, make the task harder (smaller ball, smaller target, longer distance or try the task while moving). If the task appears to hard, make it easier (larger ball, softer ball, closer distance, larger target).

Special thanks to Babs Greene, VP-Physical Education, for submitting the content on this page

High School Athletic Participation and its Relationship to Gender and Socio-Economic Status (SES)

Dr. Kenneth Teed, University of West Georgia
Dr. Scott Johnson, APSU

Abstract

The purpose of this study was to evaluate the gender, social class and athletic secondary school performance in approximately 25,000 secondary school students from the National Longitudinal Education Study (NELS). This study was delimited to students who participated in intramurals and/or interscholastic athletic activities during the 10th- and/or 12th- grades. Specific research hypothesis examined gender, athletic participation and socioeconomic status (SES). Results indicated males participated at a higher rate than females. SES scores are not related to gender; they do appear to be related to the racial make-up of the athletes. Further research is needed to further evaluate the changing shift of populations and the subsequent effects they have on who participates in sport. Further research should determine key performance metrics that intersect with SES and Gender.

Gender and Sport

Prior to the passage of Title IX (1972), opportunities for women to participate in sporting activities were minimal. Coakley (2004) indicated Title IX was significant in increasing opportunities for women to participate in athletics. Hanson and Kraus (1999) explained the number of female participants in high school athletics increased from approximately 250,000 in 1970-71 to 2.36 million in 1996-97. NFHS (n.d.) revealed an all-time record for girls' participation was established in athletics (2,953,355) during the 2005-06 academic year. Despite, achieving an all-time record for girls' athletic participation, males still dominate sport participation (4,206,549) in the United States' secondary school system (NFHS, n.d.).

Coakley (2004) indicated five factors have led to increased participation for girls and women. These factors are: 1) new opportunities; 2) government equal rights legislation; 3) global women's rights movement; 4) health and fitness movement; and 5) increase media coverage of women in sports (Coakley, 2004). Melnick, Vanfossen, and Sabo (1988) indicated sport participation for girls was positively associated with involvement in extracurricular activities, educational aspirations, and perceived popularity. Hanson and Krauss (1998, 1999) determined athletic participation is related to higher achievement in science for high school girls.

As previously mentioned, Title IX has provided millions of girls and women with opportunities to participate in a variety of sports. These athletic activities have allowed females to develop their intellectual and physical abilities in these sporting environments. Thus, women sport organizations (e.g., Women's Sport Foundation) have been created in order to lobby for the promotion of female athletic participation and physical activity throughout the world. In addition, media coverage has allowed young girls to realize the accomplishments of women athletes via numerous media outlets (e.g., television, newspaper, Internet). Hence, young girls are becoming increasingly interested in athletic participation. Young females are beginning to realize sports may provide an avenue toward developing physical strength and competence.

Unfortunately, Coakley (2004) reiterated these increases in female athletic participation have not been easily accomplished. Due to several reasons, Coakley (2004) explained these increases in girls' and women's athletic participation rates may not continue. For example, financial resources may not be available in order to create new athletic opportunities for females. In addition, "women are not visible leaders in sport programs" (Coakley, 2004, p. 247). Therefore, gender equity in sports could potentially be limited due to the gender of decision makers within the sports industry.

However, another debate has evolved due to the elimination of Men's intercollegiate athletic programs. Sports such as gymnastics, swimming, baseball, and wrestling have been dissolved at numerous colleges and universities in the United States. Surprisingly, many of the athletic directors making these decisions, to eliminate men's athletic programs, are male. Some coaches and administrators are blaming compliance with Title IX as the ultimate reason for the disbandment of these male athletic programs. In other words, athletic departments must comply with Title IX so athletic directors are utilizing athletic budgets in order to fund women sports. Therefore, male athletic teams have been cut in order to provide funding so women can participate in intercollegiate athletics. However, Title IX does not actually state compliance with this law should be achieved by eliminating men's athletic teams. Despite this continuing debate, it is evident women's athletics have not yet accomplished gender equity in athletic participation rates and opportunities for sport participation.

Overview of the National Education Longitudinal Study (NELS:88)

NELS:88 is an extensive nationally-representative longitudinal research study that measured approximately 25,000 eighth

grade students, parents, teachers, and their school principals. These people were measured in 10th grade, 12th grade, 2 years post secondary and four post secondary.

Researchers and educators believe NELS:88 has the potential to provide critical information for the development and investigation of federal educational policy. Hence, numerous research investigations have examined information collected during the aforementioned NELS:88 data collections. Interestingly, researchers have examined the relationship between sport participation and a variety of issues, such as academic achievement (Eitle & Eitle, 2002; Broh, 2002, Hanson & Kraus, 1998; Lisella & Serwatka, 1996); drug use (Dawkins, Williams, & Guilbault, 2006; Hoffman, 2006); school and race relations and race patterns (Goldsmith, 2003).

