Kennesaw State University PE Majors Club of the Year
GAHPERD Membership Form

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_____ Dance  Sections (check two)

_____ General  _____ College/University

_____ Health  _____ NAGWS/Men’s Athletics

_____ Physical Education  _____ Recreation

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_____ Elementary  _____ Middle School

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The Georgia Association for Health, Physical Education, Recreation and Dance envisions a society in which an active, healthy lifestyle is valued and practiced by all Georgians. GAHPERD takes a leadership role in promoting the professions it represents by broadening public perceptions and values, through dynamic services, creative products, innovative programs and on-going research. As a leader in the state, GAHPERD seeks to unite with professional and community organizations to achieve the vision of a healthy Georgia.

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**GAHPERD Mission Statement**

GAHPERD is a nonprofit organization for professionals and students in related fields of health, physical education, recreation and dance. GAHPERD 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.
The GAHPERD Journal is published three times per year (Winter, Spring/ Summer, and Fall) by the Georgia Association for Health, Physical Education, Recreation and Dance, a non-profit organization. Membership in the Association entitles one to receive all journals and newsletters for that year. Subscriptions of $30 per year are available to libraries and institutions. Single issues are $12 each. Requests for missed issues will be honored for eight weeks following the publication date. The GAHPERD Journal is listed in the Physical Education Index.

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Mike Tenoschok
Mt. Paran Christian School
It is hard to believe that another year has come and gone. I wish you all a Happy New Year! I hope this finds everyone having a happy, healthy start to the year full of success in all of your resolutions.

I hope that you had an opportunity to join us in Savannah for our 2010 GAHPERD Convention. We had some truly dynamic presentations, presenters, and special guests that shared their passion. I am hopeful that you will join us for our next convention in Atlanta in October 2011 – The G-4 Summit. I am looking forward to working with our convention planners to make this the best convention yet!

I am very excited to be serving this association as its President. I am thrilled at the current opportunities that we have to capitalize on the impending Perfect Storm that lies ahead. As I type this, I am listening to news of debate on the congressional floor regarding school lunches and who should be making the nutritional choices for our youth. Obesity rates of our youth are at all time highs. Georgia has the dubious distinction of being ranked second in the United States in the prevalence of childhood obesity rates in our kids. With all the bad in the news, I am excited by the renewed attention of the President’s Council of Physical Fitness, the Let’s Move in Schools Initiative by First Lady Michelle Obama, and the new state mandate that begins this year requiring the youth of Georgia to be fitness tested in grades 1 through 12. I truly believe this is our golden opportunity to thrust our profession to the forefront for taking on these endeavors.

I will be representing our association at the SDAAHPERD Convention in Greensboro, NC in February and at the AAHPERD Convention in San Diego, CA in late March. Please let me know if there is anything that I may do to be of service to you and our profession. Have a great year and stay healthy and active! We truly are lucky to be in the profession that we have chosen.

David Worrall
GAHPERD President

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**GAHPERD Publication Information**

**General Information**

When submitting information for publication in the GAHPERD Journal or GAME Newsletter:
- Send information to Mike Tenoschok, mtenoschok@mtparanschool.com
- Submit electronically as an attachment to e-mail
- Information should be word-processed (Microsoft Word, size 12 Times font preferred)
- Any photographs submitted should be an actual photograph, not a photo cut from another publication. Electronic transmissions are encouraged.

**Due Dates for Materials and Publication Dates:**

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GAHPERD 2010 AWARD RECIPIENTS

Outstanding Student Major’s Club
Kennesaw State University

The Kennesaw State University Health & Physical Education Major’s Club is recognized as the 2010 GAHPERD Major’s Club of the Year. The club consists of 30+ members, guided and inspired by the leadership of the three elected executives each semester, pursuing together the mission of promoting professional development, engaging in community service, and enhancing the student experience through social activities outside the classroom. Under the leadership of Lauren Buchanan, Derrick Morris, Tiffany Orem, Shaie Gober, and Jenny Singleton, 2010 was a banner year. The pinnacle of the year was the Clarkdale Elementary Reunion Field Day in May. After being moved by the story of the Clarkdale flood, the club contacted the school to ask if it could plan a field day reunion for the displaced students. In collaboration with GAHPERD, 11 Alive News, The School Box, Airtran, and the whole Clarkdale community, the club was able to organize a reunion that brought the students together and send them home with jump ropes, balls and other summer activities.

College/University Physical Education Teacher of the Year
Dr. Peter St. Pierre

Dr. Peter St. Pierre is an Assistant Professor at Kennesaw State University. He received his PhD from the University of Georgia, where he was involved in several studies related to expertise in teaching and coaching. Dr. St. Pierre currently teaches Elementary Methods and Curriculum, Adapted Physical Education, and Measurement and Evaluation, and also supervises student teachers. He is the co-author of a biomechanics textbook, and has presented over 50 sessions at local, state, district, national, and international conferences and workshops. He presently serves on the GAHPERD Executive Board as College/University Chair-Elect.

Young Scholar Award
Dr. Brent Heidorn

Dr. Brent Heidorn is an Assistant Professor at the University of West Georgia. Brent is in his fourth year in his current position, where he is the Program Coordinator for the teacher education program in Health & Physical Education. At the University of West Georgia, Dr. Heidorn spends most of his time working with the Health & Physical Education majors primarily teaching methods, exercise physiology, and skill-based activity courses. He has played a key role in the development of the student teaching supervision program and his research interests focus on the promotion of physical activity, effective teaching and supervision, and sport-specific curriculum and instruction. He has contributed to the profession by authoring several published articles in national and state journals, presenting, and participating in service activities at the national, state and local levels. Brent is currently serving as the Chair of the NASPE Physical Education Steering Committee and is on the GAHPERD Executive Board.

Recreation Specialist of the Year
Dave Senecal

Gave Senecal has been teaching at the elementary level for 13 years. He teaches at Nebo Elementary School in Paulding County. He earned his Bachelor’s degree in Physical Education from Kennesaw Sate University, and his Master’s degree in Physical Education Curriculum and Instruction from Western Kentucky University. Dave was one of sixteen physical education specialists to be selected for the Georgia Physical Education Standards Writing Team. He currently serves as GAHPERD VP-General Diviison. He is president of Paulding SORBA (Southern Off-road Bicycle Association), Paulding SORBA ia a non-profit, membership organization formed to promote environmental awareness and family fitness through mountain biking, trail building, and other outdoor activities in the Paulding County area. The club has installed over 25 miles of trail and volunteered over 6,000 hours since 2007.

GAHPERD/NAGWS Pathfinder Award
Stephanye Peek

The GAHPERD/NAGWS 2010 Pathfinder Award is awarded to individuals who are pathfinders in advocating, recruiting, and enhancing opportunities for girls and women in sports and sport leadership. Stephanye Peek has been a dedicated elementary physical education teacher for 23 years and a coach for “Girls on the Run” and “Run Girls Run” for six years. She is currently teaching elementary physical education at Blackwell Elementary in Cobb County. In 2008, Stephanye received the GAHPERD Elementary Physical Education Teacher of the Year Award. She is currently a member of Georgia’s Physical Education Standards Team, President of GAHPERD, and coach of the Blackwell “Run Girls Run” Team consisting of 65 third, fourth and fifth graders. She is a role model for her profession, is very active, and believes in the theme, “Fitness Is In, Get Fit. Stay Fit. Fit for Life.”
K-12 Health Educator of the Year
Gina Zuganelis

Gina Zuganelis received her B.S. from Kennesaw State University and her M.A. in Educational Administration from Jacksonville State University. She is currently working on her Specialist Degree with Piedmont College. For the past eight years, Mrs. Zuganelis has held the position as a K-5 Health & Physical Education teacher for Paulding County Schools. As a leader in her school, she mentors new teachers, supervises student teachers, and serves on various school and PTA committees advocating for students. Gina is instrumental at the district level where she helps design and conduct Health and Physical Education learning activities for 20 elementary schools. Her leadership at the state level is evident by her involvement as Vice President of Health and Advocacy Chair for GAHPERD. She is also a member of the Georgia Department of Education Health Education Advisory Committee and helped write the GPS Health Frameworks.

Elementary Physical Education Teacher of the Year
R. David Worrall

David Worrall has been teaching for 10 years in Cobb County and is currently working at Big Shanty Intermediate School in Kennesaw. He was a member of Cobb County’s writing team for the physical education curriculum and also a member of the writing team for the Georgia Department of Education Physical Education standards. David recently was named the 2010 Cobb County Elementary Physical Education Teacher of the Year and will begin his role as President of GAHPERD in November. Before graduating from Kennesaw State University in 2001 he served as the Future Professional Chair and was selected as the NASPE Major of the Year in 2001. He recently completed his ninth Jump Rope for Heart/Hoops for Heart fundraiser, passing the $100,000 mark.

Adapted Physical Education Teacher of the Year
Amy Aenchbacher

Amy Aenchbacher is a veteran adapted physical educator with over 18 years experience. Amy has taught students with disabilities grades PK-12 in the United States and Australia. She also serves as a part-time instructor for Health, Physical education and Sport Science at Kennesaw State University. Additionally Amy volunteers as a co-coordinator of the Ability Games and Special Olympics programs in Cherokee County. This past year she presented at the Georgia AAHPERD, Texas AAHPERD, California AAHPERD, Southern District AAHPERD and national AAHPERD conventions. Currently Amy serves as an itinerant Adapted Physical Education Specialist for the Cherokee County School District.

