CAHPERD

California Association for Health, Physical Education, Recreation and Dance

Journal

Fall 2020 Volume 6 - Number 1

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President's Message

Thank you for allowing me the opportunity to serve as the 2020-2021 CAHPERD President. I am both humbled and elated to work with all of you as we continue to build on the incredible legacy of CAHPERD. Your CAHPERD leaders are working hard to navigate through the rapidly changing world of Health, Physical Education, Recreation, Dance and Athletics, during the days of a historical pandemic. Much of this year has been spent exploring unknown territory. During these unprecedented times in education, we are facing many challenges, yet also seeing some exciting successes from educators and leaders throughout the state.

I want to thank everyone on the CAHPERD leadership team for helping me navigate through COVID 19 restrictions, our new organizational structure, and budgetary changes, as well as continuing efforts to meet the needs of our members. Whether it is our advocacy work, our ability to provide ongoing education and support for teachers, or our connections to the community, strong partnerships make us stronger as an organization, while allowing us to serve our membership and state in new ways. These challenges will shape the future of our organization and will give us a great opportunity to expand, grow, and become all that we can be.

We all know that having schools closed for so long in California, children have missed their opportunity to participate in physical education classes and other school based physical activities such as recess, community-based afterschool activities and sports programs. Although schools are in session, the school day does not look the same. Children are no longer sitting in a traditional classroom with scheduled time for Physical Education or a chance to run around at recess or after lunch. Some of our schools are operating on a modified schedule while many are still in distance learning at home, where they are tempted to snack all day and sit in front of a screen. They are also less likely to make up for the limited activity under the stay-at-home orders, as many parks and outdoor recreation areas are closed.

Childhood obesity experts are concerned that children who often gain weight during the summer months, will gain even more. This pandemic will have a multitude of impacts on childhood health. Most of our kids are at a higher risk of experiencing obesity that will have a lifetime impact. The physical activity guidelines for Americans recommends 60 minutes or more of moderate-to-vigorous physical activity daily among children. Over 75% of children in the US do not meet the guidelines. The need to educate our students about health and the importance of daily physical education and physical activity is more apparent now than ever. These challenging times really emphasize the impact that quality instruction has on our students. We all need to take a hard look at our role as teachers. How do we provide a variety of learning opportunities for our students, impress upon them the value of health education and physical education on their lives today and for the future, and most importantly prepare them for the real world today and tomorrow.

President's Message (Cont)

As we move through this school year with many unknowns, your CAHPERD legislative team is working tirelessly to advocate on your behalf to safeguard funding for health and physical education, support high quality instruction, and ensure that all California children have access to health-enhancing physical activity for years to come. As a member-led organization, we will continue to create a network in which you can work collaboratively with fellow educators to share knowledge and resources and learn from the daily challenges that we face. I hope you join us as we take on the challenge of teaching, learning, and connecting as a collective CAHPERD community. Together we need to advocate for health and physical education programs at the state and national level. Together we can be a stronger voice and make our educational community a better place for all health and physical educators, as well as better place for our students to learn.

As an important contribution to improvements in health, physical education, recreation and dance, and the teaching and learning that quality instruction can inspire, the CAHPERD Journal provides research based peer-review articles that serve to enhance our understanding of what effective teaching and learning is and provide opportunities to gain tremendous knowledge that affects our professions. Research within the field of physical education makes great contributions in the improvement of our practices, potential changes in current policy, and professional development. I extend sincere appreciation to Dr. Chris Gentry and Dr. Paul Stuhr, who serve as co-editors of the publication.

The theme for this year's conference is Teach, Learn, Connect. This theme emphasizes the role that we have in ensuring that our students will benefit from the quality teaching of our members, the learning that will be experienced not just by our students, but all teachers through professional development and the connections that we make with fellow professionals every day through face to face work, social media or community partnerships. I look forward to the opportunity to come together, share and learn during this virtual conference. We have outstanding presenters that will provide great resources and tools that we can all use to get through these difficult and unprecedented circumstances.

As your president, I have developed a list of goals that I feel are most appropriate for these challenging times.

Update and enhance the website

Continue to promote, communicate and strengthen CAHPERD legislative work

Strengthen CAHPERD's social networks

Increase the support and use of technology within our profession

Enhance and broaden the CAHPERD Journal

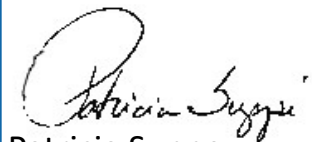Develop stronger ties with allied partners

President's Message (Cont)

Much of this work has already begun. Our website is still under construction but now offers a greater visual appeal, easier access to needed resources, quick links to materials and information that is pertinent to our members, and constant updates to "Urgent Information" to assist members during these changing times. Our Legislative Committee has been working tirelessly, supporting the need for quality health and physical education as an important component of the instructional day in our K-12 schools, as well as colleges and universities. Legislative Chair, Cindy Lederer highlights some of the important accomplishments and valuable work done to support our teachers through this committee. (See page 8.) The CAHPERD "tech-team" organized by Matthew Bassett, has provided engaging and stimulating Zoom presentations designed to improve and enhance the use of technology in teaching through our CORE (CAHPERD Online Resource Events) series. These presentations, along with all of our summer and fall CORE webinars, are available on the CAHPERD website, as well as the YouTube Channel. You will also see some great additions to the CAHPERD Journal, and much more will be added as the year continues. Lastly, our Public Relations Committee has been working diligently through all these changes and continue to work on strengthening ties with our allied partners. We will continue to work on these goals, and make changes needed that respond to the issues that affect our disciplines.

As we figure out how to educate our students in the coming years, and keep them healthy, your professional organization will continue to share resources on the CAHPERD website and through publications such as this, that will support California teachers and young learners to make sure our students and families stay engaged and safe through social distance learning. I am extremely thankful for the amount of resources that are being shared through our members, CORE presenters, vendors, social media, and professional partners.

Our leadership team has worked diligently through these difficult times to provide our membership with needed support. My hope is that our members will reach out to at least one new member and that we will have more of our great members that step forward into the many leadership opportunities that will cultivate our association. Remember, that Together We are Stronger!

Sincerely,

Patricia Suppe
President

Editor's Message

It is our pleasure to provide the CAHPERD Membership with an eighth electronic edition of the CAHPERD Journal. As we continue to provide peer-reviewed articles from researchers and leaders across the state and beyond, the CAHPERD Journal is looking to offer an expanded selection of material to assist and inform our readers.

In addition to the two peer-reviewed articles that focus on adapted physical education and the use of social media and social and emotional learning in physical education, this will mark the second edition of the journal that includes the Discover and Disseminate section. This section provides abstract reviews of several pertinent journal articles to inform our readers of current research that is occurring within our fields. In addition, this edition of the Journal includes a Legislative Update to provide information about the actions of CAHPERD in advocating for our members and their professions. Last, but certainly not least, is an article from former SHAPE America President Judy LoBianco about what we have learned as a profession about the pandemic.

As always, we encourage submissions from faculty, K-12 educators, leaders, and graduate students across HPERD. Please consider the Journal for original research articles, teaching tips, or as an outlet for other pertinent information related to CAHPERD. In the future, we desire to receive further input from our membership, and we plan to ask relevant questions to spark future authors to contribute to this growing publication. Our organization survives only with the support of leaders within our fields, and as a result, this Journal is meant to increase the knowledge base of those individuals. This Journal would not be possible without you!

We hope that you enjoy these articles, and we look forward to providing you with future editions of your CAHPERD Journal.