NELS:88 and Extracurricular Participation

As previously mentioned, researchers have analyzed NELS:88 in order to determine the impact of extracurricular participation on a variety of issues. The following research investigations are discussed in order to describe how NELS:88 data has been examined. It is important to note, "extracurricular participation" has been defined in numerous ways by the respective investigators for these investigations. For example, extracurricular participation may only include athletic activities (Goldsmith, 2003; Eitle & Eitle, 2002) or additional extracurricular activities, such as fine arts, student council, and/or cheerleading (Hanson 2005; Broh 2002; McNeal, 1998). In addition, some investigations have investigated only "in-school" sport activities (Dawkins, Williams, and Guilbault, 2006; Eitle and Eitle) or both "in-school" and "out-of-school" sport activities (Hanson, 2005).

Fejgin (1994) examined the First Follow-Up (1990) and determined sport participation is unequally distributed across gender and socio-economic groups. Specifically, male students from higher socio-economic levels, students attending private and smaller schools, and those students who have previous athletic experience as a member of an interscholastic or private sport team are more likely to participate in high school athletics. According to Fejgin, it is logical to assume participation in any extracurricular activity has some effects on an individual's behavior. Fejgin believed repetitive experiences associated with athletics may potentially produce a variety of character-building qualities (e.g., responsibility, discipline). In addition, Feign (1994) stated sport culture within a school undoubtedly affects student participation.

Through analyses of NELS:88 Base Year data (1988), Lisella and Serwatka (1996) determined eighth grade minority males participated more often than white males in athletic activities. Unfortunately, cause and effect relationships could not be determined. Interestingly, Lisella and Serwatka indicated higher levels of extracurricular participation do not necessarily produce higher levels of academic achievement.

Gerber (1996) also analyzed NELS:88 Base Year data (1988) in order to examine the relationship between participation in extracurricular activities and academic achievement. Participants were both White and African American eighth grade students from public schools. Results revealed an increased level of extracurricular activity participation is positively related to achievement for both Whites and African Americans. Furthermore, participation in school-related activities was more strongly associated with achievement than participation in outside of school activities for both racial groups. In conclusion, there is a positive association among the participation in extracurricular activities and academic achievement of eighth grade students (Gerber).

Fan and Chen (1999) utilized the first three waves of NELS:88 and investigated achievement differences among rural, suburban, and urban school students. Participants were compared on eighth, tenth, and twelfth grade achievement test scores for reading, math, science, and social studies. Comparison analyses were conducted separately for four major ethnic groups (i.e., Asian/Pacific Islanders, Hispanic, Caucasian, and African American), for public and private school students, and four geographical regions of the United States (i.e., Northeast, Midwest, South, and West). After controlling for socio-economic status, Fan and Chen revealed students from rural schools performed as well as students from the suburban and urban school districts on all four achievement areas. An interesting fact to note is the majority of Caucasian students resided in suburban or rural areas, while the majority of African American and Hispanic students lived in urban areas.

McNeal (1998) analyzed Base Year (1988) and First Follow-Up in order to assess various participation rates across a variety of extracurricular activities (e.g., athletics, cheerleading, fine arts). McNeal reported individuals with higher socio-economic status and/or higher academic ability are more likely to engage in extracurricular participation during high school. In addition, racial and ethic minorities have "greater likelihoods" of extracurricular participation in comparison to White students. However, girls do not participate in athletics at the same or equal rate as boys. McNeal explained school administrators, parents, and students should work together in order to develop additional avenues for accessing extracurricular activities.

Hanson and Krauss (1999) utilized NELS' data from the first three data collections (i.e., Base Year through 2nd Follow-Up) in order to examine the association between athletic participation and academic success in science for high school females. Results indicated positive relationships exist between sport participation and academic performance in science. Specifically, these positive relationships exist for subgroups which include white, Hispanic, upper-SES, and lower-SES.

Eitle and Eitle (2002) examined Base Year (1988) and First Follow-Up data to determine the impact of differences in family characteristics, family structure, educational resources, and cultural capital among male student athletes. Interestingly, results revealed participating in football or basketball led to decreased standardized achievement scores for both black and white participants. Eitle and Eitle emphasized cultural disadvantage may potentially direct individuals' interest to and dependence on particular sport participation. Hence, this dependence may lead to individuals' decreased academic performance.

Broh (2002) used the First- and Second- Follow-Up (1990 & 1992) data, respectively, to analyze the effect of extracurricular participation on academic achievement. Results indicated participation in interscholastic sports boosts students' achievement in the classroom and on standardized math tests. Surprisingly, intramural sport participants decrease participants' academic performance in relation to individuals who did not participate. Additionally, intramural sport participants did not gain any of the developmental or social capital benefits which interscholastic participants experienced (e.g., higher self esteem, positive relationships with parents and teachers). Broh concluded extracurricular activities should include structure, adult supervision, and parental involvement in order to promote participants' development and social capital.

