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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 unique perspectives from four graduate students at Georgia State University, with an introduction by Dr. Mike Metzler. Each student identifies key stakeholders in K-12 physical education programs, and also briefly describes the perceptions of physical education from the media, parents, school administrators, and even taxpayers.

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, two upcoming district workshops scheduled for May 2 and 4.

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

Editor
Dr. Brent Heidorn
University of West Georgia

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Champions keep playing until they get it right.



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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.

Mike Metzler
Georgia State University

Each fall I teach KH 7790 “Current Trends and Issues in Health and Physical Education.” It is a required course in our M.Ed. program. KH 7790 has two main purposes. The first is to familiarize students with a number of key events, trends, and issues that impact our profession today, such as pathways to certification, physical education curriculums, dual certification, required fitness testing, and quality Physical Education programs. The second purpose is to teach students how to formulate clear personal opinions and to then express their opinion in a short “Personal Position Paper” on each QTIP (question, trend, issue, problem) covered in the course. One of those QTIPs in the fall of 2016 was “Stakeholders’ Perceptions of Physical Education. Students were provided some background readings, given a list of 10 stakeholder groups to choose from, and to include five of those groups in their Personal Position Paper. They were instructed to discuss the expectations each group might have for our school programs, followed by the perceptions each group might hold about how well their expectations were being met by Physical Education teachers and their programs. Finally, students were instructed to suggest how teachers and programs

would address areas where a group’s perceptions fell short of its expectations—what did they think was wrong, and how could we as a profession address that?

While I receive and read a number of excellent papers on that assignment, four of them were particularly good, so I asked the *GAHPERD Journal* Editor if he might be interested in considering them for publication. Please bear in mind that these papers were originally written as a course assignment, not for publication. I did some editing for clarity and formatting, but tried as much as possible to keep each student’s own thoughts and opinions intact.

The following four graduate students have been included, listed and presented in alphabetical order:

- Hannah Akins; Brandon Cox; Melvin Ong; and Amber Portwood.



Stakeholders' Perceptions of Physical Education

Hannah Akins

“Don’t worry about what everyone else thinks.” This quote is a cliché that parents, teachers, coaches, and friends all say to encourage and relieve stress from someone who is anxious about what they are doing. I personally say this multiple times a year to my students during learning activities and to myself in order to stay confident and to keep a positive attitude. Unfortunately, when it comes to my profession, this cliché does not and should not apply. As a Physical Education teacher, I should care and worry about what key stakeholders think about my profession. I should care if others value and deem my program and profession worthy. Public perception on Physical Education impacts the profession both positively and negatively and leads to support of our profession, or lack thereof. There are many groups of stakeholders that have views on Physical Education and their views should be considered by our profession. This paper will discuss some of those stakeholder groups to determine what their current perceptions might be and how we can work to change those perceptions when needed.

The Media

The various kinds of media (print, television, movies/film) have an immense influence on children

and adults that affect their opinions, values, and beliefs on many things in our society, including Physical Education. Television and movies often romanticize and exaggerate real-life situations and create negative stereotypes of Physical Education teachers. This propagates harmful Physical Education practices by portraying them as normal and acceptable. In a study of films that feature Physical Education teachers called, *See You in the Movies? We Hope Not*, Duncan, Nolan, and Wood (2002) show how too many of these images are predominantly or totally negative and how viewers accept these portrayals as true and accurate. The perceptions of Physical Education teachers and our subject in the movies reviewed in this study implies that our subject area is nonacademic, showing many examples of horrific locker room situations and extremely stereotyped teachers, suggesting that a whistle is our only teaching tool, offering no distinction between athletics and Physical Education, and often featuring negative teacher attitudes towards students.