Award of Excellence in PE
Lewis Elementary School

Lewis Elementary is this year’s Excellence in Physical education Award recipient. Mrs. Kat Richardson, Mr. Mark Dilligham, and Mrs. Tina McLaughlin, Para-Professional, lead a great program that involves the students, staff, parents and community. They look to the future and plan using the Backward Design. As they vision what their desired outcomes should be, they then set into motion what will need to happen so that it becomes a reality. Their program is constantly evolving by looking for ways to improve lessons and opportunities for their school. They are constantly writing grants so that they can purchase equipment for their students. They strive to stay up with the times in terms of technology and the latest in fitness equipment. The students, staff and community benefit from their positive attitude and physical fitness example. They maintain a website and contribute monthly updates in the school newsletter. They reward students with stickers, fitness items and notes home to let the parents know what a “good job their child is doing”. They offer extracurricular activities for the students, which include a jump rope team and a running program. They offer a Fitness Reward Program for their school staff. Their dedication to their profession is reflected in the program that is implemented at Lewis Elementary.

2010 GAHPERD Advocate of the Year
Natalie Rogers

An Atlanta native, graduate of the University of Georgia, and retired professional ballerina, Natalie Rogers embraces her current roles as wife, Mom, Zumba Instructor and, most recently, Georgia PTA’s Nutrition Advocacy Specialist. Having reached an elite level of athletic conditioning through her career as a ballet dancer, she is acutely aware of the importance of daily, vigorous physical activity and nutrition for all people, young and old. Nothing pleases her more than to help instill in others a love for exercise and movement that can become a lifelong habit. In light of the childhood obesity, diabetes and heart disease epidemics, she has made a conscious decision to become part of the solution by sharing her knowledge of fitness training and enthusiasm for wellness with students and teachers in our elementary schools, free of charge. She hopes to inspire other parents with fitness backgrounds to assist in their own community schools by volunteering their time and service in the same capacity. Natalie is delighted to have an opportunity to share effective student fitness strategies with this year’s GAHPERD attendees.
Abstract

Reflectivity is vital in comprehensive teaching/learning experiences. The authors describe the effective use of teaching strategies designed to enhance reflectivity in undergraduate allied health majors. Discussion of threading reflectivity through university curriculum is presented, beginning with core courses such as Human Anatomy and Physiology. The continued use of reflective teaching/learning practices is carried into specific allied health programs (Mental Health Nursing and Health and Physical Education) to illustrate further development of professional health provider skills. Various teaching strategies are described to illustrate how similar exercises can be used successfully across disciplines. Specific strategies include the use of case studies, metaphors, role play, and reflective journaling. Outcome measures reveal successful achievement of course objectives regardless of major field of study.

Introduction

The long history of reflection in education started with Dewey’s work in the early 20th century. He postulated that reflection is the “discernment of the relation between what we try to do and what happens in consequence” (Dewey, 1916/1944) and differentiated between routine action from reflective action. In the 80s, Schoen advocated for implementation of reflective methods that would enable students to identify individual problems in complex, uncertain, unique and conflicting situations (Schoen, 1983). He also introduced the notion of reflection-in-action (reflecting on action at the same time that action is carried out) and reflection-on-action (reflecting on practices before or after the action). Schoen’s work on reflection influenced many practice based disciplines, including allied health. Multiple pedagogical strategies (metaphors, case studies, role plays and journaling) can be used to encourage and promote reflective thinking among college students (Carlson, 2001, Wilson & Williams, 2001).

The case study approach brings attention to ways that particular groups of people confront problems and situations and enables well informed reflection to focus on single issues, events and circumstances. It allows for affirmation, modification, and rejection of beliefs (Golby, 1993). Faculty perceive the case based instruction as an effective tool to improve critical thinking and grasp the “big picture” (Yadav et al., 2007). Role play can be utilized to assist college students in reflecting on a specific issue, or reflecting on issues from multiple perspectives (Maier HW., 2002). During role play, students assume a character to portray, which allows for integration of thinking, feeling, watching and doing (Van Ments, 1999). Drama has the power to contribute knowledge and understanding on issues and events that could impact one’s life (Brindley & Laframboise, 2002). Metaphors can be utilized to explain new or difficult ideas to students and represent an effective cognitive device as they can serve as a medium for reflection (Saban, 2006). The quintessence of a metaphor is “understanding and experiencing one thing in terms of another” (Lakoff & Johnson, 1980). Carlson (2001) studied metaphors written by pre-service teachers and considered metaphors to assess the understanding of pedagogy and to enhance instruction. Finally, reflective journaling is used extensively to encourage and facilitate the process of reflection and deeper learning (Lioulieni, 2009; Noveletsky, 2006), to explore attitudes of self-doubt (Kerka, 2002), self-awareness and learning (Hampton, 2003) and critical thought and application (Swindell, 2006). The use of journals has rich traditions in the education field and may contribute to the process of professional development as students teachers reflect on learning experiences (Van Manen, 1990). Reflective journaling has been reported in nursing as a valuable tool with shifts in perspective and changes in practice (Landeen, 1994), as well as integration of new ideas and reflection (Langley, 2010).

If we, college faculty, expect students to be reflective and critical thinkers who ask questions, are open to new ideas, and challenge traditional practices when they become professionals, then we must create more reflective environments and employ strategies to promote reflection during professional preparation programs. The purpose of this paper is to describe the application of selected teaching strategies (case studies, role playing, metaphors, and journaling) across the curriculum of allied health disciplines at a large university in southeast Georgia. Human Anatomy and Physiology, Health & Physical Education and Nursing are provided as examples of how reflectivity is threaded longitudinally into various majors from the core curriculum. Outcomes of the teaching/learning strategies are also discussed.

I. Human Anatomy and Physiology

Human Anatomy & Physiology (AP) lecture is part of the foundation that all allied health students take into their
major programs of study. The AP lecture is a two-semester course, enrolling about 150 students/per section a semester. At the completion of this course, students are expected to correctly identify and express terminology and abbreviations associated with the disciplines of anatomy and physiology, interpret the inseparable relationship between the structure and function of the human organism, as well as apply the information learned to solve basic clinical problems and understand biological phenomena. Several strategies are used to promote reflectivity and to prepare students for the transition into their major.

Use of reflective strategies in Human Anatomy and Physiology

a. **Case study**

To encourage students to apply the information they learned in class in order to solve a basic clinical problem, students are assigned two case studies per semester. While multiple sources are available, I used R. Schrier’s *The Internal Medicine Casebook* (1994) and D. Cahill’s *Lachman’s Case Studies in Anatomy* (1997) to develop these case studies. Case study problems have included, but are not limited to temporomandibular joint (TMJ) dislocation, slipped disk, acute cholecystitis, tracheostomy and vasectomy (See Appendix 1). Each case study is accompanied by five reflection questions, is worth five points and is announced in class and/or posted online and GaView. Students have a week to complete it and once all assignments are submitted, the clinical problem is discussed in class and additional questions are answered. A discussion can also be facilitated online where students have an option to post comments in an anonymous mode.

Some of the disadvantages for this particular strategy deal with the large class size: inability to provide individual feedback and time involved in grading. These can be solved by placing part of the discussion online and creating focused questions as to make grading easier. After completion, to increase students’ self-awareness, students are asked to reflect on their own answers.

Reflection questions (adapted from Cross and Steadman, 1996):

1. **Briefly describe the assignment you just completed. What do you think was the purpose of this assignment?**
2. **Give an example of one or two of your most successful responses. Explain what you did that made them successful.**
3. **Provide an example of where you made an error or where your responses were less complete. Why were these items incorrect or less successful?**
4. **What can you do differently when preparing next case study assignment?**

The majority of students (56%) believed the case study allowed them to better understand the topics at hand, since they had to research a specific condition. The other 44% of students thought that the purpose of the assignment was to take the information learned in class and apply it to real life situations. Comments available from students included:

- “The assignment really made me think about the particularities of the TMJ joint”
- “It gave me a better understanding of the joint”
- “It helped me transfer what I learned into something real and to use critical thinking”
- “It related some concepts we learned about joints to the TMJ.”

Students reported that for their next assignment, they would use more sources (50%), devote more time for assignment (26%), do more research (19%), find a partner (8%) and be more careful in completing the assignment (8%). Student statements included:

- “I will look at more sources not just the internet, look at more websites and possibly books; look in journals to make sure my information was accurate”.
- “Give myself more time to prepare”
- “Research deeper into the material”
- “Read the questions a couple of times to be sure that I completely understood them” “Familiarize myself better with the case study”
- “Try to work with a partner to discuss the whole topic together.”