Zaff, Moore, Papillo, and Williams (2003) examined each Follow-Up data collection (i.e., First – Fourth) in order to determine if consistent extracurricular activity participation during 8th – 12th grades led to positive outcomes 2 years after the 12th grade. Positive outcomes included academic achievement (i.e., attended some college), voting behavior, and volunteering. After controlling for numerous variables (e.g., SES, gender, ethnicity), results determined consistent extracurricular activity involvement from 8th – 12th grade predicts college attendance, voting, and volunteering behaviors during young adulthood. Thus, Zaff et al. stated "engaging students in extracurricular activities may benefit both the adolescent and the community" (p. 623).

Marsh and Kleitman (2003) used four waves of NELS:88 data (i.e., Base Year (1990) through Third Follow-Up (1994)) in order to investigate the effect of sport participation on Grade 12 and postsecondary outcomes (e.g., grades educational aspirations, locus of control). Marsh and Kleitman determined positive effects were evident for academic and non-academic outcomes. These positive effects were generalized across various levels of athletic participation and across a variety of subgroups (e.g., SES, gender, and ethnicity).

Yin and Moore (2004) employed data from Base Year (1988), First- and Second Follow-Up (1990 & 1992) to examine potential relationships between interscholastic sports participation on locus of control, self concept, cognitive tests performance, and dropout rates. Results determined sport participants had higher self concept and locus of control was during 8th and 10th grades. However, these significant differences were not evident during the 12th grade. In addition, student athletes and non student athletes did not differ significantly on locus of control, self concept, and cognitive test scores (reading and math) during the 12th grade. Interestingly, both boys and girls participating in sports had lower rates of dropping out of school.

Based on the previous literature, the purpose of the present investigation is to extend the research of extracurricular activity participation in the U.S. secondary school systems. The present study examined a number of hypotheses. These being:

Hypotheses

1. It is hypothesized that those students (male and female) that participate in extracurricular sport will not be equally distributed.
2. It is hypothesized that females will be under represented in their participation of extracurricular sport. It suspected that female participants will present a unique pattern of participation.
3. It is hypothesized that individuals from a higher socio-economic status background will participate in greater numbers than those with lower socio-economic scores.

Methods

NELS Data Set

The National Educational Longitudinal Study (NELS) is a data set of approximately 25,000 8th grade students who represent a population of 3.1 million middle school students across the United States. These students were measured at four distinct follow-up periods. These were; (a) grade 10 (2 years), (b) grade 12 (four years), (c) 2 years post secondary school (6 years) and finally

at 12 years after the first data measurement period. Data were collected from the students, their teachers, parents and school administrators.

The NELS study was designed and implemented by The National Center for Education Statistics (NCES) to provide trend data that could be used to better understand the transitions (National Center for Education Statistics, n.d.) that were central to the student's experiences as they progressed from 8th grade through post secondary education and on to the workforce

Sample Delimitations:

This sample was delimited from the 25,000 students to those individuals who participated in secondary school athletics during NELS:88 First- and/or Second- Follow-Up data collection phases. In other words, these students participated in secondary school athletics during the 10th and/or 12th grade. This study was delimited to the secondary school athletic participation experience. Participants included nine thousand seven hundred and eighty (N = 9,780) high school students.

Purpose of the current study:

This study purported to analyze the relationship of secondary school athletic participation with a number of independent variables such as gender and SES. In addition to evaluating a number of key research hypotheses it was important to identify trends and significant relationships that may allow one to better understand those who participate in secondary school athletics.

Statistical Analysis:

Inferential and descriptive statistics were utilized to answer the research hypotheses of this study. Specific analysis highlighted the use of non-parametric analysis (statistics) to model the data in an effort to elucidate the trends in athletic participation. Specific probability sampling was undertaken and statistical weights were applied to the data to ensure that a number of variables were controlled for in this study. Particular attention to the 1st and 2nd follow-up statistical weight was central to this study to ensure that weighting by race, gender and SES were appropriately performed. The Department of Education NCES was consulted as to the appropriate weights and methodology that was undertaken to ensure the best possible methodology.

Key Variables:

Athletic Participation:

Athletic participation as mentioned previously, was reported as those students that participated in 10th grade, 12th grade, or both were used for data analysis. A number of recoding and data point identification procedures were undertaken. Due to the length and complexity involved, the recode statements are not produced here but may be provided upon contact with the senior author.

SES (Socio-Economic Status):

The SES variable was calculated from five discrete items. These data were equally weighted to create a summary composite variable. Information concerning the father's educational attainment, mother's educational attainment, father's occupation, mother's occupation, and family income was used. This data set used the NCES quartiles (four categories) as the base unit for data analysis.

Gender:

Gender is a very straight forward data point.

Sample Weights:

The NELS data set was produced and maintained under contract by the National Center for Education Statistics. The sample of 25,000 8th grade students was a probability sample and weights for each year of data collection were constructed. Panel weights were also developed for use when statistical comparisons were to be undertaken across different times or measurement periods (years).