CAHPERD JOURNAL EDITORIAL BOARD

Legislative Update

CAHPERD is here for our members. Taking care of you means that we watch out for your subject matters by making sure we provide input on legislative bills that might affect you. The 2020 legislative session started last January. We were alerted to a total of 134 bills of interest by our fabulous Legislative Advocate, Kathy Lynch, and they were categorized by subject matter. Many thanks to members of the CAHPERD 2019-20 Board of Directors, Cathie Culver (Health), Will Potter (Physical Education), James Clemmer (Recreation), Stevi Balsamo (Interscholastic Athletics), and Julie Miller (Dance) for putting in the work on their respective bills by deciding if we were going to declare a position of support, watch, oppose or amend on each one. In June, members of the 2020-21 Board of Directors, Christopher Pepper (Health), David Daum (Physical Education), Peter Straus (Recreation), Alyssa Gallegos (Dance) and Kacey Jones (Interscholastic Athletics) assumed this responsibility. They continued the work on bills that were under consideration during this session. The legislative session ended on September 30th and the results on the bills that we were monitoring are as follows:

Bill #	Results
AB 8	Dead
AB 479	Dead
AB 1098	Dead
AB 1665	Dead
AB 1725	Dead
AB 1834	Dead
AB 2110	Dead
AB 2240	Dead
AB 2485	Dead
AB 2498	Dead
AB 2538	Dead
AB 2541	Dead
ACR 159	Signed
SB 98	Signed (watch)
SB 115	Signed (watch)
SB 116	Signed (watch)
SB 347	Dead
SB 493	Signed
SB 793	Signed (watch)
SB 820	Signed
SB 1003	Signed (watch)
SB 1394	Dead (oppose)

Legislative Update (Cont)

Once the Legislative Committee declares a "support" position on a particular bill, a letter to explain or justify that position is sent to the author and/or other appropriate government officials. Many thanks to Tim Hamel, Ken Dyar, and Barbara Ann Buckalew for helping with those letters. Any member wishing to know the content of specific bills listed above, please email me at CindyL.cahperd@gmail.com and I will provide more information.

CAHPERD's PFT Task Force is drafting a letter to the California Department of Education and the State Superintendent of Public Instruction, reminding them that we should be involved in the process of identifying different options for physical fitness assessments. Task Force members have devoted countless hours toward research on the issue and we appreciate their work.

Cindy Lederer
Legislative Committee Chair

2021 CAHPERD Conference
Digital Experience
March 11-13, 2021

Due to the ongoing pandemic, the annual CAHPERD Conference is going virtual! Members of the planning committee are working diligently to bring you an outstanding program and you won't want to miss it! Registration will open soon, with fees as follows:

Professional CAHPERD Member	$25.00
Retired CAHPERD Member	$25.00
Student CAHPERD Member	$0.00
Other State Professional Member	$50.00
Professional Non-Member	$115.00
Student Non-Member (Includes 1-year Membership)	$20.00

You can find more information on page 43 of this publication and additional details will be posted to the CAHPERD website as they become available. Please check back regularly for updates! We hope to see you there!

The Pandemic of 2020: What Have We Learned as a Profession?

Judy LoBianco
Former SHAPE America President
President/CEO HPE Solutions, LLC

The past eight months have been a stressful and difficult time for our society. We've been faced with challenges that we have never experienced in our lifetimes. Our personal and professional lives upended and our very way of life sent into unfathomable disorientation. Who we are as people; our friendships, our families, our values and beliefs; have been put to the ultimate test.

Many of us have been handling things well: stepping up and able to adjust to these new and uncertain times. Many have remained flexible and responsive around the changing world around us. Meanwhile, in our roles as health and physical education professionals, we have had a unique lens into what's been happening.

What Have We Learned?

At the beginning of the pandemic, there was a profound unity: a coming together as a local, state, regional and national profession. The sharing was incredible: the lessons, the assessments, the advice. There was a sense that everything would work out and that we would pivot into the new normal in a seamless way. In a way we always have. Whether we were coming into school to find out there was a book fair in our gym or an assembly no one told us about…or a national pandemic; we know how to roll with it. However, as schools, districts and states began to bring stakeholders together to discuss reopening our nation's schools, it was clear that our professional community had to unite and mobilize for an entirely different purpose. Advocacy.

Each and every health and physical education champion across the country began to ask themselves; is what I have been doing in my program and for my students enough? After all, with virtual learning, the entire world was now seeing what was happening in our health and physical education classrooms. We had an opportunity. An opportunity to show the world what contributions we make on behalf of the daily lives of students. As professionals flocked to become participants on local school COVID-19 reentry task forces; our state and national organizations provided timely, appropriate and effective standards-based guidance in concert with the CDC to create the road map of success.

What have we learned? We have learned about the importance of a growth mindset. We have learned that our voice counts. We have learned that as the pandemic has brought to light the importance of physical and mental well-being; we have been in that place all along. We have learned that we can and have emerged as the experts in our schools around the whole child.

We've also learned that we have had to take a long, hard look at what we've been doing in our programs and accept the new health and physical education. This is represented by a health education program that provides the practice of skills, rather than the memorization of facts. It is represented by a physical education program that relies on individual physical activity pursuits rather than team sports. It also represents the elimination of the tradition of grading students on whether they are dressed. There is no longer a place for that stand-alone grading policy unless it is embedded as one of many facets of a participation rubric about self-responsibility.

Although these are important lessons, the one that resonates for me the most, is that we have

all become teachers of children first, then teachers of health and physical education. Checking in with our students to see if they are okay, finding out what their needs are, exploring the ways they enjoy learning and what topics excite them the most. That has been our first, best destiny as a teacher. That is what we should be planning for and thinking about as we prepare our lessons in the future.

The pandemic has offered each of us a time to self-reflect on what we truly think is important right now. We should see it as an opportunity rather than an obstacle to be overcome. We will, after all, be telling this story for many years to come. What will be yours?

Peer-Reviewed Article

Using Social Media to Promote Adapted Physical Education Services

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ABSTRACT

Within the profession of adapted physical education (APE) profession, there is often an identity crisis where others outside the field often misunderstand or are unaware of the positive motor and physical activity benefits that quality APE services can provide for students with disabilities (Winnick & Porretta, 2017; Wrightslaw, 2016). The use of social media offers one innovative approach to promote APE programs. Social media can be used to advocate for the importance of APE and capture a variety of teachable moments that can serve as a rich resource of ideas for a variety of stakeholders (e.g., students, teachers, parents, community members). Additionally, social media can serve as a cost-effective tool to use in professional development to help teachers feel connected to others in their profession. Social media can be used to learn about new techniques, tools, resources, as well as, it helps connect in ways that were unfathomable only a decade ago. The purpose of this article was to indicate strategies regarding (a) how to use social media, (b) promotion of the field of APE, and (c) how to use it within classes.

Keywords: adapted physical education, social media, advocacy, promotion.

Introduction

Within the profession of adapted physical education (APE), there is often an identity crisis where others outside the field often misunderstand or are unaware of the positive motor and physical activity benefits that quality APE services can provide for students with disabilities (Winnick & Porretta, 2017; Wrightslaw, 2016). Too often, it falls on the responsibility of APE professionals to educate others regarding being appropriately included in the special education process and to make sure that students with disabilities receive appropriate physical education services. Consequently, part of the APE professional's responsibility is to be a voice to over-come these barriers and to help bridge the knowledge gap for other educators. APE needs to be seen as an important educational piece for students who need and can benefit from these services. It is time for APE to be included in the conversation, and social media is one platform that can help promote APE programs and make the public better understand just how important physical education is to the overall student experience.

A general lack of qualified APE teachers exists throughout the United States (Zhang, 2011). In many states there are very few APE teachers that exist, and in the states where an APE specialist is required, that person may be the only APE teacher providing services in their school or district (Wrightslaw, 2016).

Consequently, many APE teachers may feel isolated (Hodge & Akuffo, 2007). It may be a relief for APE teachers to learn that others are experiencing similar struggles and barriers, as well as empowering to learn how other teachers have overcome these issues to become effective service providers. APE teachers often do not have specific professional development available to them, so social media can also be a method to feel connected within the profession and learn of new techniques and best teaching practices.

Due to the various roles of an APE teacher, their reasons for using social media may be unique. First, the professional content required of an APE teacher is broad. The APE teacher needs to be knowledgeable regarding both physical education curricula (e.g., fundamental motor skills, leadup games and activities, sport skills, APE National Standards) and skills associated with special education (e.g., adaptations, behavior management, assessment). Second, many APE teachers are itinerant, serving multiple schools within a district. Itinerant teachers may feel isolated from other professionals as they may not spend extended time at one site. Finally, APE teachers have raised concerns with having little to no professional development opportunities available to them which focuses specifically on APE content (Hodge & Akuffo, 2007). Professional development specifically in APE may be difficult to find, costly, or travel intensive to attend. These factors may contribute to a greater and unique need for APE teachers to use social media for informal professional development purposes (Bates, Phalen, & Moran, 2016; Healy, Block, & Judge, 2014). Some school districts are financially strapped and may not be able to provide adequate funding for attendance to professional development conferences. As a wise APE professor says, "if it's free, it's for me!" Social media, while not a panacea, can serve as a cost-effective tool for informal professional development to assist APE teachers to feel connected to others in the profession. Social media can be used to learn new techniques, tools, resources, and connect us in ways that were unfathomable only a decade ago.