A concern for many faculty is having enough time to present the material. This strategy allows covering the required topics, yet introducing some higher thinking skills.

b. **Metaphors**

While the transmission electron microscope made it possible to see the internal components of the cell, students generally are not able to study various cells and their components. A metaphor comparing a food can with a typical cell can help bridge this disconnect. Different types of cans, such as cans of chicken noodle soup, asparagus spears and sardines, can be used in class. This helps with the concept of various shapes that exists among cells, as well as differences between different cells. For example an asparagus can be analogous to a skeletal muscle cell, while the can of sardines is representative of a squamous cell. Students are given about 10-15 minutes to think about similarities or differences, if any, between the cans and the cells of the human body. After the time is over, discussion continues as a whole class.

Students were able to identify the fluid environment in both cans (soup, oil or water) and cells (cytosol with organelles) and that the tin separating the contents of the can from the external environment is similar to the plasma membrane separating the content of the cell from the external environment. An
important distinction that students reflect on is that the plasma membrane is permeable, while the tin is not; cells have junctions and form tissues, while cans are stand alone structures; cells come from other cells, are able to reproduce and are alive, while cans lack all these characteristics. In a can, ingredients can occupy a different volume of the can – for example, asparagus spears and sardines take most of the volume, just like myofibrils in skeletal muscle cells. This metaphor allows the instructor to make the association between cells and life functions with something very tangible, such as a can. It is also a fun activity for many students allowing them to participate in the learning process despite the large size of the class. On average, 81% of students enjoy the activity. Some comments included, “I liked it a lot,” “I enjoyed it, it helped me think of a cell in a more common way,” “I learned a lot,” “I thought it was a good idea,” and “It was helpful.” A small number of students (13%) did not like the activity, citing “I prefer regular lecturing because that’s what I am used to” as the major reason. The remaining 6% of students found it somewhat useful. Students remembered the metaphor long after the discussion on the cell was over and mentioned it on several occasions in student evaluation of teaching. Some student comments included:

“I had to think outside the box and try to make connections between the two”

“It actually made me analyze the cell more”

“It changed my view of the cell because I had to really think about everything the cell does and is composed of”

“It made me question how much I really knew about the cell, I had to think of every aspect”.

II. Health and Physical Education

All Health and Physical Education majors are required to take Instructional Design for Elementary School after admission into the teacher Education Program. Class sizes usually range from 15-30 students. This course develops skills and knowledge related to teaching physical education to beginning learners. Seven weeks of the course is a required field experience conducted in elementary schools. The field experience provides continuous opportunities to observe, plan, teach, and evaluate teaching physical education lessons on a regular basis.

Enhancing reflective thinking is an essential component of the class as course objectives include modifying teaching tasks, methods, techniques, and principles to meet the needs of individuals with varying abilities and disabilities and critically analyzing the teaching/learning process through reflecting on the role and actions of the teacher as well as the actions of students in the elementary physical education class.

Use of reflective strategies in Health and Physical Education.

a. Case study

The case study method is employed in the Instructional Design for Elementary Students class to help college students reflect on and analyze a variety of scenarios that commonly occur in the “real world” of teaching. By completing this assignment, students will learn how to: identify and utilize resources related to specific topics, analyze situations and present possible solutions, defend a personal viewpoint and change or reconsider a point of view based on class discussions (Stroot, 2000).

Students are given the following specific instructions for the assignment.

- Carefully read your assigned case a couple of times and consider the end-of-case questions.
- Identify any issues and make notes.
- Think about and make notes of courses of action and the results of those actions.
- Be ready to share and provide a rationale for courses of action to your classmates.
- Remember to keep an open mind so you can listen and develop alternate solutions to the case.

The context of teaching in the P-12 learning environment poses a wide variety of scenarios. These can be utilized with case studies to facilitate reflective thinking among college students. Some of the topics include classroom management and instruction, collegiality of colleagues, assessment, multi-cultural education, and other related issues. For specific case study scenarios, refer to Stroot (2000).

Upon completing the case study assignment, students were asked the following questions: 1) Did you know that you might be faced with such circumstances as a teacher?
2) How did you feel about the case study assignment?

Student responses included the following statements:

“I had no idea these kinds of things could happen to me when I am teaching.”

“It made me think about possible actions I could take to address these situations.”

“I really liked it because it allowed me to express my point of view on situations.”

b. Reflective journaling

Reflective journaling is employed throughout the field experience in the Instructional Design class. Specifically, The Reflective Framework for Teaching in Physical Education (RFTPE) is used as a guide to extend the depth of the pre-service teachers’ reflective analysis (Tsangaridou & O’Sullivan, 1994). The students are given the following instructions on how to write/develop the reflective journal:
The purpose of writing reflections is to stimulate your “thinking” about teaching. Reflecting on teaching includes your thoughts and feelings about “what” and “why” something occurred in the school setting. Please write about the events that are most meaningful or significant to you. An event may be significant because it was something that concerned you, excited you, made you rethink your views on teaching, or made you realize your views are sound. Use the following steps to reflect on each significant event. These steps provide the definition of level of the reflection:

1. Description. Describe the event in detail. What happened? What did you, the student, do?
2. Justification. Provide the logic/rationale for your actions. Why was this event significant, important? Why did you react the way you did?
3. Critique. Evaluate what you did. How do you feel about what you did? What did you learn from this event? How do you plan to follow up regarding this event?

Below is an example of using the RFTPE:

**Description:** Both Sally and I worked with the girls and John and Ron [pseudonyms] worked with the boys.

**Justification:** I am not sure why we divided like this. It just kind of happened. I guess this is the group each of us felt comfortable with. I am not sure I would have felt as comfortable with the boys.

**Critique:** I do think it is important for male and female teachers to switch the gender they are teaching in order to teach equality. It will help the students to see that regardless of gender, the same basic skills can be performed. (Karrie, journal #10)

The use of the levels (describing, justifying, and critiquing) in the RFTPE seemed to have a significant impact on not only helping the pre-service teachers critically analyze their teaching, but also allowed them to act intentionally on their thoughts in future lessons. Moreover, it appeared to help them gain ownership of their professional development and make decisions that were meaningful to them as individuals learning to teach. The pre-service teachers were asked to share their thoughts on the use of the RFTPE to guide the level of reflection:

“The critiquing part really helps because I can say this works so I can use it in the future or this didn’t work, so I should change it. By critiquing, it makes me think about not just that I should change it, but what I can do to change it.”

“I can actually see what I am doing wrong, and then I can fix it. That makes me feel like I am learning something on my own…. If we didn’t have the levels, we would be like, “So and so did this”. It wouldn’t be like why and what do you think. I honestly believe that because you slack off. When I was critiquing the others, I would justify what they did and I would think about why they were doing it. “They did this because…” and I would think.”

Extending thinking to reflect beyond the ‘what I did’ to ‘why I did’ allows for growth in future decision making skills (Dewey, 1916/1944). Evidence from this reflective assignment suggests that the college students highly valued reflection on teaching as a vehicle for professional development. Paralleling Dewey’s notion, these prospective teachers pointed out that it helped them to extend their thinking beyond the ‘what’ to the ‘why’ and ‘how it could be changed’.

### III. Mental Health Nursing

Nursing education consistently includes a scope of specialty areas, including but not limited to adult health, child health, community health, and mental health nursing. The required mental health nursing course spans a single-semester and is offered concurrently with a corresponding clinical course. The mental health nursing course and clinical component are based on therapeutic communication skills and the fundamentals of the therapeutic nurse-patient relationship. These core principles are then applied within various clinical contexts according to the American Psychological Association’s diagnostic categories.

Competencies included in the course objectives include the development of communication and critical thinking as a basis for providing therapeutic interventions for others. Caring must be demonstrated to develop therapeutic rapport as a professional nurse. The ability to perform self-assessment must be developed as it contributes to nurse’s ability to use his/herself as the primary means of helping a patient with a mental, emotional, or spiritual issue. The same students are enrolled in both nursing courses simultaneously, with the average class size being 50 students. The theory course uses objective multiple-choice testing for formal assessment of learning outcomes, whereas the clinical course utilizes a broader scope of written assignments and performance assessments for measuring outcomes.

**Use of reflective strategies in Mental Health Nursing**

#### a. Role play

Since the foundation of therapeutic nursing intervention is listening and communicating effectively with patients, students engage in role play from the first day of the course. Students begin with a short experience talking with each other in pairs about a certain topic; only one of the partners is not allowed to talk about themselves. This person is in the role of the nurse.

After a few minutes the class reflects on their experiences. The outcomes achieved through reflecting on their role play experience is the realization that the interpersonal skills needed to provide psychosocial nursing care are already within the student, but need to be further developed through conscious application of theory and self-awareness. This simple exercise raises the students’ awareness of problematic
tendencies to be focused on the self, while simultaneously providing encouragement by reinforcing the innate ability to listen. Common student statements include:

“I felt like my partner was paying attention to me, really listening to me. I felt like she was interested.”

“It was hard not to talk about myself. I guess I really do talk about me a lot! It’s hard to really pay attention and listen to somebody.”

Another effective infusion of role play in the classroom occurs as the course addresses specific cognitive and emotional issues related to mental disorders. A firm foundation of therapeutic use of self has already been established through role playing such as the situation described previously. Communication and caring skills are then advanced within the context of specific patient needs as the course progresses. For instance, when discussing the care for a person experiencing a crisis, theoretical approaches and guidelines for interacting are listed on the board. To make the interaction come alive, a student volunteer is solicited to role play a given crisis situation with the theoretical guidelines still displayed. As a class, helpful responses are generated and a plan of nursing care is created.