Results

Athletic Participation

Figure 1 displays the athletic participation levels of high school students during 10th - and 12th - grade. Sixty-seven percent (i.e., 67%) of 10th grade students, within their cohort, indicated participating in "interscholastic only" activities. From 10th - to 12th - grade, there appeared to be a slight decrease in the overall secondary school athletic participation rates. Although this slight decrease was evident, a marked shift in the level (i.e., type) of athletic participation occurred. Specifically, an increase in "interscholastic and intramural" activities in the 12th grade (37.7%) in comparison to 10th grade (9.7%) was found. This increase in athletic participation level appears to be a reason for the marked decrease in "interscholastic only" participation from 10th – to 12th – grade (67% vs. 23.4%). Overall, the entire population of the 10th grade reported a population estimate of 1.49 million people who participated in some form of extracurricular sport participation while in the 12th grade athletic participation percentage was 1.46 million students (see Figure 1).

Gender

As previously mentioned, a higher number of males participated in high school athletics in comparison to females during the 10th and 12th grade, respectively. This finding was consistent across all ethnic groups. (see Tables 1 and 2).

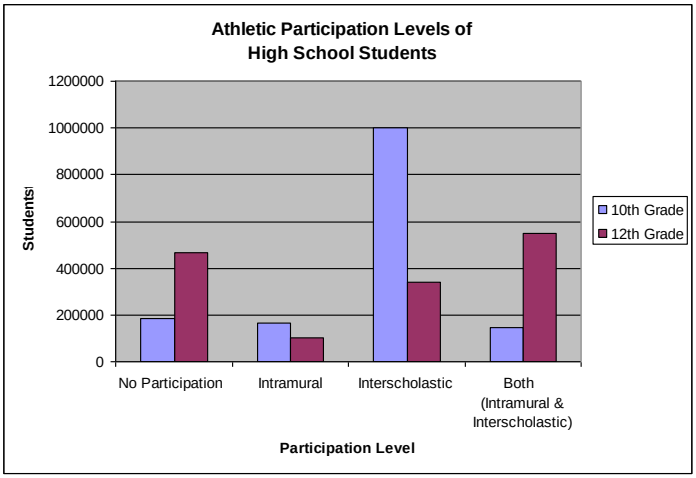


Figure 1: Athletic Participation Levels of High School Students during the 10th- and 12th- grades.

Table 1

Population Estimates of 10th graders by Race and Gender

	Gender	
Race	Male	Female
Asian, Pacific Islander		
Population Estimate	38195	25277
Population Estimate %	60.2	39.8
Hispanic		
Population Estimate	77809	45701
Population Estimate %	63.0	37.0
Black, Not Hispanic		
Population Estimate	115468	68455
Population Estimate %	62.8	37.2
White, Not Hispanic		
Population Estimate	655758	442378
Population Estimate %	59.7	40.3
American Indian		
Population Estimate	8093	7294
Population Estimate %	52.6	47.4

(10th grade) (x^2 = 1386.957), *df* = 4, *p*<.0001

Table 2

Population Estimates of 12th graders by Race and Gender

	Gender	
Race	Male	Female
Asian, Pacific Islander		
Population Estimate	38690	24250
Population Estimate %	61.5	38.5
Hispanic		
Population Estimate	76949	44302
Population Estimate %	63.5	36.5
Black, Not Hispanic		
Population Estimate	114378	67056
Population Estimate %	63.0	37.0
White, Not Hispanic		
Population Estimate	641409	433541
Population Estimate %	59.7	40.3
American Indian		
Population Estimate	7353	7060
Population Estimate %	51.0	49.0

(12th grade) (x^2 = 1805.675), *df* = 4, *p*<.0001

Gender and Athletic Participation

During the 10th grade, a significantly higher percentage of both males and females participated in "interscholastic only" activities. During the 12th grade, males participated in a higher percentage of "interscholastic and intramural" activities in comparison to 10th grade "interscholastic and intramural" participation levels. In addition, males "no participation" rates increased in comparison to 10th grade "no participation" rates. During 12th grade, females participated in "interscholastic and intramural" activities at a slightly higher rate than "interscholastic only" activities. However, an increase in "no participation" was evident for females during 12th grade.

Table 3 and Table 4 described the gender and athletic participation level of high school students who participated in athletics during the 10th - and 12th – grade.