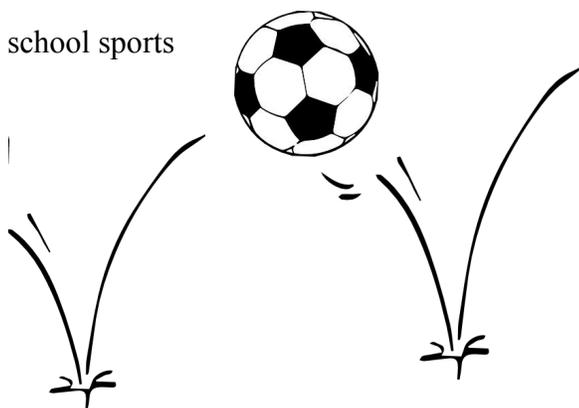


(Billy Bob Thornton in *Mr. Woodcock*)

The portrayals of Physical Educators in movies give us ample topics for reflection. We have to improve the value of Physical Education as portrayed in the media. We can do this if we reduce and try to eliminate the factors that contribute to misconceptions and stereotypes, improve teaching practices, and make progressive curriculum changes. Along with that, we must push for accountability in our own programs.

P-12 Students

Fortunately, our most important stakeholders, P-12 students, have very different opinions. In the *Annual Research Report* conducted by SHAPE America (2015), 80% of responding students believe that Physical Education class is important to their overall school experience and 90% of students see direct benefits from their participation in Physical Education classes. The same study also found that students from lower SES schools deemed Physical Education class more important than those students from higher SES schools. I believe this is because students from more affluent areas have ample numbers of sport clubs and after school sports



programs and have more opportunities to participate in recreational sports on the weekends. The result is that they enjoy those more than Physical Education, where they learn skills and content that are not always in line with their preferred sport. Students could feel that Physical Education class is not as “fun” as their preferred sport as well. I think we can improve students’ views by making a clear distinction for students between Physical Education and interscholastic sports so they can understand the benefits of learning new skills and content instead of repeating skills already learned in sports practices.

Parents

Parents make up another significant group of stakeholders for Physical Education. Too many of them had negative experiences as students themselves and have carried those negative perceptions towards Physical Education today. “It is important that we let them know how far PE has come and that your PE program is helping to build a foundation of health and fitness that their child will take with them for a lifetime” (PE4Lifeblog.com). Tom Baker, a Physical Education teacher in Iowa, gives great tips on how we can get our students’ parents involved. One way is to “create a partnership with parents and let them know you are there to support whatever endeavor they are

working on. You can begin doing this by joining the PTA.” Another is to “invite parents in to participate and volunteer in the Physical Education classroom, especially during fitness testing so they are aware of the crisis at hand.” By doing these two things, parents will understand the importance of Physical Education and how it has changed since they were in school.

School Administrators and Other

Classroom Teachers

Just like parents, school administrators and classroom teachers need to know how important Physical Education is for students and how it has changed since they were students themselves. Administrators often view Mathematics and English courses as the most important content when it comes to testing. If only they knew all the benefits that SHAPE America (2015) listed in their annual report. Since “Physical activity helps students to regulate their own emotions and handle stress, and students who engage in Physical Education classes tend to do better academically” (SHAPE America, 2015), administrators should deem Physical Education one of the most important subjects taught as well. Classroom teachers also have many of the same perceptions. Gaudreault (2014) writes “Research indicates that classroom teachers continue to see Physical Education as simply a break in their own schedule” (p. 33). For both administra-

tors and classroom teachers, their perceptions about Physical Education work to underestimate the value of our profession. We need them to advocate our programs to parents and students, but we must first advocate to them.

Physical educators are personally responsible for offering programs that are worthy of advocacy and can legitimately be viewed by the public as valuable... If we are to change public perceptions of our field, we need to change the nature of Physical Education programming. We must offer a program that correlates with contemporary students’ interests and motivations. (Gaudreault, 2014, p. 33)

We all must work hard to educate administrators and teachers on the benefits of Physical Education and physical activity.