Students articulate how their ideas are situated within theory, and they reflect on their ability to generate actions and critically apply theory. The outcome is such that not only have they not simply recited what should be done, but they have had an initial experience of taking action, even if in a simulated situation.

b. Reflective journaling

Students have the advantage of developing professional relationships with actual patients in a variety of settings. The daily clinical assignments associated with these settings are designed to provide regular opportunities to learn through reflective journaling. For example, the first day in each new setting, students reflect on their acute experiences of the environment, patients, and themselves. Guidelines such as “Describe the unit, the types of activities, and the interactions as you sit and look around” provide the framework. Asking a student to “sit quietly for a moment and soak in the sounds, smells, and feels; what is your overall impression of the milieu today?” serves to help the student become more mindful of his or her surroundings. Self-Awareness questions include, “When first arriving on a unit, describe all your personal thoughts and feelings you experienced. What types of coping skills and/or defense mechanisms did you use to handle your feelings and reactions to the unit?”

Students often struggle with self-assessment (or self-evaluation). Reflection on skill development is the focus of journaling guidelines such as “Discuss your efforts to build a therapeutic relationship, and your use of therapeutic communication skills” and “Compare and contrast your first overall experience interacting with a patient to your most recent encounter.”

At the end of each week, students are assigned to address several reflective questions to situate themselves in their learning process and evaluate their overall transformation. These questions are designed to facilitate each student’s examination of his or her own beliefs, attitudes, attributes, weakness, and growth toward becoming a professional nurse. Questions include:

- How does your background influence your learning experience in this course?
- How does this experience influence your beliefs about mental health care?
- What will you take from this experience into your future practice?

Achievement of course outcomes aimed at communicating, caring, and performing self-assessment are reflected in student writings such as:

“I found it heart-wrenching to see the crippling effects of mental illnesses on the patients and their families. If affects a person on all levels. I never really thought about more than the physical aspects of health, but these diseases also affect the emotional, cognitive, and spiritual aspects of an individual. This experience truly has been one of profound learning and even personal insight.”

“I used to be judgmental and use stereotypes to describe people who had an addiction problem. But I learned that everyone deserves respect and especially those with an abuse problem. They suffer and struggle with more problems than I can ever imagine. I hope now that I have learned not to stereotype all abusers.”

“I learned a lot about myself after this rotation. In listening to others talk about their struggles, I realize am not any better than anyone else. I struggle with many of the same things as patients. I have mentioned that I always come out the group meetings feeling like I need to make changes in my own life. There was always something I could pull out of the discussion that will help me be a better person and therefore a more effective nurse.”

The two major themes represented in these examples (learning to become less judgmental of others, and considering the impact of health on the whole person) have been evident in over 73% of all student journals that have been evaluated over the three year period of utilizing these reflective questions. This evidence supports the use of journaling as an effective method to teach reflectivity to allied health students in the nursing major.

Implications

Reflectivity is a vital component of a comprehensively designed teaching/learning experience. The development and implementation of reflective assignments across disciplines provides implications for college faculty. First of all, a variety of reflective assignments and instructional
strategies to extend college students’ thinking should be employed and these types of assignments should begin early on in the undergraduate program. Next, a connection between reflection and experience (theory to practice) should be made with ample time for processing/discussing students’ thoughts and conceptions. As educators we find that using strategies to improve reflectivity helps them learn from experience and connects their education theory to practice. Instructors can’t expect or assume that students will automatically transfer knowledge from university classes to real world or clinical settings. Next, expect some resistance to reflectivity. Some college-aged students still prefer to be told what to do and to be given information rather than take an active part in generating their own knowledge. Explaining the purpose and providing clear guidelines regarding content and format can be effective in promoting these teaching strategies. Lastly, while the outcomes may be difficult to measure quantitatively, the qualitative outcomes are some of those most desired, particularly in allied health professions.

References


Langley, M., Brown S. (2010). Perceptions of use of reflective learning journals in online graduate nursing education. *Nursing Education Perspectives*. Available at http://findarticles.com/p/articles/mi_hb3317/is_1_31/ai_n50362173/


APPENDIX 1
Anatomy and Physiology I Case Study
A 63-year-old professor tried to push his car, which was caught in a snowdrift and immediately suffered sudden and severe pain in the lower back. He felt as if something “snapped” in the lower part of his spine. Later his pain extended down the posterior aspect of his right thigh and leg. He also noticed some numbness and tingling over the lateral part of his right leg, foot, little toe. He reports that for the several past years, he had episodes of “bad back,” particularly after lifting heavy objects from a stooping position. The patient has a rupture of the intervertebral disk between the fifth lumbar and first sacral vertebrae with protrusion of the nucleus pulposus and involvement of the first sacral nerve also known as slipped disk or herniation.

Food for Thought questions:
1. What is the function of the intervertebral disk and what are its two structural components?
2. What was the “snap” caused by?
3. What are the most common sites for disk herniation and why?
4. What is the explanation for the aggravation of pain by straining and coughing?
5. What surgical procedures can be indicated if conservative treatment is not effective?

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Georgia Association for Health, Physical Education, Recreation, & Dance
Calendar of Events

IMPORTANT DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>January 22, 2011</td>
<td>GAHPERD Executive Board Meeting</td>
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<tr>
<td>February 16-20, 2011</td>
<td>SDAAHPERD Convention, Greensboro, NC</td>
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<tr>
<td>March 15-19, 2011</td>
<td>AAHPERD Convention, San Diego, CA</td>
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<tr>
<td>August 20, 2011</td>
<td>GAHPERD Executive Board Meeting</td>
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<tr>
<td>October 22-25, 2011</td>
<td>GAHPERD Convention, Atlanta Marriot NW (Cobb)</td>
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<td>February 8-11, 2012</td>
<td>SDAAHPERD Convention, Orlando, FL</td>
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<td>March 13-17, 2012</td>
<td>AAHPERD Convention, Boston, MA</td>
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<td>November 10-13, 2012</td>
<td>GAHPERD Convention, Desoto Hilton Savannah</td>
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<td>April 23-27, 2013</td>
<td>AAHPERD/SDAAHPERD, Charlotte, NC</td>
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<td>October 26-29, 2013</td>
<td>GAHPERD Convention, Marietta Hilton</td>
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<td>March 18-22, 2014</td>
<td>AAHPERD Convention, St. Louis, MO</td>
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<td>November 1-4, 2014</td>
<td>GAHPERD Convention, Savannah Hilton</td>
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<td>March 17-21, 2015</td>
<td>AAHPERD Convention, Seattle, WA</td>
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<td>October 23-26, 2015</td>
<td>GAHPERD Convention, Marietta Hilton</td>
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GAHPERD Convention 2010 Savannah
The American Heart Association presents a $77,000 check to GAHPERD for JRFH/HFH

Jump Rope, Have Fun and Help Save Lives

Students love the excitement of Jump Rope For Heart events, and schools love knowing that students are learning healthy habits and community values. The benefits of physical activity, healthy eating, and staying away from tobacco are just a few topics that these educational programs cover, all while raising funds to fight heart disease and stroke. Students learn about heart health while learning to jump rope, satisfying the National Association for Sport and Physical Education (NASPE) Standards of Physical Education.

DID YOU KNOW?

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

Learn how your school can support cardiovascular research and save lives.
Call 1-800-AHA-USA1 or visit americanheart.org.
If you were asked to describe to someone what a quality physical education program looks like, what would you say? Would you be able to tell them all about your program, or would you be embarrassed to even mention it? Are you able to differentiate between appropriate and inappropriate practices in a physical activity setting? Do you teach through a developmentally-appropriate curriculum that focuses on teaching the psychomotor, cognitive, and affective domains? Does your curriculum focus on student learning? Can you demonstrate that students in your program are meeting the national and state standards? If your answer to one or more of the above questions is no, this article is for you. However, the rest of you are still encouraged to read on.

The purpose of this article is to motivate you as a physical education teacher to examine five specific steps to improving your physical education program and, if necessary, to take these steps to revolutionize your program.

High-Quality Physical Education

The need for high-quality physical education programs in our schools is greater than ever. For a variety of reasons, many school physical education programs are not providing students with learning experiences that meet the specific needs of today’s students. Many students are not choosing to be physically active on most days of the week. When they are active, they are not engaged in moderate-to-vigorous physical activity (MVPA) for a minimum of 20 minutes, three to five days a week. It is important that we seriously consider where the breakdown is occurring. Is it that programs are not addressing and teaching the content, or is it that students today are different than they were ten or more years ago?

If the argument holds that programs are not teaching the content, it is important to review the wealth of information available through the National Association for Sport and Physical Education (NASPE). The mission of NASPE is to “enhance knowledge, improve professional practice and increase support for high-quality physical education, sport and physical activity programs.” NASPE provides outstanding resources for physical educators to enhance the quality of instruction, and to foster growth and development among students in their programs. Planned and periodic review of the NASPE website (www.aahperd.org/naspe/) is a great place to start making changes in your program.