Table 3

Population Estimates of 10th graders by Gender and Participation Level

	Participation Level			
Gender	None	Intramural	Interscholastic	Interscholastic & Intramural
Male				
Population Estimate	107369	83473	616724	92311
Population Estimate %	11.9	9.3	68.5	10.3
Female				
Population Estimate	76464	81210	382578	52215
Population Estimate %	12.9	13.7	64.6	8.8

(10th grade) (x^2 = 8238.986), *df* = 3, *p*<.0001

Table 4

Population Estimates of 12th graders by Gender and Participation Level

	Participation Level			
Gender	None	Intramural	Interscholastic	Interscholastic & Intramural
Male				
Population Estimate	238071	60843	215759	366580
Population Estimate %	27.0	6.9	24.5	41.6
Female				
Population Estimate	227859	41558	125330	184029
Population Estimate %	39.4	7.2	21.7	31.8

(12th grade) (x^2 = 26841.069), *df* = 3, *p*<.0001

Socio-Economic Status (SES)

During the 10th grade, 32 percent of all students who participated in high school athletics reported being a member of the highest SES quartile (i.e., Quartile 4). Individuals from the lowest SES quartile (i.e., Quartile 1) experienced the lowest percentage

Socio-Economic Status (SES and Athletic Participation Level

Table 5 and Table 6 illustrated the relationship of SES and secondary students who participated in athletics during the 10th - and 12th - grade. Results revealed, within each SES quartile (highest to lowest), a higher number of high school students participated in "interscholastic only" athletic activities during the 10th grade. During the 12th grade, a consistent shift among students participating in "interscholastic sports only" occurred for individuals within all SES Quartiles. This shift consisted of some individuals increasing their participation rates and other students decreasing their athletic participation. Specifically, some individuals participated at a higher rate in "interscholastic and intramural" athletic activities. However, higher rates of "no participation" were also reported for individuals within these SES quartiles. A majority of students in the highest SES quartile continued to participate in either "interscholastic only" or "interscholastic and intramural" athletic activities during the 12th grade.

Table 5

Population Estimates of 10th graders by Socio-Economic Status Quartile and Participation Level

	Participation Level			
Socio-Economic Status Quartile	None	Intramural	Interscholastic	Interscholastic & Intramural
Quartile 1				
Population Estimate	29819	36213	145011	19614
Population Estimate %	12.9	15.7	62.9	8.5
Quartile 2				
Population Estimate	41068	43640	240194	33000
Population Estimate %	11.5	12.2	67.1	9.2
Quartile 3				
Population Estimate	44878	38143	261134	38168
Population Estimate %	11.7	10.0	68.3	10.0
Quartile 4				
Population Estimate	44929	42787	339508	51698
Population Estimate %	9.4	8.9	70.9	10.8

(10th grade) (x^2 = 84103.383), df = 12, p<.0001

Table 6

Population Estimates of 12th graders by Socio-Economic Status Quartile and Participation Level

	Participation Level			
Socio-Economic Status Quartile	None	Intramural	Interscholastic	Interscholastic & Intramural
Quartile 1				
Population Estimate	78893	13361	39323	95902
Population Estimate %	34.7	5.9	17.3	42.2
Quartile 2				
Population Estimate	120435	28099	73392	128050
Population Estimate %	34.4	8.0	21.0	36.6
Quartile 3				
Population Estimate	126589	26616	87839	154119
Population Estimate %	32.0	6.7	22.2	39.0
Quartile 4				
Population Estimate	135633	32996	139705	168430
Population Estimate %	28.4	6.9	29.3	35.3

(12th grade) (x^2 = 19930.991), df = 12, p<.0001

Gender and Academic Performance

In a standardized test of composite math and reading (academic performance) Females scored slightly higher than Males in both the 10th grade (Mean: 52.84 vs. 51.21) and the 12th grade (Mean: 62.16 vs. 60.82). Figure 2 displays the 12th grade academic performance for the Gender and Racial groups. While Asians retained the highest academic performance for both Male and Female students, only American Indians and Alaskan Males had higher scores than their counterpart Female students. At least for extracurricular sport, Females tend to retain higher academic scores perhaps highlighting a positive feature of sport performance for Female sport participation.

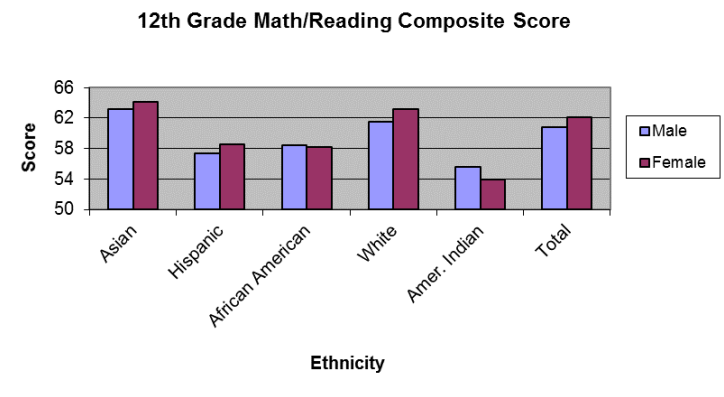


Figure 2: 12th grade Math/Reading Composite Score.