Promotion Using Social Media

One innovative approach to promoting a program involves the use of social media, which can be used to promote the importance of APE and capture a variety of teachable moments that can serve as a rich visual resource of ideas for followers (e.g., students, teachers, other professionals, families, community members). Social media are internet-based platforms that enable people to develop, share, and exchange information (e.g., text, pictures, videos) in virtual communities (Alsobayel, 2016). Professionals can sit in the comfort of their own home and view examples of best teaching practices. Social media users are also able to choose to be active users (i.e., post and comment) or passive users (i.e., view content only).

McNamara, Healy, and Haegele (*in press)* examined social media usage for informal professional development in the area of APE. The most commonly reported reasons for using social media was for networking (74%) and knowledge exchange (66%). The majority of respondents (62%) defined themselves as passive users of social media for informal professional development purposes. Nearly 50% of APE participants checked into their social media accounts 2 to 10 times a day. In regards to which type of social media was preferred, health professionals use Facebook, Pinterest, LinkedIn, and Twitter respectively (Greenwood, Perrin, & Duggan, 2016).

The purpose of this article will be to demonstrate various ways to promote APE services using social media. More specifically, with regards to using social media this article will detail: (a) how to get started, (b) confidentiality, (c) implementing social media, and (d) specific examples of how APE teachers are using social media to promote their programs.

Getting Started

The first step in the process to developing an APE social media page is to seek permission from the school administrator (e.g., APE coordinator, special education supervisor), as one could have a private social media page and passively take in APE related content without needing any sort of approval. However, when using the site for promotion of a program, it is important for school administrators to know that social media sites are being used, as it is representative of the school or district. After approval, the school may have social media guidelines to follow. For example, social media guidelines from

California State University, Long Beach (CSULB) offer advice on site maintenance, confidential information, copyright issues, and standards of conduct. For instance, it is recommended to have a photo/video release for parent/guardians to sign, letting them know photo/videos of their child may be posted to social media, and that the parent/guardians have the legal right to deny. A photo/video release is also encouraged for university students participating in service learning programs. For an example of a photo/video release visit CSULB social media sites: @LongBeachStateAPE

Confidentiality

Even with parent/guardian consent, it is still advised to blur out student faces when posting to social media. Most cellular phones and computers have built-in photo-editing capabilities for cropping photos or obscuring parts of an image. These tools can be useful when using social media, as it helps remove sensitive information before posting. Applications such as *Insta Emoji Photo Editor* (free; Srichurat, 2013), *Clips* (free; Apple, 2018), and *BlurVideoSpot* ($.99; Chaparro, 2018) can be used to blur photos and video (see Table 1). Additionally, using a digital watermark to "sign" images helps to make photos more identifiable. A digital watermark allows the audience to locate work from specific social media sites, especially if it gets shared around the Web (see Figure 1). One example of a digital watermark that can be used is the *Watermark Photo: Add Copyright* (free; PSD2Filter Pte Ltd, 2018). Anytime information is posted on social media, be aware and sensitive to the children and parent/guardians involved.

Implementing Different Types of Social Media

For those who are new to social media and upon starting it is advised to begin with only one platform to get an initial feel. Start small and slowly begin to expand to using more social media networks once familiarity has been established.

Facebook.
Facebook is the most popular social media network worldwide, with approximately 1.23 billion monthly active users (Facebook, 2016; Greenwood, Perrin, & Duggan, 2016; Manca, & Ranieri, 2016;).

Facebook has embedded-in metrics to measure its impact (e.g., Page Likes, post reach, overall engagement). This can be useful information that tells the administrator which posts were the most meaningful. A few examples of APE Facebook sites to follow include: Adapted PE Specialist, SoCal APE Specialists, and Adapted PE Specialists Preschool Group. These sites have over 1,500 combined followers who frequently post on APE issues and content. Being an active member of these and other social media groups can increase collaboration among APE teachers, knowledge, and awareness of specific teaching strategies and activities, and may further promote specific APE programs (McNamara et al., in press).

Instagram.
Instagram is used by 71% of Americans in the 18 to 24 years age group (Smith & Anderson, 2018). Instagram also has introduced a feature called Instagram Stories that lets users post photos and videos that vanish after 24 hours. A unique feature of Instagram Stories is that it appears in a bar at the top of the feed. Instragram and Facebook both have a feature to live stream, which simultaneously records and broadcasts in real time. Live stream videos can be used to show viewers unique features (e.g., live event, lecture) that allows for audience engagement, such as real-time commenting. These videos can be saved, archived, and viewed at the watcher's convenience. Live streaming allows for viewers to become aware of great aspects of an APE program that may otherwise not have an opportunity to be disseminated, while receiving comments/feedback in real time.

Twitter.
Twitter is exceptional for its use to connect with others in conversation. For example, in APE, the hashtag #APEchatter is used to discuss concerns and respond to questions specific to the field. Other professionals in education use #educhat to discuss different questions. Many associations, such as Society of Health and Physical Educators (SHAPE), are also starting to use these #edchats to have experts field questions at certain times and engage with physical education teachers. Hashtags can also be used to search for materials. For example, video clips and pictures can be posted to show examples of students using visual supports in APE. Any online user

could quickly search a topic hashtag (e.g., #VisualSupport) and find the specific area of interest.

Social Media Management

Social media management is the act of monitoring and participating in social conversations across platforms (e.g., social listening, social analytics, social engagement; Kruse Control Inc., 2016). The social media manager serves as the voice for the program.

Hootsuite

For professionals who are new to social media, it is advised to only choose one platform to begin to get a feel for its use. However, if programs are using multiple social media sites, it is suggested to use an application such as *Hootsuite* (Hootsuite Media Inc., 2018) to streamline this process. Hootsuite is a free application for up to three social media accounts. Hootsuite allows the user to upload a photo/video and post to multiple social media pages at once. Thus, the user only has to post once to *Hootsuite* and not independently to all separate social media pages. *Hootsuite* is a free download. To use, click the compose icon (i.e., pencil image) at the bottom center of the application. The next step is to choose pictures, text, video, or links to post. Then, click the down arrow to select which social media pages to post. Finally, click done to submit the post to multiple social media networks.

Bells & Whistles

Depending on the size of the video, some social media sites (e.g., Facebook) will not allow for photos and video to be simultaneously shared in the same post. One way around this issue is to use an application such as *Pic Collage* (Cardinal Blue Software Inc., 2011) or *Video Collage Maker* (Yaling, 2018). These free applications are also useful to show side-by-side pictures and/or video. Followers can visually see comparisons such as teaching differentiation or students using a task analysis (see Table 2).

APE Social Media Examples

The following are various examples of the different ways APE professionals are using social me-

dia pages to promote their programs. Examples of social media include: (a) university setting, (b) APE teachers at a school site, and (c) national podcasts.

University Social Media

In the fall of 2017, the California State University, Long Beach (CSULB) APE program launched their social media pages (i.e., Facebook, Instagram, Twitter). The desire to begin social media pages was to showcase all the positive on-campus service learning opportunities provided for individuals with disabilities at CSULB, serve as a platform for informal professional development, and promotion of the profession. The desire to promote the effective teaching methods, behavior management plans, and visual supports during service learning programs was evident. However, the professors didn't want to post these ideas and information to their personal social media pages because these ideas were the students' and the program's, not their own. Examples of current teaching practices posted to @LongBeachStateAPE include behavior management (e.g., rules, routines, reinforcement contingency, behavior charts), lesson plans with different thematics, equipment modifications, and task analysis of skills.