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Stakeholders' Perceptions of Physical Education

Brandon Cox

Abstract

The need for regular, quality Physical Education in schools has been discussed increasingly over the last decade among many groups of stakeholders in the United States. On one hand, many of them believe Physical Education is a critically important subject, cited as one answer to solving the current obesity epidemic among our children and youth. More of them also understand the growing evidence on the relationship between physical education and students' academic performance. With the increased emphasis placed on these test results, many school administrators, parents, and others believe that cutting minutes or eliminating Physical Education altogether to create more time for core content studies is an acceptable way to increase student's scores on standardized tests. They feel this way despite findings that a clear majority (91%) of American adults who have school aged children believe that physical education classes do not interfere with their child's academic needs. (Opinion Research Corporation International, 2016). One of the major reasons why our society struggles to come to a common consensus on the value and need for Physical Education in our schools is the public's perception of Physical Educa-

tion teachers and Physical Education curriculum. In this paper, I will discuss the perceptions held by important stakeholders: parents, the media, other subject and classroom teachers, school administrators, and P-12 students, and suggest what we can do as Physical Education professionals to improve these perceptions.

Stakeholders

Parents

Parents typically expect that Physical Education classes engage their children in adequate physical activity and teach movements and skills that their children can apply to various sports. Their perception of today's Physical Education is largely based on their personal experiences in Physical Education when they were students and what their children share with them about what goes on in the gym. If the parent and child are already inclined to be physically active, then they tend to believe that Physical Education accomplishes that goal. To help improve the value of Physical Education by this group, teachers could make weekly lesson plans that detail the major learning outcomes and steer away from the "roll the ball out" recess approach, so students can share with their parents what they have learned in Physical Education.

The Media

There is a variety of media stakeholders for physical education: newspapers, magazines, television, and the movies. The media has done tremendous harm to the profession in regards to how society views us. The media often portrays our teachers as incompetent “dumb jocks” or bullies. There are only a few instances in movies and television where Physical Education teachers are shown in a positive light. The media’s perception is that the Physical Education is a breeding ground for students to be ridiculed for lack of athletic ability or being overweight. They believe that not only do teachers allow this humiliation of students to take place, but they are also the driving force behind it. Steps that teachers could take to improve the image are to ensure that we are offering quality Physical Education and not the stereotypical “roll the ball out” approach. We could also start to move toward the comprehensive school physical activity programs (CSPAP) in which teachers take the role of *physical*

activity leaders for the whole school and surrounding community (Centers for Disease Control and Prevention, 2013).

P-12 Students

In my personal experience, P-12 students expect Physical Education to be free time or recess. The sad truth is that too many of Physical Education professionals have presented our class time as “free time” for far too long. Students’ perception of us depends on the type of Physical Education programs we are offering. If we offer “roll the ball” programs and lessons, then we’ll continue to be considered by students as simply coaches and not teachers. If we offer quality instruction-based Physical Education, then students will begin to perceive us as a “MKO” (more knowledgeable other). In the end, it really does depend on us, not them, to start positive perceptions of our programs in schools.



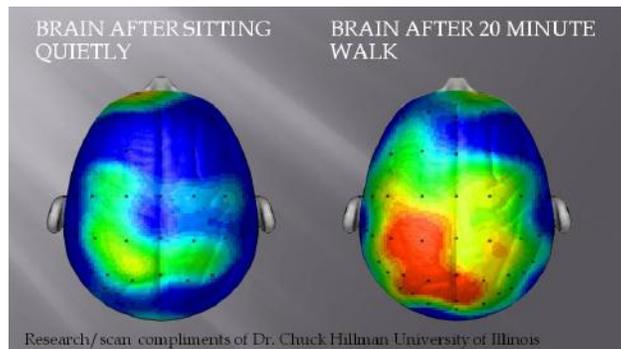
Other Teachers and Administrators

Many of our other subject and classroom counterparts also believe that Physical Education teachers are coaches. At my school, Physical Education teachers are addressed with the title “Coach” followed by their last name. Nearly all school administrators address us the same way.