Table 7

Population Estimates of 12th graders Academic Performance (Math/Reading) by Race and Gender

	Gender	
Race	Male	Female
Asian, Pacific Islander		
Population Estimate	38690	24210
Population Mean Score	63.2	64.1
Hispanic		
Population Estimate	76815	44302
Population Mean Score	57.4	58.5
Black, Not Hispanic		
Population Estimate	114378	68455
Population Mean Score	58.7	58.1
White, Not Hispanic		
Population Estimate	641016	433093
Population Mean Score	61.6	63.2
American Indian		
Population Estimate	7353	7060
Population Mean Score	55.5	54.0

(12th grade Males) (M = 575191.864; F = 1263.451), d f= 4, p<.0001

(12th grade Females) (M = 671292.015; F = 1594.935), df = 4, p<.0001

Discussion

"If there is a universal popular religion in America it is to be found within the institution of sport" exclaimed noted sociologist, Harry Edwards (1973, p. 90). Edwards (1973) explained sport is a social institution which primarily focuses on developing and sustaining values that regulate behavior and goal attainment while creating solutions to our problems. Thus, sport is a combination of complex and varied activities, values, positions, and role relationships (Edwards, 2000a, 2000b, 1980, 1973). While it has often been stated that sport is a microcosm of society, it is important to investigate the demography of mainstay institutions such as education and their relationship to sport. This investigation sought to answer some of these important questions as the present study was undertaken to examine Secondary School Athletic Participation.

Utilizing the National Educational Longitudinal Study data set, the present investigation examined the overall make-up of individuals participating in athletic activities during the 10^{th}- and 12^{th}-grade. A primary interest concerning this investigation was to identify trends and significant relationships that may better describe those who participate in secondary school athletics. Based on the aforementioned results, it appears some key characteristics pertaining to athletic participation are race, gender, socio-economic status (SES), and academic performance.

In particular, SES may be a potential influencing factor in the athletic participation rates among Hispanics and African Americans. Results indicated a majority of Hispanics and African Americans within the sample come from the two lowest SES quartiles. While the highest number of Asians and Whites come from the highest SES quartile. Thus, a potential explanation regarding the relationship of SES and athletic participation may be associated with the available access (i.e., opportunities) to engage in extracurricular activities.

Additionally, individuals from lower SES backgrounds may seek opportunities to participate in sports as an avenue of becoming a professional athlete and increasing their SES status. In other words, individuals who participate in sports may have an aspiration of capturing the "American Dream" of gaining wealth and status within our society. Further research investigations should examine the role which sport participation may play in the development of individuals' perceptions of their social status.

Unfortunately, individuals from lower social classes participate in high school athletics at higher rates in comparison to individuals with the same ethnic background and higher SES. However, these individuals, with lower SES, may actually have less access to participate in athletics. For example, students from these lower social classes have fewer opportunities to participate in high school athletics due to smaller school budgets within lower SES school districts. Specifically, these lower SES school districts are unable to offer a wide variety of extracurricular activities for their students due to educational concerns (e.g., purchasing books) and additional financial issues (e.g., transportation of students to and from school). Once, these schools, with lower operational budgets, decrease the availability of extracurricular activities to their students then these schools have denied individuals access to participate. Additionally, most of the time, parents from lower social classes are unable to purchase the required attire (i.e., equipment) or pay athletic fees for their children to participate in "expensive" sports (e.g., golf, hockey) or join athletic leagues (e.g., Pop Warner Football, Little League Baseball). Thus, these children are left on the sidelines and excluded from participating in these extracurricular activities. Further investigations need to be conducted in order to assess additional reasons concerning a specific ethnic group's participation rates.

As previously mentioned, the highest number of Asians and Whites come from the highest SES quartile. Thus, SES may also be a potential factor in the athletic participation rates of these ethnic groups. Due to the increasing economic costs associated with participation in many athletic activities, these investigators believed individuals from a higher SES quartile would participate at a higher rate in high school athletics. Based on the results, our hypothesis was correct as it was determined approximately 32 percent of the individuals participating in high school athletics come from the highest SES quartile. This finding was consistent for both the 10^{th}- and 12^{th}- grade. Obviously, money provides many individuals access to participate in athletic activities. For example, students who can purchase equipment have a higher likelihood of participating in athletics in comparison to individuals who cannot afford equipment and/or necessities to participate in sports.

Our hypothesis concerning the athletic participation rates of females was validated. A higher number of males, across all ethnic groups, participated in athletic activities during the 10^{th}- and 12^{th}- grade. The discrepancy for these participation rates for gender may be attributed to the higher number of opportunities available for males to participate in sports during high school. Even with the inception of Title IX, opportunities for females to participate in athletics may be lower than their male counterparts. Traditionally, a large number of male athletes have an opportunity to participate on high school football teams. Unfortunately, at some high schools,

there are no female sports which can counterbalance these participation numbers. Therefore, females who would like to participate in some athletic activities may not be afforded an opportunity to participate.