At CSULB, undergraduate students are assigned a social media project. Students create 3 social media accounts of their choice (e.g, Facebook, Pinterest, YouTube, Twitter) and follow 15 organizations or professionals for each chosen network. Then, students reflect (a) why did he/she chose these professionals/organizations, (b) explain new ideas learned from the professional social media networks, and (d) which (if any) social media network/s would he/she continue to use for professional purposes and why. Viewing the way various APE programs are conducted is important as pre-service teachers may complete fieldwork at one APE site and think that all APE programs are delivered in the same manner. However, being itinerant service providers, there are no two programs that are exactly alike. Social media networks can be an effective method to learn about various individuals, APE programs and different methods for delivering services and teaching classes. For example, students can follow a Paralympic athlete on Twitter and then write a reply to them with a Tweet. Or, the APE teacher can start a private Facebook group for parents or APE teachers from a dis-

trict. Teachers can use social media to learn how other programs operate and get new ideas to implement into their own program. It is important for pre-service teachers to have professional resources long after they leave the university classroom.

@APE_Gymmie Instragram

@APE_Gymmie on Instagram is a page that was designed specifically for APE teachers around the country to share new lessons and activities from a preschool through secondary
setting. Administrators of this social media page are two APE teachers in the Santa Ana Unified School District. Gymmie, the mascot, was discovered 10 years ago at a preschool and since then has always been dressed in the theme for the week (see Table 4). Theme examples include: Frozen, Pirates, Emojis, Moana, and much more! It first started out as a page with pictures of Gymmie and then developed into a page for educators. The site includes pictures and videos of the content with and without students demonstrating the activities. Initiating an Instagram account has been motivating and beneficial as it has encouraged the APE teachers to continue to be creative and learn from other physical education teachers so they can post new activities for their followers. The goal for the Instagram page is to continue to post and share activities every month and provide more activities from elementary and secondary sites.

Podcast

The purpose of the "What's New in APE?" podcast is to provide insight into the profession of APE through interviews with a variety of APE professionals (e.g., teachers, parents, special educators, higher education professors). This national podcast and accompanying blog is an attempt to provide an untapped means of easily receiving updates and best practice information with regard to APE. The podcast and blog were originally formed when the creator was listening to some podcasts and found none existed dedicated to the field of APE. Since 2015, the What's New in APE podcast has developed over 50 episodes on a variety of topics. Within the podcast, there have also been a plethora of renowned experts to discuss various topics specific to APE (e.g., disability specific, leadership, behavior management,

assessment). These panel interviews give listeners an assortment of strategies and ideas that can be practiced in various APE settings. In addition, as of 2018, the podcast and blog have received over 85,000 views. Table 5 provides an overview of the most popular podcasts that have been released.

The accompanying podcast blog includes information and resources that provide APE professionals an assortment of information they can use for advocacy and teaching. One of the biggest takeaways from listeners is that people like to hear that others have gone through something similar as they have, and connecting with others helps them get through the day. There is real sense of community among professionals through the following of the podcast. The short-term goal for the podcast and blog is to continue to record and develop at least one post every month, as well as, to start to collect more information on how people are using the podcasts and why they are motivated to use them. The podcast can be found on iTunes and Stitcher, or you can visit the accompanying blog of the podcast mrmcnamaras.blogspot.com.

Audience

The different audiences who engage in social media can be surprising. Besides APE teachers, physical education teachers, and other professionals (e.g., special educators, administrators) there is a wide range of other individuals who have accessed the social media platforms mentioned above, such as, pre-service university students and their parents. Furthermore, the parents of children who attend the service learning programs often follow the social media pages, some of which have left positive testimonials. In addition, these social media pages have served as a university recruiting tool for potential APE majors. Another group of individuals benefiting from social media pages are the younger cohort of university pre-service teachers who have yet to enroll in APE specific coursework. Incoming students now have visuals of what to expect when they are enrolled in the courses and teach in the APE program. In general, expanding the audience helps to raises awareness and consequently promote the APE promotion.

Limitations of Social Media Use

Anecdotally, many learners (especially younger people/undergraduates) seem to prefer social media network learning experiences compared to other mediums (e.g., lectures, readings). However, the literature does not yet exist to determine that either one be preferred in reference to actual learning outcomes (McNamara Podcast #44, 2018). Social media networks are not a panacea for deep learning and should not replace reading books or journal articles. Rather, it can be one effective tool in the APE teacher's tool box. Although many scholars advocate for social media to be used to supplement traditional forms of learning (e.g., Kennedy et al., 2016), the literature on social media has not reached a consensus, especially with regard to professional development and the use of fully-online settings (e.g., Hew & Cheung, 2013).

Furthermore, it is difficult to truly show social media's impact on learning and challenging to determine the level of depth that occurred for each "like." For example, did someone just quickly skim a post and gain little to nothing? Or did he/she ponder the post and retain the knowledge gained from the information provided, such as a quality teaching moment? Moreover, does using technology inherently make you a better teacher?

Additionally, a textbook or journal article allows one to find exactly what he/she may need, rather than having to listen to an entire podcast or scroll through a newsfeed to find the solution he/she may be looking for. Social media can potentially be a 'rabbit hole' of information.

With social media there is also the privilege of access. Not all individuals can afford internet access or devices. In addition, when users follow social media networks, does he/she broaden his/her network, or do individuals follow the same like-minded people? It is important to broaden thinking and be open to challenges from different perspectives.

Finally, social media is limited (in some platforms to 280 characters or less), which may impact the quality of posts. Additionally, not everyone on social media is an expert and may advocate for contraindicated activities or give information that is incompliant with the law. How can we verify that an activity found on social media is appropriate for a particular situation or child? Just because someone has posted on social media, does not make it true or factual. In addition, just because a teacher saw a new game or activities doesn't mean it should be implemented the next day in class. The activity may not be appropriate for the scope and sequence of the course at that time.

A down-side of social media is that there is no gatekeeper to ensure that content posted is accurate. In contrast, professional journal article submissions go through a review process by experts in the field before being printed. Therefore, it is important to be an educated consumer of information, particularly when garnering content from online sources.

Social media has its benefits, but it is not always an appropriate platform for learning. What social media networks can effectively do is to help promote APE programs, assist with obtaining some forms of informal professional development, and aid in feeling connected within the profession.

Conclusion

Social media platforms can be a beneficial method to view good teaching practices and consequently help promote the APE profession. Social media can be used to demonstrate best teaching practices such as behavior management (e.g., rules, routines, reinforcement contingency, behavior charts), lesson plans with different thematics, equipment modifications, or task analysis of skills. However, social media should not necessarily be used to replace formal methods of learning, such as textbooks and journal articles. Instead, it should be used to compliment topics already learned, rather than as a medium of direct instruction.

Before launching a social media site, be sure to seek permission from a school administrator or your direct supervisor. Anytime information is posted on social media, be aware and sensitive to the children and parent/guardians involved. If reluctant to start a social media page, it is advised to go slow and choose just one platform. After mastering the first page, other platforms can later be added. Part of the APE professionals' role is to educate others, especially administrators, who may not fully understand the profession, feel it is a field that should take a back seat to cognitive goals and is expendable. Being at the forefront of technology may be a way to proactively share the benefits of the APE to administrators, parents, and community members, and consequently promote the profession.

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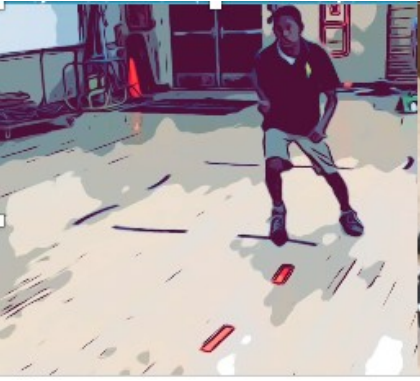
Table 1

Wireless application technology for social media

Insta Emoji Photo Editor	*Insta Emoji Photo Editor* (Srichurat, 2013) is a photo editing application designed to add emojis to your photos. Zoom in or out of the photo for precise placement of the emoji to protect the identity of the person/s in the photo. Cost: Free	
Clips	*Clips* (Apple, 2018) is an application with artistic filters (e.g., Comic Book) that can be used to filter video images so individual characteristics are not identifiable. Cost: Free	
BlurVideoSpot	*The BlurVideoSpot* (Chaparro, 2018) application can pixilate any portion of a video by clicking and dragging. The size of the area and type of blur (e.g., pixilation, emoji) can be adjusted. Cost: $.99	

Figure 1. Using Watermark Photo: Add Copyright to digitally sign photo.