However, both groups expect for Physical Education to be a structured organized environment—the same as all subjects. Their perception does not always align with their expectations. The perception is totally dependent upon the quality of the Physical Education programs they see in schools. When they perceive Physical Education to lack quality, it becomes easy for district and building administrators to cut minutes away from Physical Education to allow for extra time and effort to raise standardized test scores. To improve the perceptions of Physical Education of these two groups, we can collect and share data that that shows how physical activity in our lessons can help improve students’ academic performance. We must always ensure that we provide visibly quality programs so that administrators know we are competent and capable of delivering instruction based lessons for PE.

Most importantly we must make contributions to reduce the rate of obesity in our youth by encouraging them to adopt a physically active life style. As Michelle Thompson, a physical education teacher at Davis Junior High School in Sterling Heights, Ohio said, “My main goal is to have students find some type of activity that they like. We try a little bit of everything. I want them to be able to take away from class something that will help them to stay active.” (Gough, 2016).



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Public Perceptions of Physical Education

Melvin Ong

Abstract

This article will present the expectations held by various groups of stakeholders regarding Physical Education in Schools and then compare the perceptions of how well our school programs are meeting each group's expectation. Finally, I will suggest ways in which our profession can change each group's perception into a more positive one, when needed.

Stakeholders

P-12 Students

Students are our most important stakeholders. However, they have varying expectations for Physical Education; expectations that change as they grow older. Younger students are arguably more simplistic, expecting only that Physical Education is fun. As they grow older and their life experiences get richer, they begin to think of physical activities differently. Thus Physical Education teachers can always expect students with different expectations. Sure, every student expects Physical Education to be a time where they can participate in some physical activities, but what will inherently be more important are their own preferences in physical activities. The teacher will not be able to satisfy everyone, further harming their perceptions of Physical



Education.

The 2015 Annual Research Report by SHAPE America found that female students, low-achieving students and African-American students are least likely to report benefits from Physical Education. Physical Education teacher must increase their focus on these marginalized groups and new find ways to engage them. I believe it boils down to understanding their interests and needs. Therefore, it is important that our teachers know their students well enough to be able to create learning units that can interest and engage the majority of the students. In addition, I advocate that we de-emphasize team sports in the PE curriculum and promote the adoption of what Gaudreault (2014) describes as "Cool PE". I believe this will most definitely hit a cord with all students in these new times.

Parents

Keeping in mind that many parents had negative experiences of their own in Physical Education, we can expect them to think very little of Physical Education today. However, that is not always the case, as it is for a parent who filed a successful lawsuit against 37 California school districts which did not uphold the 200 minutes of PE time required by the state (Sylvester, Oppenheim & Lynde, 2015). Though only one example, it paints a possible picture of what the modern parent expects Physical Education to achieve – to give his or her child the needed time for physical activities.

This comes in the light of added pressure from health agencies to provide at least 60 minutes of physical activities daily for adolescents. Unfortunately, the reality is that too many schools continue to reduce or cut Physical Education time, ironically while many parents are supporting thriving school sports programs. It goes to show again that many parents actually do not think much of Physical Education at all.

What I will suggest to do here is nothing new and most of our teachers already knew these challenges even before they

took on the job. We need to motivate parents to communicate the value of our programs to school adminis-



trators. One way to do that is to get parents excited about the school's Physical Education program by involving them in conversations, providing after school programs or simply just updating them on the progress of their child in Physical Education. Rather than ask "What did you do in school today?" get them to ask "What did you do in physical education today?"

Administrators

For the most part, principals simply expect physical education classes to be managed well and highly active. However, when schools must undergo annual fitness testing, students' fitness becomes a priority for the principal which can change their expectations from skill building to fitness promotion. Many Physical Education teachers prioritize teaching skills, which may contradict the principal's expectations. If not handled and explained appropriately, it can shift the principal's perception of the Physical Education program in the wrong direction.