In addition, our society has traditionally emphasized the ideology, that sports should be powerful and male-dominated. Researchers have also determined that a sport culture of a school affects student participation enormously. Particularly, the position of athletics is developed within a school's culture which is based upon community norms and values along with the influence of school officials (e.g., principal, coaches, and teachers). Therefore, many females may decide not to participate in athletics due to the overwhelming pressures within the school and community. Since, a substantial increase in girls' participation in athletics has occurred within secondary schools, additional research investigation must continue to examine athletic participation rates and opportunities for female participation.

Females across all ethnic groups, produced higher academic scores on the standardized math/reading composite score than males in those that participate in extracurricular activity. Female athletic participation is seen as a very positive aspect to athletic activity.

Future research investigations should be undertaken in order to further understand the relationship between activity, Gender and SES.

Conclusions

Ethnic groups from lower SES backgrounds participate in high school sports at higher rates. Therefore, if there is a perception of minimal access to higher education aspirations, individuals from lower SES backgrounds may believe gaining an athletic scholarship may be one a limited number of ways to gain admission into a university/college. If this notion is validated, then it is apparent as to the reason why SES would play an integral role in high school athletic participation for some ethnic groups.

More males, across all ethnic groups, participated in athletics during 10th- and 12th- grade. Since the inception of Title IX, women and girls have been afforded an increasing number of athletic opportunities. However, it is apparent additional opportunities should be available to all individuals who would like to participate in high school sports. As female participation rates continue to rise, it is important for educators and coaches to provide these individuals with opportunities to develop physical and mental skills along with gaining knowledge pertaining to a variety of athletic activities. As these opportunities are created and sustained, hopefully females will participate and continue to change the ideology of sports is a male dominated activity. As previously mentioned, it is crucial for everyone to realize sports may benefit the overall personal development of all participants. Therefore, we must provide adequate opportunities for all individuals interested in athletics to experience athletic competition during high school.

Females, within all ethnic groups, scored higher on the reading/math standardized test. Since high school athletics is incorporated within the secondary educational system, it is important to provide athletes (i.e., students) with opportunities to develop into scholars. Based on the aforementioned results, it appears females, within all ethnic groups, performed slightly higher than males on the 12th grade composite Reading/Math exam. Hence, educators must work with these athletic participants, both male and female, in order to make certain everyone is developing their intellectual skills in the classroom prior to excelling in athletic competitions.

Future research investigations should continue to examine the participation rates of all high school students in the Untied States. It should be an obligation of all educators and policy makers to put forth our best efforts to provide opportunities for adolescents to excel academically and athletically.

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China and U.S. Universities
Shared Best Practices in Physical Education in Higher Education

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A conversation has been started with Chinese and U.S. universities sponsored by The American Culture Center (ACC) and coordinated by Dr. Lili Ji, Director, School of Kinesiology and Professor and Director, Laboratory of Physiological Hygiene and Exercise Science at the University of Minnesota as well as a native of Shanghai, China. There are 19 ACCs located at Chinese universities that are managed by both a U.S. and a Chinese university, all of which are supported by U.S. grants. The ACC at Tianjin University is co-sponsored by the University of Minnesota with a focus on sport. The main objective of the American Cultural Center for Sport is to bring culturally oriented instruction, exchanges, and engagement to the Chinese people. The American Culture Center uses the medium of sport to examine deeply held cultural values within American society.

The unique sports-focused programming reaches a broad audience through public lectures, presentations, and education initiatives—all designed to develop a deeper understanding of fundamental American values through the education, language, and play of sport. The U.S. sport delegation visited China on a trip sponsored by the ACC. Delegates included Ms. Brandi Hoffman, Director of the Physical Activity Program at the University of Minnesota, Ms. Carrie Sampson, Director of Physical Education at Massachusetts Institute of Technology, and Dr. Bridget Melton, Associate Professor, Georgia Southern University.

The delegation visited campus sport facilities and physical education classes in Shanghai at Jiao Tong University (SJTU) and East China Normal University as well as Zhejiang University in Hangzhou, Shanxi Normal University in Xian, and Tianjin University in Tianjin. The 14 day tour showcased kinesiology departments at five universities as well as Chinese hospitality. “There were opportunities to meet university professors, graduate and undergraduate students, and government leaders on campus who are responsible for setting policy and standards.”

At most universities, the campus tour included a visit to the cultural museum, sport facilities and physical education classes.

The U.S. delegation presented lectures on the programs at their respective universities, sharing successful strategies as well as challenges, and in turn learned how the Chinese organize and manage their programs. The lectures stimulated discussion among coordinators of instructional physical activity programs. The Chinese were specifically interested in learning about how to motivate students to be physically active through new programming. In addition, they expressed concerns about facility management.

The current economic boom in China, similar to what occurred in the U.S. in the 1950’s, has facilitated an investment in universities and sport facilities by the Chinese government. Some universities have new sport facilities like those found on many U.S. campuses, while others are in the process of building

facilities. One campus, Tianjin University, was building and preparing to move to a new campus after outgrowing their current campus in a short 15 years. Jiao Tong University featured a prestigious track and field stadium with a manicured real grass infield. During various discussions, the Chinese shared that there are new but underutilized indoor sport stadiums presenting a challenge because of the high cost to heat and cool the facilities. The Chinese program directors are currently studying how to most effectively utilize the space.