Table 2

Using Pic Collage and Video Collage
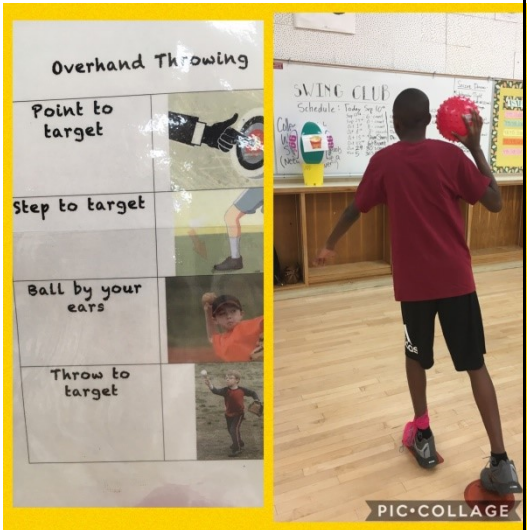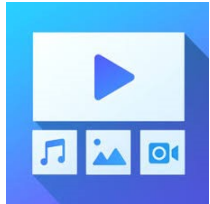
Pic Collage	Using *Pic Collage* (Cardinal Blue Software Inc., 2011) to show over-hand throwing task card and side-by-side comparison of student performing the skill. Cost: Free	
Video Collage Maker	Use *Video Collage Maker* (Yaling, 2018) for side-by-side comparison of differentiation for students. Lower functioning student (left) using a punch ball to dribble. Higher functioning student (right) using a regulation basketball to stationary dribble.	

Table 3

Examples of behavior management, do-it-yourself equipment, and visual supports posted to social media for CSULB's APE program
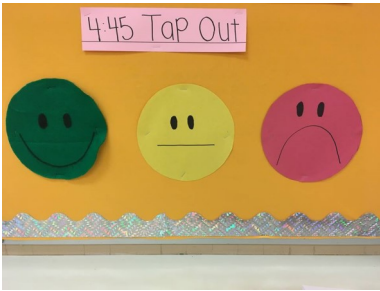
	Tap in/Tap out board for teaching personal and social responsibility.
	Fall monster themed bowling pins made from paper towel rolls covered in tissue paper.
	Draw a playing card. Depending on suit drawn (i.e., club, spade, diamond, heart) perform assigned fitness activity. Number of repetitions will be associated with number on the card.

Table 4

Examples of @APE_Gymmie on Instagram

Gymmie, the APE mascot, at Santa Ana School District.	Example of activity ideas (i.e., obstacle course, balance beams, tossing) for a thematic St. Patrick's Day lesson.

Table 5

Overview of most popular podcast episodes

Podcast Title	Brief Description	# of Episodes	# of total views	# of average views	Date published
What's New in APE: Episode 1	Focused on guest's views on APE, strategies to communicate, and common obstacles.	1	2692	2692	2015
Behavior Management	Focused on behavior management, setting expectations, and sensory integration needs.	2	4890	2445	2016
ExerciseBuddy and Autism Podcast	Discuss the APE app ExerciseBuddy and the effectiveness of the ExerciseBuddy with children with autism spectrum disorder.	1	2352	2352	2015
Americans with Disabilities Act: A Perspective	Discuss the law and how it came to be, and guest's perspective of how the law affected his life, as a person with a disability.	1	2048	2048	2016
Interview with National APE Teacher of the Year	Discuss how guest became an APE teacher, how the national APE consortium benefits APE teachers, and inclusion.	1	2029	2029	2015
Parent Advocacy for APE	Focused on parent advocacy on APE from a teacher's, parent's, and student's perspective.	2	3699	1849.5	2016
Live Assessment Panel	Live recording from an APE conference focused on assessing students with disabilities in alignment with national PE standards.	3	5486	1828.67	2017

Note. # = Number, APE = Adapted physical education, PE = Physical education, PD = Professional Development, TGMD = Test of Gross Motor Development, IEP = Individualized education program.

Assessing Social and Emotional Learning in Physical Education Through Photo Journaling

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ABSTRACT

Photovoice seeks to change policy and enhance lives by creating dialogue about personal and communal strengths through introspection and reflection of photographs. Similarly, photo journaling provides opportunities for participants to express themselves and become self-aware through reflection of visual imagery. Photo journaling may also be used as a qualitative means for physical educators to authentically assess social emotional learning (SEL) within the classroom and provide opportunities for students to build interpersonal and intrapersonal relationship skills (IIRS) that can be applied to all aspects of their life. The objective of this paper is to provide physical educators with an outline to the A.R.T. (*authentic*, *relevant*, and *transformational*) assessment of social and emotional health within the classroom through the use of photo journaling.

Keywords: photovoice, assessment, physical education, psycho-social equilibrium.

The aim of this practitioner paper is to provide K-12 physical educators with suggestions, tips, and resources related to using photo journaling as an authentic assessment for social and emotional learning (SEL) in the classroom. This paper will address three fundamental questions regarding the use of photo journaling as a viable option to assess SEL in physical education (PE). First, what is photo journaling and how has it been used in the PE classroom? Second, why is using photo journaling of particular importance when looking to authentically assess SEL? Finally, how can teachers start to use photo journaling within their own classroom?

What is a Photo Journal?

A photo journal or photo journaling is a qualitative technique that creates space and opportunity for individuals to express and become more self-aware. In other words, how one represents his or her personal world through visual imagery. Photo journaling is modeled after the photovoice method (Wang & Burris, 1997) and was created by Sue Sutherland at The Ohio State University as a means to qualitatively capture SEL taking place in a college level PE teacher education course. Thus, a photo journal is a modified version of photovoice in that some, not all, of the components are similar. For example, both photovoice and photo journaling require the participant to select and reflect on photographs taken by participants. The primary difference between photo journaling and photovoice resides with the intended purpose. Photovoice seeks to change policy, promote

dialogue and knowledge about personal and communal strengths, and improve conditions to enhance lives (Wang & Burris, 1997). Photovoice has been called a "participatory action research method" (Wang, 2006, p.148), and was created by Caroline Wang and Mary Ann Burris based upon health promotion principals (Wang & Burris, 1997). Whereas the purpose of the photo journal is for the student to capture visual representations of SEL concepts introduced in the classroom and to reflect on the photos in an effort to develop and strengthen intrapersonal and interpersonal relationship skills (IIRS). One plausible method to help students start to think about the IIRS in relationship to their personal life is through the use of a photo journal. Once students can comprehend, discuss, and show the meaning of the IIRS (through the photo journal) the focus changes to applying these social skills to areas outside the classroom, thus creating an authentic learning outcome.

The process of creating a photo journal includes: selecting a topic, taking or finding a personal photo (or photos) that represent the selected topic, and critically analyzing and reflecting on the photo(s) in such a way that represents the individual's perspective of the topic in relation to his or her own lived-experiences. For the K-12 student, photo journaling can be seen as a valid way to *reflect on* social and emotional topics that are discussed or practiced within PE (e.g., communication, social responsibility, teamwork, trust, or any social skill). As a pedagogical tool, physical educators can use photo journaling as a means to *authentically* assess student comprehension and application of social and emotional skills that are taught in the classroom.

Photo Journaling & the A.R.T. of Assessment

Below is an outline of the A.R.T. in assessing social and emotional health within the classroom. Photo journaling provides the foundation for *authentic*, *relevant*, and *transformational* student assessment that fosters IIRS and SEL in the classroom. Authentic assessment assists students in cultivating new skill sets and competencies that can be applied to all aspects of life while also providing an aspect of perceived meaning within the intended learning task, so that *transformational assessment of*

the learned skill can occur. Therefore, physical educators can integrate the A.R.T. of photo journaling into K-12 physical education programs and help students foster and transfer learned SEL skills from the classroom to their own lived-experiences (Stuhr, De La Rosa, Samalot-Rivera, & Sutherland, 2018).