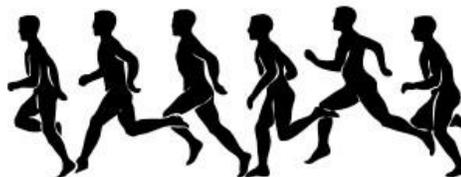


I believe the principal and the teachers all have the students' interest at heart. Therefore, a compromise should be reached in the best interest of the students. Physical Education teachers must realize that principals do have a point in demanding high activity levels in their classes. It is then the teacher's responsibility to create a program that provides both skills learning and high rates of moderate-to-vigorous physical activity (MVPA). Secondly, PE teachers should also communicate their philosophy with the principal frequently with the intention to educate and also to find commonalities in both their beliefs and expectations.

Other Professionals (Public, Health, Medical)

Health and medical professionals and agencies have been concerned about the rising childhood obesity rate in the United States. Sedentary lifestyles have been blamed for this expanding epidemic. In their search for a solution, many of these professionals have recognized that Physical Education is an opportune time for children to obtain the necessary daily MVPA and so many of them have lobbied for at least 50% MVPA time for all classes. However, these same professionals indicate that they perceive Physical Education classes to have insufficient activity levels and therefore teachers need to be "pushed" a bit to promote more MVPA in Physical Education.

As mentioned before, skill building in Physical Education classes can often be contradictory to the accumulation of high rates of MVPA and teachers have often been criticized for spending too much time on management and talk, leaving very little time for MVPA.



I am of the opinion that Physical Education professionals must be committed to improving their classroom management and teaching skills, while at the same time planning learning activities that contribute to MVPA. Appropriate use of certain instructional models that promote both learning and activity time is another idea I propose.

Media

It is an understatement to say that media has a very negative perception of physical education. In my opinion, media itself does not have any expectations—they view Physical Education teachers simply as characters with entertainment value for an audience. However, by using our teachers for entertainment, those portrayals promote negative stereotyping that ultimately influences the audience to view them—so the media is then motivated to keep using those portrayals.

This is quite evident in a study by McCullick, Belcher, Hardin, and Hardin (2003) which studied the cinematic images of Physical Education teachers. In this study, they found negative images of Physical Education teachers appearing in countless movies, often in unattractive class settings that students never want to be in.



I am of the opinion that whatever is in the past should stay the past. We must embrace a time of change where Physical Education is as revolutionary as any new subject taught in school. It must begin with the Physical Education teachers themselves who can set positive examples by being healthy, physically fit and caring individuals. Secondly, our teachers must realize that they are all ambassadors for Physical Education, each with a responsibility to show the world what our chosen field can do for young children.



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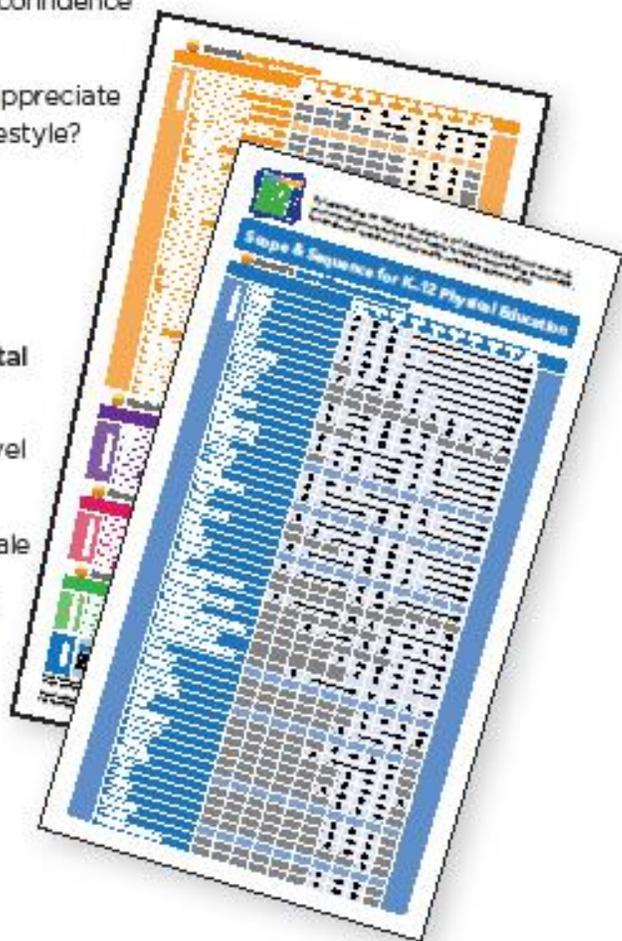
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Important Stakeholders for Physical Education