If, on the contrary, today’s students are different than students were a decade ago, a different challenge arises. Think back to when you were their age. Many of you were active, you participated in a variety of sports and physical activities, and you were passionate about getting others to participate with you. Unfortunately, not all students in our physical education programs look at physical education and physical activity the same way you did when you were in a K-12 program. Therefore, it is important that current physical education teachers examine the approaches useful for motivating students for lifetime participation in physical activity.

Physical Activity

The need for physical activity in the lives of our youth is widely recognized. The American Heart Association (AHA), the Center for Disease Control and Prevention (CDC), and many other professional organizations, journals, and newspaper articles regularly address the obesity crisis. But high-quality physical education is about more than just fighting obesity. High-quality physical education builds competence in motor skills and movement patterns, teaches strategies for successful game play, promotes regular physical activity, develops and maintains one’s physical fitness, teaches students to respect self and others, and encourages them to value physical activity for many different reasons (NASPE, 2004).

Perhaps it has been quite some time since you thought about motivating students for increased levels of physical activity or high-quality physical education. Maybe increased physical activity among students is what you truly desire, but you just do not know how to get there. Perhaps you regularly focus on your own physical activity and teaching physical education, but you just need encouragement and motivation to continue pursuing the worthy goal of impacting students in positive ways and promoting a lifetime of physical activity for them.

Does this article spark your interest yet? If so, what follows is a description of five different steps you can make to improve your physical education program.

1. Can You Plan More Effectively?

Effective lesson planning is imperative for a high-quality physical education program. Unlike the academic classroom, physical educators are teaching toward kinesthetic goals and objectives related to muscle memory and movement, which often requires a different type of plan. While much of the
planning for effective teaching will be similar, there are some components that need to be different from classroom-based plans. First, an effective physical education lesson plan should include a set induction that addresses the what, how, and why of the lesson. Specifically, it is important that teachers identify what students will be doing that day, how they will be actively engaged in the lesson, and why the specific content is important for them (Rink, 2010). The set induction should be short, presented enthusiastically, and should motivate students for activity. Further, it should clearly communicate to students what they should know or be able to do by the end of the lesson. Clearly stated objectives written well in advance of the actual lesson should be addressed in the set induction.

Second, lesson plan objectives should be based on the psychomotor, cognitive, and affective domains. By teaching on a holistic level, we empower the whole student: physically, intellectually, and emotionally. Psychomotor objectives should have a clear instructional purpose, measurable realistic goals, and developmentally appropriate activities. Cognitive objectives should include information associated with skill recognition, tactics and/or strategies, and perhaps even the biomechanical principles associated with the movements involved with each specific skill. Clear cognitive objectives can help students understand “how” they create and consistently perform a specific movement. Affective objectives should be based on the NASPE national standards 5 and 6 (NASPE, 2004), which emphasize personal and social responsibility, challenge, expression, and social interaction. A physical educator can create affective goals that involve contemplative thought through journals, logs, or reflective responses to the lessons presented. Other examples of affective goals include challenging students to work with someone different than their friend, incorporating cooperative games or activities that promote character building, encouraging respect for self and others, and setting expectations for proper handling and movement of equipment, space, and facilities. For additional strategies in teaching to the affective domain, see “Teaching Affective Qualities in Physical Education” (Heidorn & Welch, 2010).

Third, in order to provide measurable and tangible results of learning in the physical education classroom, valid assessment procedures should be embedded into weekly and daily plans. Assessment and accountability is pertinent for student learning and the healthy future of our children. Formative and summative assessments constitute ongoing and integral parts of the learning process for all students and should be implemented in K-12 physical education. If our students cannot apply what we are teaching, they are not learning. If we are confident in what we are teaching, assessment should not be a difficult task. A variety of assessments can be used to save time and use with large numbers of students. These might include peer-based, individual, and parent evaluations (at home) and, if documented effectively, formal and informal observations. For additional information pertaining to appropriate assessment, we encourage you to review many of the assessment resources available through NASPE.

Finally, all lessons should have a specific plan for an effective closure. This includes a brief review of the activity, final demonstrations or questions, and time spent motivating students to practice and/or be physically active on their own outside of class. Planning quality lessons demonstrates that we, as physical education teachers, are focusing on student learning and creating endless possibilities for physical activity for our students.

2. Do You Teach a Developmentally Appropriate Curriculum?

Effective teaching in physical education should involve skill progressions based on age-appropriate content and the individual ability level of each student. As Virgilio (2006) pointed out, “Children should be taught in a manner that is appropriate for children” (p. 4). This helps to ensure that every student has the chance to succeed. Collaboration among the elementary, middle, and high school physical education teachers is vital to creating effective skill progressions throughout the skill and physical activity development of K-12 students in physical education. If the foundation of a physical education program is weak, this can undermine success or undermine programming at the high school level. Even worse, this may create a negative impact on the lifetime physical activity of our future generations.

To build an effective foundation for learning, elementary-aged students should learn a variety of locomotor movements, understand the concepts of general and individual spatial awareness, and be actively involved practicing skill themes (Graham, Holt/Hale, & Parker, 2007). Skill themes and movement concepts include, but are not limited to: space awareness, traveling, chasing, fleeing, jumping and landing, balancing, transferring weight and rolling, kicking and punting, throwing and catching, volleying and dribbling, striking with short and long handled implements, dance, gymnastics, and application of the above elements through modified games and unique assessments. Students completing an elementary physical education program should have the learned abilities to begin applying strategies, tactics and game-type situations at the middle school level. Ultimately, when students complete a K-12 physical education program, they should “leave with the skills, knowledge, and dispositions to be physically active” (Rink, 2010).

When students enter middle and/or high school, they begin to have new experiences. For example, a student might
experience a change in lifestyle, new social networks, and a sense of independence. The climb to maturity often leads to less play and more responsibility (academics, work, etc.). Whatever the responsibility entails, these students are becoming adults and the word “time” takes on a new meaning. In addition, teachers are challenged with competing for the students’ attention. Technology has created a new challenge in this way (IPODs, cell phones, the internet, gaming systems, etc.). For these reasons, the percentage of youth who maintain adequate (health-enhancing) levels of physical activity is minimal. Therefore, a developmentally appropriate middle and high school physical education program should promote a healthy lifestyle through skill development in team/individual sports, leisure activities (see # 4 below), and, most important, motivation for a lifetime of physical activity. To encourage motivation and participation, middle and high school physical educators should collaborate and strive to add new units of study into their program each year as well as prevent too much overlapping of units. Some examples of new, trendy topics for middle and high school programs are boot camp, Pilates, and yoga.

Finally, a developmentally appropriate curriculum for middle grades and/or high school physical education programs should hold students accountable for establishing a physical activity plan outside of class. Physical activity outside of class can be assessed by a workout log, an aerobic point system, daily journals, or periodic fitness tests. When creating your curriculum for middle and/or high school classes, being creative and finding ways to motivate your students is essential.

3. Do You Integrate Health and Academics into Your Physical Education Curriculum.

As health and physical education teachers, sometimes it seems that the first part of our title, health is left out. As educators, we often overlook the physiological explanations for why we teach students to be physically active. Due to inactivity, poor nutrition, and countless technological advances, the United States has earned the ranking as one of the “fattest” countries in the world. Cardiovascular disease, Type II diabetes, and other chronic diseases have become rampant. Ironically, much of this can be prevented or minimized. Health content should be incorporated into every K-12 physical education lesson, and a significant emphasis should be placed on health at the elementary level. An elementary health and physical education teacher can create lessons that incorporate the Georgia Performance Standards (www.georgiastandards.org) for Health Education. Health topics, including hygiene, human anatomy, and nutrition can be integrated into elementary physical education units or warm-up activities before each lesson. Games that involve locomotor activities and spatial movements can be used to integrate basic health concepts through “matching” or “racing” for a specific answer. Coloring sheets, handouts, or out of class assignments can be given to review health information covered throughout the lesson, since time in class is limited.

Middle and/or high school lessons should minimally include the five components of physical fitness (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition) and the FITT principle (i.e., frequency, intensity, time, and type). The principles of overload and progression can also be incorporated into many physical education lessons. For example, at the end of an Ultimate Frisbee lesson, ask students to create a modification for their game based on the progression principle.

Also, since technology motivates older students, teachers can create a health-based or physical activity lesson using technology. Pedometers and heart rate monitors can integrate cardiovascular health as well as encourage students to understand and apply concepts such as identifying their target heart rate. If your school does not have heart rate monitors or measuring devices for each student, the technology can be used throughout a unit or students can be encouraged to take turns throughout the lesson. Encouraging students to directly apply health concepts to activity lessons can bridge the gap between physical fitness, cardiovascular health, and how to remain physically active for a lifetime. For additional ways to incorporate technology into your program, we encourage you to review the Physical Education Technology Playbook (Castelli & Fiorentino, 2008).

Curriculum integration can be accomplished in two ways. First, movement can be included in the classroom (core subjects) curriculum by using energizers, etc. Second, academic subjects (core classroom curriculum) can be included in the physical education curriculum (Kovar, et. al., 2009). For example, physical education teachers should work toward integrating academic content into health and physical education lessons. Many students are kinesthetic learners. That is, they learn by doing, which is often enhanced through movement. Research also suggests that academic achievement increases as physical activity is increased.