A = Authentic. Authentic competency-based assessment aligns instruction, learning, and assessment through construct and consequential validity for students (Gulikers, Bastiaens, & Kirschner, 2004). For instance, to authentically assess if students have learned the intended task, educators must set and explicitly explain the task criteria and make it relatable to the student, such that complete understanding and integration of the skill can be learned. Moreover, authentic assessment should be constructed in a way that measures the skill(s) being learned. In contrast to performance-based traditional learning, authentic student assessment emphasizes realistic values of the task (Gulikers et al., 2004). For example, the cognitive demands of an assessment may be reflective of a real-life situation that students have currently experienced or could experience in their academic or professional careers. Ultimately, authentic assessment requires students to develop skill sets, competencies, knowledge and attitudes that can then be applied to new situations and circumstances (Gulikers et al., 2004).

R = Relevant and meaningful ways to demonstrate learning. A successful, authentic assessment for students implies that a pre-authentication process has been instilled by the teacher, such that students have gained a positive and meaningful learning experience through competency-based assessment (Huang, 2002). A five-dimensional framework provides guidelines for implementing an effective authentic assessment and can vary with grade level and professional experience. For example, college students are able to learn and apply skills that are more complex toward professional real-life situations. In contrast, K-12 students may be cognitively overwhelmed with such tasks and instead would be better assessed with less complex criterion situations that don't focus on professionalism but are tailored toward their education level and real-life experiences.

Regardless of education level, the five-dimensions that compose authentic assessment are: (a) the task (b) physical context (c) social context (d) the result and (e) assessment criteria (Gulikers et al., 2004). The aim of an authentic task works to engage students with activities that are also carried out in real-world settings. Therefore, an authentic assessment should include a task that is relevant to the student but also include some form of perceived meaning within the intended learning of the task.

T = Transformational. Transformational assessment provides teachers the ability to design and implement assessment within PE that offers students meaningful learning experiences where they can develop social and professional skill sets and competencies. Integrating photo journaling within a physical education program holds tremendous promise in helping to promote and transfer IIRS for students. Hence, the claim being made by the authors is that transformational assessment for SEL can be accomplished by allowing students to complete a photo journal. Use of photo journaling within a unit of instruction creates space for students to critically think about social and emotional health inside and outside of the classroom (Sutherland, Ressler & Stuhr, 2011; Stuhr et al., 2018).

Using Photo Journaling in Physical Education

Photo journaling can be used as an effective method to integrate social and emotional dimensions into a PE learning climate (Stuhr, Sutherland, Ressler, & Ortiz-Stuhr, 2015). SEL in PE guides the student and gives inroads to discovering empathy for others, sharing and understanding both their own, and others, experiences, and opinions. The implementation of photo journals can provide a learning environment where students can reflect on visual representations of social and emotional topics discussed or practiced in class, to emphasize and enhance IIRS (i.e. communication, social responsibility, teamwork, trust, etc.). For example, physical educators can focus on developing and enhancing students SEL by providing in class activity (s) that focus on fostering those specific IIRS. After the activity(s) are complete, students (outside of class time) can find or take a picture, create a PPT, or

even draw a picture in relationship to the IIRS (i.e., SEL) and the activity conducted in class. Students can then reflect and critically analyze how the image relates or represents what they have learned during the PE activity, and how it can be applied outside the classroom into other areas of their life. Thus, physical educators can use photo journaling as a means to *authentically* assess student comprehension and application of social and emotional skills that are taught in the classroom. Teaching and assessing SEL skills can essentially be broken into three essential steps (introduce, teach, and assess the SEL skill).

Introduce the SEL skill. The first task for the teacher is to choose and define the specific SEL skill for all students. Example SEL skills include communication, cooperation, trust or even something more complex, like the construct of mindfulness. During this introduction step the teacher can explain to students, what is the SEL skill, why it's important to learn, and provide real-world examples on how the skill can be used in everyday life. The teacher can use a variety of pedagogies to further highlight the SEL skill, such as quotes, stories, poems, video clips, or even pictures.

Teach the SEL skill. Once the students know which SEL skill is of focus, the next step is to provide students with opportunity to practice the skill during class. Practice opportunities will allow the students to develop the SEL skill "in action" or "hands-on" and can occur through an experiential activity. This type of learning is considered a primary experience. These types of experiences are more effective, with regard to skill mastery, as opposed to secondary experiences (e.g., listening to the teacher, reading text, or watching a video). Primary learning experiences are active, whereas secondary experiences are considered passive. There are many types of pedagogies that can be used to teach SEL skills. Within physical education, teachers can use a variety of curriculum or instructional models to help students' practice SEL skills. Models such as Sport Education, Adventure-based Learning, Teaching Personal and Social Responsibility, and Cooperative Learning are all empirically tested and evidence-based curriculum models that have been found to be effective in helping students develop SEL skills (Stuhr et al., 2018).

Assess the SEL Skill. Photo journaling is one way to assess SEL skills. Considered an authentic assessment, photo journaling can be used at the elementary, secondary school, or university level. The following are three model examples of how to assess using photo journaling. Each one of the following examples should be considered samples, as the authors recognize that photo journaling can look quite different depending on context and student populations. At the university level the instructor can provide students with both guidelines and a scoring rubric in an effort to help students complete the photo journal assessment. Please see figure 1 for the university level guidelines example. Additionally, please view figure 2 for one completed photo journal entry from a college student.

Photo journaling can also be used at both the elementary and secondary school level, depending on the grade and developmental level of the student. At the elementary and secondary school level physical educators can dedicate classroom days for the photo journal process and provide allotted time for students to complete the photo journal assessment. Classroom days are essential in the photo journal assessment and should be designed to introduce the process, the purpose it serves in PE, and provide students with a check-off sheet or guidelines for the expectations of the journal. Figure 3 and 4 are example photo journal guidelines that could be used with elementary and secondary school students respectively. As seen in figure 4, a check-off sheet is provided as a means to help guide students in completing the assignment. The overall purpose of this check-off sheet is for students to comprehend the expectations for the assignment and provide them with the elements that will be assessed by the teacher.

Additionally, figures 5 and 6 are student examples of completed photo journals at the elementary and secondary level respectively. Specifically, figure 6 is a photo journal example from a group of eighth graders demonstrating their knowledge regarding communication. This particular group was able to represent their understanding of this SEL skill through the use of the quotes, the pictures, and the explanation of the connection between the two. This is important because it actually demonstrates students are able to unpack the SEL skill in a way that demonstrates their understanding.

Concluding Remarks

Schools play a vital role in fostering socially and emotionally intelligent youth (Greenberg et al., 2003). SEL programs offer a way for schools to achieve this by providing students with the necessary skills, behaviors and attitudes to effectively develop their emotional, cognitive and social behaviors. SEL programs help students to develop self-awareness, self-management, responsible decision-making skills, relationship management skills, and social awareness skills (Portnow, Downer & Brown, 2018). Teachers who are able to design and implement SEL-based content can create a safe, emotional environment that is challenging but developmentally appropriate for student academic success (Ciotto & Gagnon, 2018). Since physical activity and movement provides a unique opportunity for students to practice and develop personal, social, and cognitive skills, an SEL program is ideal for PE. Moreover, an SEL-based PE classroom can promote leadership, cooperation and teamwork opportunities that have the potential to impact student's lives outside the classroom and into adulthood. Therefore, using SEL in PE, and assessing these skills through the use of photo journaling can provide students with critical lifelong, personal, and academic skillsets.

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Figure 1. University Photo Journal Guidelines Example

Photo Journal is an innovative approach that provides a way to understand your perspectives and experiences related to the SEL concepts of adventure-based learning, and fuse what you know with the current literature. The purpose of this photo-journal is for you to capture visual representation of the concepts of this class. You will be asked to elaborate on the photos using the following guiding prompts. *Total value of this project is 25% overall grade (i.e., 50 points possible).*

Process
For this journal you will take/find 4 pictures of concepts related to class. For each of the 4 intra- and inter-personal relationship skill (IIRS) entries include and clearly label the following 7 steps.

Step 1: Select four IIRS that you feel strongly about and value.