Amber Portwood

Abstract

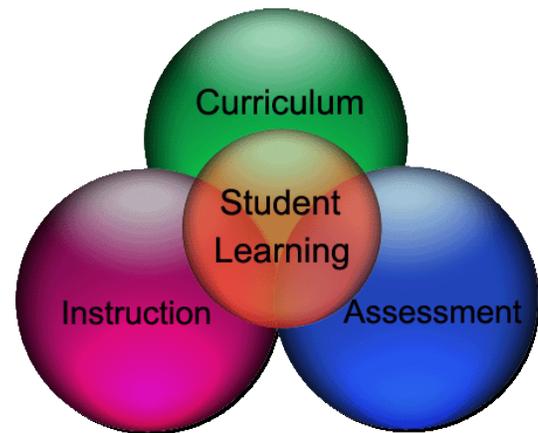
There is an age old saying that goes, “To each his own,” meaning everyone is entitled to their own opinion, regardless of whether others agree with it or not. When it comes to Physical Education, there has been a lot of controversy lately. Where there is controversy, you can bet there are a lot of opinions. Physical Education is centered around our nation’s youth, but there are many other groups that generate opinions on what physical education is, how it should be taught, and even if schools should continue teaching it. Those groups are called stakeholders. This article will examine the perceptions of various stakeholders regarding Physical Education and what we can do as Physical Educators to improve their opinion of the value of our subject in schools.

Stakeholders

P-12 Students

The first and most important group of stakeholders are P-12 students. Elementary school students see Physical Education as a time to have fun, socialize, and take a break from their other classes. They come to our classes excited, expecting their teachers to have planned fun games to play. Just a few years later, as secondary students, too many of

them see Physical Education as boring, a waste of time, and quite often embarrassing. Changing in crowded locker rooms and being expected to play sports they are not good at does not make it fun for these middle and high-schoolers. That being said, according to a SHAPE America (2016) report, 80% of secondary students felt that physical education is important for their overall school experience. We could improve the value of Physical Education for these students by having a well-developed curriculum, offering innovative units that provide a wide range of activities for all students to enjoy and planning lessons that minimize sedentary time.



Parents

The second group of constituents is the parents. Parents always want what is best for their children, so they want Physical Education to be a place for their children to have fun, learn essential motor skills, and get healthier.

According to Physical Education Campaign (n.d.), 95% of parents think that regular, daily exercise helps children perform better academically. Parents seem to value physical education as much as their children do. Two things that physical educators can do to improve the value of Physical Education for parents is provide hard evidence that our programs are positively impacting their children and regularly engage parents and children in physical activities that they can do together (PE4life , n.d.).

Taxpayers

The third group of stakeholders is made up of taxpayers. Taxpayers may be the least impacted by Physical Education directly because some of them do not have children in schools. The reality is that they provide the majority of school funding through state and federal taxes. Whether parents or not, they all want what is best for the children and to know that their money is not wasted. Many taxpayers haven't experienced Physical Education since they were younger and have a skewed perception of what it may be like these days. They may still refer to Physical Education as "gym class," think that teachers only roll a ball out, and that there is low probability of student learning (Gaudreault, 2014). Because of these perceptions,

they see Physical Education as a waste of their hard-earned tax dollars. Physical Educators can improve taxpayer's value of our programs by providing evidence that those programs produce outcomes that are interesting, and worthy of regular, adequate funding.