There were design aspects of the sport facilities that were intriguing. Specifically, a floor covering was put over hardwood floors to improve friction for court sports like badminton and basketball. Also, aquatic facilities installed automatic showers and/or footbaths on route from the locker room to the pool to ensure that pool health codes were followed. These examples are not commonly found in the U.S.

During the facility tour, the visiting professors were fortunate enough to observe a few physical education classes that satisfy the government mandated physical education requirement in Chinese universities. There were typical courses including dance, group exercise courses, court sports, racket sports, and table tennis. At Shanxi Normal University, an impressive 10 courses, with 300 total students, took place simultaneously on an outdoor track and field area and adjacent courts. At Hangzhou, the visiting professors were exposed to a traditional Chinese sport of ragon boating instructed by Hu YaPing, a 2008 Chinese Olympic Kayak Champion.

The visiting professors were not able to observe outdoor classes at Zhejiang University due to rain. This generated conversation as to how the Chinese used online education modules during inclement weather due to limited indoor facilities available to accommodate classes that are scheduled outdoors.

The commitment of China's government to physical education is evident in their full-time faculty allocation. At Tianjin, there were 70 physical education faculty and 20 administrators for 20,000 students. The faculty typically had an area of sport expertise they teach along with a kinesiology research line. Consequently, there were large lab spaces for faculty. Tianjin University even took their portable research equipment on the road to the middle schools to provide physical assessments. Because public universities are government run, there are government standards to guide teaching and assessment of physical education in higher education.

The question and answer sessions that followed the lectures revealed areas that China is focusing on in further developing physical education in higher education. The topics discussed revolved around teaching and programming as well as facility management. Specifically, the faculty were interested in techniques and programs to motivate students to participate in sport or exercise to stay physically fit and to reduce stress. They also expressed interest in developing intramural and club programs to complement physical education. There was curiosity about how health and wellness was taught in the U.S. and in particular the hybrid model that MIT employs to teach the stress management and fitness course. Several questions centered on how assessment was conducted in the U.S., shared facility management, professional development of faculty, and the employment of part-time specialty instructors.

A cultural commitment to fitness for the senior population is evident in China as well. During the early morning, they could be found practicing Tai Chi, playing badminton, dancing, and fitness walking. In the city of Xian, people were using outdoor fitness equipment that was permanently installed in a park. In Tianjin, physical activity took place in public spaces during the evening. Activities included hacky sack, rollerblading and group exercise classes on a large outdoor plaza. This commitment to physical fitness is likely a result of the 1995 Physical Health Law of the People's Republic of China that stimulated a nationwide physical fitness program.

As expected, the language and food were different and provided a daily opportunity to learn Chinese customs. Thanks to generous hosts and talented translators, the delegation quickly understood how to navigate the customs around meals. The typical Chinese diet was learned through experience. Every meal was unique and healthy. Over time, it became clear that Chinese meals were a series of plates with small portions served family style. The diet included little dairy, sugar, carbohydrates or fried food, which contributes to successful weight management.

In short, the visit to China was a success and revealed that there is much to learn from our international counterparts. In addition, there is a common concern for student health and wellness in higher education. Most importantly, relationships have been established for future discussions, which is the goal of the American Culture Center in Sports and both U.S. and Chinese universities. Notably, there was some interest to conduct international research centered around instructional physical activity programs in higher education. The parting discussions suggested that it is likely that the Chinese faculty and administrators will visit the U.S. in the future to continue the conversation and learning exchange.

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Future Dates

January 21-23, 2016	Share the Wealth Physical Education Conference in Jekyll Island
February 10-13, 2016	SHAPE America Southern District Convention, Williamsburg, VA
April 5-9, 2016	SHAPE America National Convention & Exposition in Minneapolis, MN
June, 2016	Robert W. Moore Summer Institute
November 6-8, 2016	2016 GAHPERD Convention, Savannah, GA

Membership

Are you interested in health, physical education, recreation or dance? Do you have passion and commitment for physical activity and wellness? Do you believe we can do more to help others and better prepare students for a lifetime of health and physical activity? Do you want to join the advocacy efforts of other dedicated professionals to pave the way toward a healthier generation of individuals? Do you believe in the power of numbers?

Join GAHPERD!

For more information, visit www.gahperd.org, contact Kim Thompson, Executive Director of the Georgia Association for Health, Physical Education, Recreation and Dance (kthompson.gahperd@att.net) or complete the membership form on the next page.

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.

GAHPERD Membership Form

Please print clearly and provide all information requested. This will help us serve you better. Make check payable to GAHPERD and send this form with payment to: Kim Thompson, GAHPERD Executive Director, 9360 Highway 166, Winston, GA, 30187.

Please include all requested information

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