Step 2: Write an assertion for your selected IIRS. 1-3 sentences max. An assertion is a confident and forceful statement of fact or belief about your IIRS. *This step is worth 2 points.*

Step 3: Locate and include a powerful quote that aligns with your IIRS and assertion. Then write 1-2 sentences describing how your quote aligns. *This step is worth 2 points.*

Step 4: Take or find a photo that represents the IIRS and your assertion. *This step is worth 2 points.*

Step 5: Write a description of the photo in relation to your IIRS and assertion. *This step is worth 5 points.*

Step 6: Write a detailed and in-depth explanation of how your IIRS relates to the concepts of ABL - This part of your photo journal is where you "deconstruct" and "unpack" your IIRS (i.e., Expand on IIRS using literature, textbooks, PPT, lecture notes, course articles or other articles you may find). Use citations for each entry. Provide a minimum of eight (8) different references throughout the journal to support your four IIRS entries/sections and the claims being made. *This step is worth 20 points.*

Step 7: Write what you have recognized about how the IIRS is applicable to your life (i.e., how will you apply your IIRS to your future self). *This step is worth 15 points.*

Your photo journal should be organized and aesthetically sensible. Be sure to check sentence structure, grammar, and flow of your writing. *This step is worth 4 points.*

Figure 2. University Photo Journal – One Completed Student Entry

University Student Photo Journal

Mindfulness Step 1

Being mindful is the ability to be present in any given moment in time. You're aware, attentive, and observant. You not only notice the small details of your thoughts, but you are also aware of the small details around you – the chirp of a bird, the vibrancy of colors in our world or a child laughing in the distance. Being mindful is the absence of allowing your life to flow on auto-pilot. Step 2

"The practice of mindfulness begins in the small, remote cave of your unconscious mind and blossoms with the sunlight of your conscious life, reaching far beyond the people and places you can see." Earon Davis

This quote aligns with the interpersonal skill of mindfulness because it forces you to understand a deeper meaning of mindfulness. The remote cave represents how dark your mind can be until you introduce light to it bringing consciousness to your life. With mindfulness, you're able to fully open your mind and see things that we have never seen before.

About This Picture Step 5

This picture represents the never ending thoughts in our head. The thoughts lead to endless paths. Mindfulness is the ability to quiet the noise of the world and be aware of the moment –being able to channel your thoughts. Once you have channeled your thoughts the nonstop motion of the world seems to stop. There is a stillness that is welcomed. Your body, mind, and soul are on the same page allowing you to feel things that

only your mind is aware of. The statues in this picture represent the solidarity we wish to achieve in mindfulness, understanding is something we hope to gain. The people off in the distance represent our distant thoughts in a state of mindfulness, being aware of it but also being able to tune it out. This is a perfect representation of mindfulness because mindfulness is an intimate experience with just yourself. Step 3

Mindfulness in Adventure Based Learning Step 6

A simple textbook definition to understand mindfulness is that "mindfulness has to do with particular qualities of attention and awareness that can be cultivated and developed through meditation. An operational working definition of

Figure 2 - Continued. University Completed Photo Journal Student Entry

mindfulness is: the awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment" (Kabat-Zinn, 2003). In Adventure Based Learning (ABL) being mindful is imperative to being able to see the full picture of the activities, themes, and debrief. To get a full sense of understanding for the events, coming into a state of awareness through purposely paying attention helps an individual connect to their deeper sense of self and in return they are entirely able to grasp the bigger picture.

Often times individuals, especially children, will feel stress in their daily activities and interactions with other people. Every person has some sort of personal struggle going on beneath the surface so another aspect to mindfulness that is so important in ABL is that "it increases focus while decreasing stress" (Stuhr, Community and Sunday Drive Model, 2016). Even if the mindfulness activity lasts for only five minutes, the stress reducing qualities can be a person's only outlet in a day filled with non-stop reminders that the world is expecting more of you. On a clinical and more medical level, one study found "…the usefulness of MBSR as an intervention for a broad range of chronic disorders and problems. In fact, the consistent and relatively strong level of effect sizes across very different types of sample indicates that mindfulness training might enhance general features of coping with distress and disability in everyday life, as well as under more extraordinary conditions of serious disorder or stress" (Grossman, P., 2004). With stress being one of the leading reasons people go to doctors' visits, mindfulness activities will help decrease that stress and alleviate going to the doctor and spending money on therapies. Mindfulness is free and effective and when used in ABL it will enhance your learning not just for the ABL activities but in all other aspects in life.

Life Application of Mindfulness Step 7

2

After participating in nine weeks of Adventure Based Learning, I have reaped all the benefits of being mindful. I think the ability to step back and observe yourself and your whole body in its entirety is important but also the ability to focus on very specific things is important too. There are many exercises in mindfulness that allows you to focus on a big picture spectrum or a small scale. Becoming more mindful in the past few weeks, I have had the ability to become at peace with myself – I am more willing to accept situations in my life that are less than desirable because being mindful has allowed me to breeze over the stress of things.

If I were to describe my previous mindfulness exercises, it was always calming. Mindfulness centers me and my thinking – it gives me the opportunity to slow down and appreciate the moment, to be fully aware of what is happening right now. Being aware and in the moment is so important in a world that is non-stop. To me, mindfulness is a way for me to clear the slate of my brain, the continued effort to focus in on a subject and dissect it and in that process I'm essentially massaging my brain.

Because I have learned the importance of mindfulness not just through scholarly articles, but from actually practicing it on my own, it will now be something I practice for myself daily. I plan on waking up in the mornings and appreciating the sounds that I hear and the feelings that I feel. I want to spend five minutes in the morning really appreciating myself and centering my thoughts. Another way I want to implement mindfulness in my life is to have my young daughter participate in it. Just because she is five years old she is not immune from stress. It is important for her and I together to be mindful and to start our days off with an emotionally and mentally strong state of mind.

Figure 3. Elementary School Photo Journal Guidelines Example

Photo Journaling is a creative way to understand your thoughts and feelings as they relate to your experiences during PE class. The purpose is to combine and apply a social and emotional learning (SEL) topic or skill with an experience you had during class. In this photo-journal, you are to draw a scenario that represents how you applied the selected SEL topic in class. In addition to the drawing, you will be asked to write 2-3 sentences about your experience by following the prompt below. *Total value of this project is 15 points.*

Process:

For this journal you will draw one picture of the chosen SEL concept and how it related to class. For the one journal entry include the following steps.

Step 1: Write your name at the top of your journal entry. *This step is worth 1 point.*

Step 2: Give your journal entry a title and include the chosen intra- or interpersonal skill in the title. Be creative! *This step is worth 2 points.*

Step 3: Draw a picture that represents how you used an intra- or interpersonal skill in class today. *This step is worth 4 points.*

Step 4: Write a description for your drawing. The description should include the following: (a) In 1-2 sentences, describe the scenario in which the intra- and inter-personal skill was used (b) How or why was this important to you? What did you learn from it? (c) Describe one way you can apply this skill to your life or in a similar situation *This step is worth 6 points*

Step 5: Handwriting should be legible and please check for spelling. *This step is worth 2 points.*

Figure 4. Secondary School Photo Journal Guidelines Example

Ideally, the photo journal should be completed in a classroom setting. The following are sample guidelines from a middle school PE class.

Overview

Students should participate in four classroom days in order to complete the photo journal assignment. Two lessons should occur in the middle of the unit. Day one should be dedicated to: (a) the introduction of the photo journal process, (b) the purpose it serves in physical education in helping promote social and emotional learning, and (c) reviewing the rubric and student expectations (See directions labeled *Photo Journal Check -off Sheet* below). During the second classroom day, place students in groups of 3-4 to work on the journals. The teacher's role is to answer any questions and supervise the progress of students during this day. The final two classroom days should be at the very end of the unit and allow students optimal time to finish their photo journals. We recommend four classroom days are needed so students do not feel like they're rushed in the process and can develop their thoughts on the social and emotional learning concepts. However, additional days may be needed depending on various contextual variables of the PE program (e.g., length of class, developmental level of students, the type of photo journal you are asking students to complete).