The Media

The fourth stakeholder group is the media. The media is often viewed as being notorious for deception, inaccurate information, and bias among many other discrepancies. The media also is one of the easiest ways to present information to the masses, and unfortunately many people accept what the media shows them without second thought. The media's perception of Physical Education is too often negative and drastic. Movies portray our teachers as miracle workers, incompetent, objects of fantasies, etc. (Duncan, et al., 2002). They portray "gym class" and the locker rooms as breeding grounds for bullies to pick on vulnerable kids. They portray Physical Education as extremely competitive and nonacademic. To be frank, I don't believe there will ever be a change in the media's image of us, but Physical Educators could start by documenting what their P.E. programs are really about and proving their credibility .

Health Care Professionals

The last group of stakeholders for Physical Education is health care professionals. Health care professionals expect our programs to increase overall health and wellness of students, as well as be a direct intervention for fighting childhood obesity. The Centers for Disease Control and Prevention (CDC, 2013) advocates that schools should have a comprehensive physical activity program (CSPAP) that includes recess, Physical Education, classroom physical activity, before/after school programs, and intramural and interscholastic sports. Two things that physical educators can do to improve the value of Physical Education for health care professionals is to continuously provide evidence that Physical Education programs can meet national physical activity standards for students, thereby increasing their health and well-being .

Overall, each group of stakeholders has its own collective perceptions and expectations of Physical Education. It is very obvious that a Physical Educator's job is not only to teach students, but to promote positive perceptions, keep parents involved and happy, ensure that taxpayer dollars are not going to waste, and provide continuous evidence that our standards are being achieved by students.



References

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- SHAPE America (2015). *2015 Annual Research Report*. Reston, VA: SHAPE America.





The GAHPERD Southeast District Workshop will be held at the campus of Valdosta State University on **Tuesday, May, 2, 2017.**

Want to share your best tips and tricks for teaching health and physical education?
Be a presenter!

Contact Dr. Sonya Sanderson at SLSanderson@valdosta.edu



**GAHPERD/Northwest Georgia RESA
Physical Education Workshop**

**May 4, 2017
8:00 am—3:30 pm**

**University of West Georgia
Coliseum**

Registration Fee: \$25.00

Includes:

**One-year GAHPERD Membership
& Lunch!**

Online Registration Ends April 28, 2017

**Contact Amy Young for Details
AYoung@paulding.k12.ga.us**





Go to www.shapeamerica.org for more information or to view the 2016 Shape of the Nation report

Future Dates

March 14-18, 2017	SHAPE America National Convention & Exposition Boston, MA
May 2, 2017	Southeast District Workshop, Valdosta Stater University
May 4, 2017	Northwest District Workshop, University of West Georgia
May 31-June 1, 2017	Robert W. Moore Summer Institute, Smyrna, Georgia
October 8-10, 2017	GAHPERD Convention, Athens, Georgia

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

New: _____ Renewal: _____ Female: _____ Male: _____

Last Name: _____ First Name: _____

Classification and Membership Dues (check one)	1-year	2-year	3-year
_____ Professional (includes full time grad student)	\$25	\$45	\$65
_____ Retired	\$12	n/a	n/a
_____ Future Professional (undergraduate student)	\$8	n/a	n/a

(please circle)

Preferred Mailing Address: (Street, Apt. #)

(City) _____

(State, Zip) _____

County of Residence:

County of Employment:

School/Organization/Employer:

Home Phone: _____ Work Phone: _____

Cell Number: : _____ AX Number: _____

Email Address: _____

Second Email: _____

Employment Classification:

- | | |
|---------------------|---------------------------------|
| _____ Elementary | _____ Two-Year College |
| _____ Middle School | _____ College/University |
| _____ Secondary | _____ City/County Administrator |
| | _____ Other |

Other Memberships:

AAHPERD _____ Yes _____ No GAE _____ Yes _____ No
 Membership #: _____ Membership #: _____

Areas of Interest:

Division (check one)

- _____ Dance
- _____ General
- _____ Health
- _____ Physical Education

Sections (check two)

- _____ College/University
- _____ NAGWS/Men's Athletics
- _____ Recreation
- _____ Future Professional (Students check here)
- _____ Elementary PE
- _____ Middle School PE
- _____ Secondary PE