Physical education should focus on developing the whole child. In one way, this means that physical education teachers can get students involved in skill development, physical activity, or fitness lessons while at the same time reviewing concepts learned in math, science, reading, or social studies. For example, simple counting and multiplication tasks can be incorporated into a throwing and catching activity.

Whatever the academic content, physical education lessons can support the diligent work of classroom teachers in the
gymnasium or physical activity environment. This approach may also gain some much needed support from classroom teachers and the school administration for high-quality physical education. In the same way, it would be best if classroom teachers also integrated health and physical activity into their lessons. For more information, we encourage you to follow this internet link: http://www.ncpe4me.com/energizers.html. The possibilities seem endless.

4. Do You Promote Leisure-Type Activities in Your Program?

With cultural changes, physical educators must modernize the way their classes are taught, incorporating creative and innovative strategies to include a variety of activity options for students to choose how to be physically active. Due to responsibilities and decision making involved at the developmental levels of K-12 students, it is important for these students to have a sense of belonging gained through involvement in some type of physical activity. When creating a high school curriculum, for example, physical education teachers should include leisure-type activities as well as health-related physical fitness.

For a variety of reasons, not every student will throw the game-winning pass, make the perfect catch, or have the fastest feet. Furthermore, according to national research, only a small percentage of high school athletes will continue to participate on the collegiate level, and even fewer than that will have the opportunity for a professional career in sport (NASPE, 2007). As a result, it is important that high school physical education programs incorporate a variety of leisure activities that teach students how to remain physically active. Integrating various activities can shed new light on physical activity and can individualize learning. Students who may not have any interest in physical activity can be positively affected by a creative lifestyle approach when exposed to more leisure-type options. Leisure-type activities can also counteract negative feelings associated with skills related to team sports and can create a more approachable view towards joining a team. A program that offers a narrow range of activities will unquestionably attract a narrow range of students.

The activities learned should be new and innovative, or should create significant challenges for a more mature audience. In addition to the traditional sports and physical activities, some examples of leisure-type options include a walk/jog unit, hiking or backpacking, biking and rock climbing, or an outdoor education unit that involves hunting, fishing, archery, and team-building activities. Also, introducing a sport or game that is not common in the geographical region in which the school is located can be a great way to motivate students of this age. For example, teaching units in floor hockey, lacrosse, and cricket can provide unique alternatives for promoting physical activity.

Through this lifestyle approach, students can also learn how to manage the health-related fitness components in their lives. Upon completion of a health-related fitness unit, students should be able to create a personal program that includes all fitness components, goal setting criteria, and assessments of their personal fitness level throughout the semester/year. As students begin to understand the role physical activity plays in their lives, they will learn how to apply these concepts to preventative health and personal commitments. Through self-directed choices and exposure to a variety of options, students can achieve self-realization, and the importance of activity for a lifetime.

5. Do You Advocate for Physical Activity Through the School and Community.

As educators, we teach knowledge in hopes that our students will share this information with their family, friends, and perhaps one day, their own children. As physical educators, we teach to instill lifelong activity for all students in hopes that they carry on this lifestyle to their family, friends, and perhaps one day, their own children. In order to have a complete physical education program, a physical educator should teach for student learning beyond the classroom.

Schools can promote additional physical activity by offering intramural programs at the middle and high school levels. These programs have numerous benefits, require minimal cost, provide opportunities for a large number of students, and, when done well, serve as a feeder for the athletic program. The physical education teacher can strongly promote and support the intramural program by advocating for additional needs, finding qualified assistants, and offering a variety of different before- and after-school opportunities throughout the year.

A physical educator should also make the most of the community options by advocating for physical activity within the churches, recreation departments, the local YMCA, and other community organizations and social settings. Regardless of the site, communities are great places to promote, encourage, and reinforce physical activity among young people. Educators can advocate lifelong physical activity through use of these community settings, starting programs such as child/parent related programs; walking, cycling, and dance clubs; and instructional classes that are held at places like churches and recreation departments. In addition, building community-based programs can bridge connections between the student and local associations providing a resource for future physical activities. Also, with help from the community, many different options can be created to offer after-school activity options such as running...
clubs and other physical activity programs. Many community sponsors can team up with school districts to promote and support such activities.

A physical education teacher should strive to gain help from the community, school administration, and other social organizations, to advocate for physical activity outside of the classroom. Over the years, several formal interventions have been developed to address youth who are inactive outside of the school setting. Support of community-based physical activity programs often allows students to gain access to physical activity options within the community, and gain confidence in areas of physical activity that they would not otherwise have due to a lack of skill or experience. Finally, inviting community members to participate (as special speakers, guests, etc.) in the school physical education program can provide many additional benefits.

Summary

So, does that sound good? Do you think the suggestions above can be implemented into your program in some way? Can you plan more effectively? Do you teach developmentally-appropriate activities? Do you integrate health and academics into your physical education curriculum? Do you promote leisure-type activities in your program? Do you advocate for physical activity through the school and community? Can you find ways to bridge the gap between your physical education program and physical activity options in other places? We encourage you to take a good look at what you do well in your program, and in what areas your program can improve. Making even just one adjustment may be the step needed to motivate students for a lifetime of physical activity. Set clear goals and expectations for your program. High-quality physical education is within reach!

References


Strategies: A journal for physical and sport educators, 23 (5), 16-21.


Determinants of Youth Soccer Tournament Attendance

By John David Johnson, Ph.D. and J.C. Bradbury, Ph.D.
Kennesaw State University

Abstract

Despite the popularity of youth soccer tournaments, few scholars have studied the determinants of soccer tournament attendance. This study uses data from the Atlanta Cup to estimate the impact of demographic and local league characteristics on tournament participation. The results indicate that important determinants of participation include league size, the percentage of African-Americans in the area population, and travel distance; while, wealth does not appear to be important.

1. Introduction

Youth soccer has grown to be one of the United States’ most popular youth sports with more than three million children registered with the United States Youth Soccer Association (Key Statistics-Us Youth Soccer, 2007). In many states, youth soccer leagues support year-round play with pre and post-season tournaments hosted by a variety of different organizations. Despite the obvious popularity of soccer as a youth sport and the abundance of soccer tournaments, few scholars have studied the factors that influence participation in these events. In fact, we were surprised at the paucity of research in this area. Much of the research focuses on economic impact and how to market to youth through sports or using youth sports as a marketing instrument. Examples of such studies include Williams and Riley’s article on using economic impact studies to gain support for youth sport tournaments and Wood’s, Task’s, and Danylchuk’s article discussing communicating with youth in order to influence their purchasing behavior through marketing (Williams & Riley, 2003 & Wood, Taks, & Danylchuk, 2008). Other articles have discuss how proper promotion could help youth sport tournaments gain support from local businesses (Delpy, 1998). While these topics are important to explore tournament organizers, local soccer organizations, and scholars studying economic and social impacts of youth sports would benefit from the study of the influences of youth soccer tournament participation.

We seek to understand factors that influence organizations to participate in large state-wide tournaments that are hosted frequently in most states. In this paper we describe findings regarding local youth league demographic characteristics that influence participation in a particular tournament, The Atlanta Cup. This tournament is similar to other tournaments held around the country; therefore, the results of our analysis ought to convey useful information about youth soccer tournaments in general.

The Atlanta Cup started in 1983, on July Fourth with just 64 teams. This tournament has seen many changes over the years from changes in the time of year the tournament is played to titles and sponsors. For three years after the inaugural tournament the Atlanta Cup had three different title sponsors and experienced rapid growth in participation. By the sixth year the tournament had grown to over 200 teams. The 2008 Labor Day Tournament hosted over 740 teams and is currently the largest three day tournament in the United States according to the Georgia Soccer Association. The Atlanta Cup is administered by Georgia Soccer, which is the parent organization of Georgia Youth Soccer Association. Teams from around the state participate in tournament games at twenty different venues in the metropolitan Atlanta area.

Using multiple-regression analysis techniques we estimate the impact of local demographic and league characteristics that may influence tournament participation. Population, the number of players in the league, and the percentage of select players have a strong positive impact on tournament participation. The percentage of African-Americans in the area and distance from the tournament has a strong negative impact on tournament participation. Factors that appear to not have much influence include the wealth of the populace and the percentage of Hispanics in the area.

2. Method

a. Data

We employ team attendance by officially-sanctioned Georgia Youth Soccer organizations the 2005 Atlanta Cup to measure participation. Though the Atlanta Cup includes teams from outside Georgia, we chose to focus on in-state travel, to avoid biases that might arise from differences in soccer organizations in other states. Using the zip code of the organization’s official address, we use demographic information, obtained from the PRIZM marketing analysis software program, of residents living in the zip code to estimate the impact of these factors on tournament attendance. We were able to acquire
the attendance and demographic data for 91 Georgia Youth Soccer affiliated organizations.

b. Empirical Model

We estimate Equation 1 using two non-linear multiple-regression estimation techniques.

\[
\text{Attendance}_l = \beta_1 \text{Median Household Income}_z + \beta_2 \text{Population}_z + \beta_3 \text{Population Growth}_z + \beta_4 \text{Travel Distance}_z + \beta_5 \% \text{ African-American}_z + \beta_6 \% \text{ Hispanic}_z + \beta_7 \text{ Total Players}_z + \beta_8 \% \text{ Select}_z + \beta_9 \% \text{ Under-6 and Under-8 Players}_z + \alpha + \varepsilon
\]

Attendance represents one of two quantities. First, it is a variable equal to one when league \( l \) sends one or more teams to the tournament and zero if the league did not send any teams. In this case, we estimate the equation using the probit method, because attendance is a binary choice. Second, it is a count variable equal to the number of teams in the league that attended the tournament. Thus, this model takes into account the levels of participation of leagues. We estimate this model using the negative binomial method, because overdispersion of the dependent variable—the variance is 15 times larger than the mean—violates the strict requirements for Poisson regression estimation.

The first six independent variables are demographic characteristics of the zip code in which the league lists as its headquarters. These variables measure several relevant socio-economic factors that may influence attendance. While it is likely that some players lie outside the zip code, this proxy ought to be appropriate given that demographic characteristics of nearby areas should be similar.

Median household income controls for the wealth of individuals living within the community. Wealthier districts ought to have more resources for sending their youth to tournaments. Because this variable is likely correlated with other variables of interest, it is important that we include other control variables to minimize omitted variable bias.

Population measures the size of the available talent pool for teams to draw players. More-heavily populated areas should send more teams to tournaments. Similarly, the rate that a population is growing may impact attendance. A growing region will be acquiring more potential soccer players; however, an area with a growing population may not have the local structure in place to support youth soccer.

Travel distance is likely an important determinant of attendance. As distance increases, so does the travel expense and time commitment of participants, parents, and volunteers. We expect a negative correlation between travel distance and attendance.

The ethnic make-up of the community may also influence the determinants of travel. African-American and Latino communities are typically less wealthy than white communities; however, median household income ought to control for this fact. Cultural difference may impact tournament attendance.

In addition to demographic factors, league characteristics may also influence tournament attendance. A league with more overall players likely has a strong interest in soccer as well as a good organization to promote tournament travel. And the percentage of the league involved in “select” play, which are teams of excellent players that are expected to travel, also should be positively correlated with attendance. In addition, the ability of the league to develop players at a young age may cause a league to have more players available to travel when they become old enough for tournament play.

<table>
<thead>
<tr>
<th>Variable Group</th>
<th>Variable</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Attended</td>
<td>0.48</td>
<td>0.50</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Teams Attended</td>
<td>3.56</td>
<td>7.48</td>
<td>0</td>
<td>43</td>
</tr>
<tr>
<td>Demographic Characteristics (by Zip-Code)</td>
<td>Median Household Income</td>
<td>53176.30</td>
<td>17948.69</td>
<td>25577</td>
<td>133180</td>
</tr>
<tr>
<td></td>
<td>Population</td>
<td>30062.08</td>
<td>16304.54</td>
<td>2942</td>
<td>80944</td>
</tr>
<tr>
<td></td>
<td>Population Growth</td>
<td>10.02</td>
<td>9.82</td>
<td>-7.9</td>
<td>35.77</td>
</tr>
<tr>
<td></td>
<td>Distance from Atlanta</td>
<td>54.10</td>
<td>76.09</td>
<td>0</td>
<td>308</td>
</tr>
<tr>
<td></td>
<td>% African-American</td>
<td>0.24</td>
<td>0.20</td>
<td>0.009</td>
<td>0.950</td>
</tr>
<tr>
<td></td>
<td>% Hispanic</td>
<td>0.08</td>
<td>0.09</td>
<td>0.010</td>
<td>0.501</td>
</tr>
<tr>
<td>League Player Characteristics</td>
<td>Total Players</td>
<td>585.54</td>
<td>605.46</td>
<td>18</td>
<td>3154</td>
</tr>
<tr>
<td></td>
<td>% Under-6 and Under-8 Players</td>
<td>0.26</td>
<td>0.20</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>% Select Players</td>
<td>0.33</td>
<td>0.25</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
Thus, we use the percentage of players in the under-6 and under-8 levels of play to proxy league development strength. \( \alpha \) is the constant intercept and \( \varepsilon \) is a normal error term.

Table 1 lists the summary statistics for all the variables included in the analysis.

3. Results

Table 2 lists the coefficient estimates from the models. Column 1 presents the probit estimates of a league’s probability of sending a team to the tournament. Column 2 presents the negative binomial estimates of the number of teams that each league sent to the tournament.

Because the magnitude of the impact of independent variables on the dependent variable is difficult to interpret from probit and negative binomial estimate, we list estimated magnitudes of impact in Table 3. For each independent variable, we report the effect of a one standard deviation change from one-half standard deviation below the variable mean to one-half standard deviation above the mean. Each estimate holds the other variables constant at their means, a step that the non-linearity of the estimates necessitates.

Change represents a one standard deviation change centered at the variable mean, while all other variables are assumed to be at their mean.

For the probit estimate of attendance, the magnitudes represent the change in probability that an organization will send a team to the tournament in response to a one standard deviation change in the independent variable. For the negative binomial estimate of the number of teams attending the tournament from an organization, the magnitude represents the change in the number of teams that will attend the tournament as the result of a one standard deviation change in the independent variable.

The largest determinants of attendance relate to the size of the youth soccer organization. A league with a one standard deviation increase in players will increase its probability of attendance by 53 percent, and will send 1.16 more teams to the tournament. Also, the a one standard deviation increase in the percentage of select players increases the likelihood of attendance by 21 percent, and results in 0.87 more teams attending the tournament. A league characteristic that has little impact is on tournament attendance is the percentage of Under-6 and Under-8 players.

### Table 2. Probit and Negative Binomial Estimate of Demographic and League Characteristics on Tournament Attendance

<table>
<thead>
<tr>
<th>Variable Group</th>
<th>Variable</th>
<th>Attended</th>
<th>Teams Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographic Characteristics</td>
<td>Median Household Income</td>
<td>-0.0000187 [1.68]+</td>
<td>-0.0000005 [0.06]</td>
</tr>
<tr>
<td></td>
<td>Population</td>
<td>0.0000279 [1.89]+</td>
<td>0.0000187 [2.05]*</td>
</tr>
<tr>
<td></td>
<td>Population Growth</td>
<td>-0.035 [1.66]+</td>
<td>-0.025 [1.75]+</td>
</tr>
<tr>
<td></td>
<td>Distance from Atlanta</td>
<td>-0.006 [1.95]+</td>
<td>-0.008 [2.68]**</td>
</tr>
<tr>
<td></td>
<td>% Hispanic</td>
<td>-2.167 [1.38]</td>
<td>-0.204 [0.13]</td>
</tr>
<tr>
<td>League Player Characteristics</td>
<td>Total Players</td>
<td>0.002 [4.20]**</td>
<td>0.002 [4.24]**</td>
</tr>
<tr>
<td></td>
<td>% Under-6 and Under-8 Players</td>
<td>0.222 [0.22]</td>
<td>1.486 [1.81]+</td>
</tr>
<tr>
<td></td>
<td>% Select Players</td>
<td>2.114 [2.56]*</td>
<td>3.072 [3.98]**</td>
</tr>
<tr>
<td></td>
<td>Constant</td>
<td>-0.621 [0.63]</td>
<td>-1.591 [1.88]+</td>
</tr>
<tr>
<td>Log Likelihood</td>
<td></td>
<td>-34.57</td>
<td>-149.52</td>
</tr>
<tr>
<td>Wald- ( \chi^2 )</td>
<td></td>
<td>26.33</td>
<td>105.91</td>
</tr>
<tr>
<td>Observations</td>
<td></td>
<td>91</td>
<td>91</td>
</tr>
</tbody>
</table>

Robust z statistics in brackets
+ significant at 10%; * significant at 5%; ** significant at 1%

### Table 3. Estimated Impact of a Standard Deviation Change in Independent Variable on Attendance

<table>
<thead>
<tr>
<th>Variable</th>
<th>Attended</th>
<th>Teams Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median Household Income</td>
<td>-0.1330</td>
<td>-0.0089</td>
</tr>
<tr>
<td>Population</td>
<td>0.1799</td>
<td>0.3351</td>
</tr>
<tr>
<td>Population Growth</td>
<td>-0.1383</td>
<td>-0.2712</td>
</tr>
<tr>
<td>Distance from Atlanta</td>
<td>-0.1726</td>
<td>-0.6778</td>
</tr>
<tr>
<td>% African-American</td>
<td>-0.1865</td>
<td>-0.4955</td>
</tr>
<tr>
<td>% Hispanic</td>
<td>-0.0807</td>
<td>-0.0209</td>
</tr>
<tr>
<td>Total Players</td>
<td>0.5377</td>
<td>1.1565</td>
</tr>
<tr>
<td>% Under-6 and Under-8 Players</td>
<td>0.0177</td>
<td>0.3261</td>
</tr>
<tr>
<td>% Select Players</td>
<td>0.2100</td>
<td>0.8681</td>
</tr>
</tbody>
</table>
The demographic determinant that has the largest estimated effect on attendance at the tournament is the percentage of African-Americans living in the area. A one standard deviation increase in the percentage of African-Americans decreases the likelihood of attendance by 19 percent, and decreases the numbers of teams by 0.34. Other important demographic determinants include the distance from Atlanta and population. Household income and the percentage of Hispanics had very little impact on attendance, relative to the other determinants.

4. Discussion

The estimates yield several interesting relationships. First, wealth does not appear to be a strong determinant of tournament attendance. If any effect exists, wealth is negatively correlated with attendance according to the probit estimate. However, the estimate is marginally statistically significant at only the ten-percent level. In addition, multicollinearity between distance (metro Atlanta tends to be wealthier than most areas of the state) and the ethnicity variables may be affecting the estimates. Given the result of the negative binomial model, it is probably best to assume that wealth is not an important determinant of attendance.

The finding that wealth does not heavily impact attendance is important, because the common perception is that having the means to travel ought to increase the likelihood of travel. This indicates the importance of community organization and non-pecuniary factors heavily influence youth sport participation at travel tournaments.

Ethnic factors also yield interesting results. Hispanic interest in soccer is high, yet the percentage of Hispanics living in the area does not appear to impact attendance. This may indicate a lack of participation in organized youth sports by Hispanics, many of whom are new to the area and may not stay in the area long enough to join in community activities.

Distance away from Atlanta did have a small negative effect on tournament participation. The further away teams were the less likely they were to participate in the tournament. Duyeon et. al looked at factors that influence golfers when choosing golf course. As in our study travel distance was a minor factor in the overall decision which was amplified by the cost of playing a particular course (i.e. greens/cart fees were too high) (Doyeon et. al, 2009). McCormack and Bulsara also found travel distance was a minor influence when compared to other factors such as age and the activity to be engaged in at the final destination (2006). Overall people were less likely to travel longer distances in order to participate in the given activity. There are many factors that need to be investigated to determine influence travel distance has on tournament participation.

The negative association between the percentage of African-American and tournament participation is a bit surprising. Though soccer is sometimes thought of as a “white sport,” African-American soccer players have been quite successful in the US. According to the 2006 Racial and Gender Report Card, 17 percent of Major League Soccer players are African-American, which is well above the 13.4 percent representation in the general population (Lapchick, 2007). This begs the question as to why African-American populations in Georgia are less likely to be involved in tournament travel. One explanation is that Atlanta lacks an MLS team. Due to its low visibility in Georgia, youth and parents may not be inspired by soccer or be aware of the high participation of African-Americans in the sport. In addition, MLS participates in several youth initiatives to spread the popularity of soccer in areas where its teams play. An MLS team in the Atlanta area, might boost African-American youth soccer participation by increasing the sport’s local popularity as well as providing youth programs to support community youth soccer initiatives.

Traditionally African-American’s favor the sports of basketball and football over soccer especially in the inner cities. Clemente suggests that more programs that take soccer to the urban areas are needed to help increase the interest at more of a grassroots level in order to pique the interest of African-American children (2003). While developing their racial identity African-American males tend to develop an identity with sports that are accepted by their peers and the sports that have the most successful African-Americans i.e. basketball, football, and track and field (Harrison et. al, 2002). This further supports the need for youth development in urban areas.

5. Conclusion

In this paper, we analyze the impact of demographic and league characteristics on participation in the popular youth soccer tournament, The Atlanta Cup. We find that the number of players, the percentage of select players, and the size of the population positively impact tournament participation. The percentage of African-Americans in the area, and the travel distance negatively impact participation. Wealth and the size of the Hispanic population do not appear to heavily influence tournament attendance, which runs counter to our expectations.

We believe that the Atlanta Cup is similar to many soccer tournaments hosted around the United States; therefore, while our findings are most instructive to the Atlanta Cup organizers, they may be indicative of determinants of attendance at other venues around the country. However, we acknowledge that differences in tournament organization
and demographics may generate different results elsewhere. Therefore, we encourage other scholars to conduct similar studies of other tournaments in order to develop universal findings about factors that influence youth soccer tournament attendance.

References


My first meeting with the Association was in the spring of 1951. We met in conjunction with the Georgia Education Association (GEA) state convention for about an hour and forty-five minutes on a Friday, as I recall, in a meeting room in the State Capitol Building. The room did not have to be large for we only had about 25-30 present; but what giants in the history of health and physical education in Georgia – Tom McDonough from Emory, Zeb Vance from Mercer, Mayola Center from the State Department of Education, and Mary Ella Soule and E.B. Smith from the University of Georgia.

In 1959, Becky Denard was elected President and I became President-Elect. We discussed the radical idea of holding a separate convention at a time and place away from GEA. We could have more time to do things, present a variety of programs, and have time to socialize. This did not come to fruition during Becky’s term. When I became President, I decided that we would do it even if Becky and I were the only ones to attend. In the fall of 1960, we met at Rock Eagle 4-H Center. To our surprise, almost 50 people showed up during the weekend. We had outdoor sports clinics, indoor professional speeches, and lots of dancing and social activity.

After several years of meetings at Rock Eagle and the University of Georgia, Gene DuTullio became President and the decision was made to really jump off the deep end and move the convention to Jekyll Island. What a fortuitous decision! Attendance skyrocketed and a long period of growth and enthusiasm began. Perhaps the greatest drawing card, besides the beach and golf course, was securing J.B. Nash, one of America’s greatest Recreation Education pioneers, as our keynote speaker. J.B. flew into Jacksonville, and in a stroke of genius, someone sent the lovely Lea Barrett, a rising leader and future president, to drive J.B. from Jacksonville to Jekyll Island. By the time they arrived at Jekyll, J.B. was in love with his “Southern Belle”, “Le-ah” (his pronunciation) and shortly thereafter, was in love with all of Georgia. He roamed the island throughout the convention taking in the beauty (and beauties) and visiting with everyone around. His speeches were excellent and his presence left its mark on all of us.

The annual convention quickly doubled and tripled its registration and expanded its program. I have little doubt that the decision to move to Jekyll greatly influenced the growth of the Georgia Association into one of the better state associations in the nation.

And that’s the way it was. Fall 1960, from the Golden Isles to the Golden Oldies. Allow me to conclude by saying “hello” to all of my mature friends from GAHPERD.

Dr. Bob Bowen is a retired Professor from the University of Georgia. He was the first physical education faculty member that I met when I enrolled at the University of Georgia in the Summer of 1977 and he mentored me throughout my UGA career as I worked to complete my Specialist Degree. He has remained a friend and mentor ever since. It is always a pleasure to hear from him as I continue to learn from his experience and insight. The piece printed above is taken from the GAHPERD Journal 31 (3), 27. I received a short e-mail from Dr. Bowen in October 2010 regarding the fact that we were about to have the 44th convention but not to forget our roots and the pioneers who planted them. Thank you my friend and mentor, Dr. Bowen.

– Mike Tenoschok, Editor GAHPERD Journal

Have you moved?

Have you changed schools? Has your e-mail address changed? Help us stay in touch!
Please fill out the form below with the information that has changed.

Name ____________________________
Mailing Address ____________________________
Phone (home) ____________________________ (work) ____________________________
Email Address ____________________________
Fax Number ____________________________

Return this form to: Kim Thompson, 9360 Highway 166, Winston, GA 30187; Phone: 770-651-6076
Each day, students at Burgess-Peterson Academy enjoy organic fresh fruits and vegetables from Destiny Organic Farms. This program is sponsored by a fresh fruit and vegetables grant from the USDA. Two students from each class are selected each month by their teacher to be the farmers of the month. The students receive a hat from Coach Jackson and pick up their basket of goodies from Mrs. Denton, our cafeteria manager, in the afternoon. The farmers are responsible for handing out the hand sanitizer, distributing the fruit or vegetable, taking pictures of their classmates eating their snacks, and then collecting the trash before returning their baskets to the cafeteria.

Students’ reactions have varied depending on the snack. “We love the plums, Coach,” one class told me. When served the oranges, one teacher wrote on her feedback form, “My class smells phenomenal!” One parent stopped by my morning post and told me how she had taken her two girls shopping and they told her what vegetables to buy. “My girls never showed an interest in the type of vegetables they ate and now they know them by name,” she said.

Every morning the students come down the hall and ask what vegetable or fruit are we having today even before they say good morning! They are so excited about snack time. I enjoy seeing the enthusiasm of my students as they ask about their snacks. It shows me that this is a program that will help modify their eating habits. Yesterday, I saw a student pull out her lunch and she had a bag of grapes, a slice of pineapple and a lunchable. Just to see the fresh fruits that they have tasted in her lunch made me happy.

The students however are not keen on a few of the vegetables: avocado, spinach, and grape tomatoes. Their favorites are pineapple, plums, honeydew and broccoli. As the school year progresses, I plan to introduce lesser known vegetables and fruits to my students such as pluots (a combination of apricot and plums), bok choy, and kiwi. It is my hope that as their taste experiences expand, their appetite for fruits and vegetables will begin to eliminate the unhealthy snacks that they consume daily.