Labeling of the Assignment

Students will turn in a powerpoint slide(s) that has the following labeled - Students Full Names, Teacher, Class Period, and SEL skill chosen. Please choose two photos that represent one the SEL skills covered in our class during this unit. All photo journal pictures must come from school/teacher approved websites and must have link attached. For your photo journal complete and clearly label the following four steps:

Photo Journal Check-Off Sheet

Step One: What does the social and emotional learning (SEL) skill presented in class mean to you (personal definition 3-4 sentences)

Step Two: Find two pictures that represent the SEL skill and write a description of the photo in your own words. What does the picture represent and how does it relate to SEL skill?

Step Three: Find a quote for SEL skill, the quote MUST match the SEL skill you described and align with the picture you chose.

Step Four: Describe what the quote represents.

Figure 5. Elementary School Photo Journal – One Completed Student Entry

Figure 6. Secondary School Photo Journal – One Example Student Entry

Seek First to Understand

"I know that you believe you understand what you think I said, but I'm not sure you realize that what you heard is not what I meant."-- Robert McCloskey

"The biggest communication problem is we do not listen to understand. We listen to reply." -- Gabriel Garcia

The two above quotes relate to the pictures, since their deeper meaning is all about listening. The first quote relates to the man with the magnifying glass, since to understand, he needs to find the deeper meaning of what the person really said.

The second quote relates to the picture of the classic peanuts character, Lucy, because like the quote says we should, Lucy doesn't just listen to reply, she listens to figure out what they meant, and then to help.

Discover and Disseminate

Over the years the field of health, physical education, recreation and dance has amassed a large body of empirical evidence, teaching strategies, and innovative ideas. Unfortunately, much of this literature does not get into the hands of the professionals who deliver this content to children at the K-12 school level. The purpose of the Discover and Disseminate section is to highlight some of this literature in the form of pithy and succinct abstract reviews for the benefit of CAHPERD members. In following the CAHPERD mission, we hope this information and insight can encourage and support movement and health-related professionals within the field. Enjoy and happy reading!

- *Paul T. Stuhr, CAHPERD Journal Editorial Board Member*

Abstract #1

<u>Research Article</u>

Simonton, K. L., Mercier, K., & Garn, A. C. (2019). Do fitness test performances predict students' attitudes and emotions toward physical education? *Physical Education and Sport Pedagogy. 24*(6), 549-564. DOI: 10.1080/17408989.2019.1628932

Background: California pubic school students are required to take the *FitnessGram* at the 5th, 7th, and 9th grade level. In addition to physical fitness tests (PFT), socioemotional development in K-12 physical education (PE) is an important variable in developing physically literate students. PFT inside a PE curriculum may not be ideal for enhancing socioemotional competencies and overall buy-in from students. Testing can be administered incorrectly, and to some degree students have little to no privacy, which potentially can impact self-esteem and create other negative stigma involving body identity.

Purpose: This study aimed to identify the relationship between *FitnessGram* performance and socioemotional attributes such as: anger, boredom, enjoyment, and attitude toward future PE participation. This investigation also assessed gender differences in the relationship between PFT performance and socioemotional wellness.

Methods: 273 middle school students in grades 6-8 participated in the *FitnessGram*. An attitude survey and an emotions inventory were administered 2-weeks later.

Results: There were limited variance in outcomes between *FitnessGram* performance and student socioemotional attitudes, however some associations were found. For boys, poorer PACER performance predicted anger toward PE participation, and higher performance resulted in increased enjoyment and positive attitude toward PE. Females who performed better on the sit-and-reach were found to have desirable attitudes toward PE.

Implications: PFT can be implemented incorrectly, and thus could promote negative socioemotional environments. However, assessing PFT in PE does play an important role with regard to developing physical literacy. K-12 teachers should consider delivering the *FitnessGram* in ways that highlight the importance of developing and improving student's level of fitness, while minimizing pedagogical practices that may marginalize certain individuals. Teachers should carefully consider the following when implementing the *FitnessGram*: choose and schedule tests appropriately, design and evaluate fitness assessment appropriately, and use assessment data productively. K-12 PE teachers are also encouraged to use a variety of alternative content (e.g., sport education, adventure-based learning, positive youth development, teaching personal and social responsibility) to increase socioemotional wellness for all students.

Submitted by Alison Gillaspy, Nathaniel Frady, Danielle Tidahl, and Paul T. Stuhr, California State University San Marcos

Abstract #2

Research Article

Araújo, R. M. F., Hastie, P. A., de Assunção Bessa Pereira, C. H., & Mesquita, I. M. R. (2017). The evolution of student-coach's pedagogical content knowledge in a combined use of sport education and the step-game-approach model. *Physical Education and Sport Pedagogy*, *22*(5), 518-535.

Background: Sport Education (SE) is recognized as an effective pedagogical model that can provide meaningful and educational sport experiences within the context of physical education (PE). The concept of allocating roles in SE (e.g., coach, equipment manager, referees, scorekeepers) gives students a sense of responsibility and an opportunity to develop leadership skills.

Purpose: This study sought to examine the advancement of student-coaches' pedagogical content knowledge (PCK) across three hybrid SE—Step Game Approach (SGA) seasons.

Methods: Twenty-one high school PE students (average age=12) participated in the study. Students had no previous exposure to the SE model. A longitudinal design included three hybrid SE and SGA volleyball seasons over three years. Each of the three seasons (lasting 20-25 lessons) were separated by an ~12-month period where no other SE or SGA models were implemented. Videotape observations of all lessons, field notes, and pre-lesson interviews with student-coaches were collected to analyze PCK.

Results: There were improvements in the student-coaches' ability to organize and present tasks to their teammates, identify skill errors, provide feedback, and modify tasks for different team members.

Implications: In the present study the students' advancement with their coaching PCK did not occur immediately. To help students become more effective with their coaching different strategies need to be applied in earlier SE seasons, such as teacher modeling of the coaching instruction, pre-lesson meetings with the teacher, and stimulated video recall (i.e., student-coaches reflecting on their instruction). In subsequent seasons there should be a shift towards student-coaches' becoming more autonomous in their preparation and delivery of the instruction.

Submitted by Jordana Ulloa-Marquez, Julian Pantano, Shane Maher, and Paul T. Stuhr, California State University San Marcos

Abstract #3

Research Article

Martins, J., Marques, A., Rodrigues, A., Sarmento, H., Onofre, M. & Carreiro da Costa, F. (2018). Exploring the perspectives of physically active and inactive adolescents: how does physical education influence their lifestyles? *Sport, Education and Society, 23*(5), 505-519. DOI: 10.1080/13573322.2016.1229290

Background: It is important to understand the effect that PE has on youth physically active/inactive lifestyles and to identify which PE approaches and pedagogical strategies are most effective in promoting youth PA.

Purpose: This study analyzed and compared the perspectives of physically active and inactive adolescent boys and girls with different socioeconomic status (SES). They were asked to assess the impact their K-12 PE programs had on their physical activity (PA) lifestyles throughout childhood and adolescence.

Methods: Sixteen Portuguese students enrolled in two public high schools were selected; 8 from each school, 4 boys (2 active, 2 inactive) and 4girls (2 active, 2 inactive). Participants were interviewed to determine demographics, PA levels, and their perceptions regarding the impact of their K-12 PE experiences.

Results: Physically active adolescents reported more diverse and positive PE and PA experiences from the early years until adolescence, and were more satisfied with the school and PE impact on their lifestyles. The inactive students (mostly with a low SES) reported having limited opportunities to practice engage in PE and sports during primary school.

Implications: High quality PE during primary schools has the potential for long-term positive impact on student PA. Low SES schools need additional support, given the apparent disparity of experiences for those stu-

dents compared with students at high SES schools. PE teacher certification programs should prepare future PE teachers to know how to create a learning environment conducive to an active and healthy lifestyle, rather than being primarily focused on competitive sports.

Submitted by Grant M. Hill, California State University Long Beach

Abstract #4

Research Article

Ebbeck, V., & Gibbons, S. (1998). The effect of a team building program on the self-conceptions of Grade 6 and Grade 7 physical education students. *Journal of Sport & Exercise Psychology, 20*(3), 300-310.

Background: Physical education teachers may have a difficult time efficiently delivering curriculum that can effectively target enhancement of student self-concept (conscious thoughts and values of self). There are social and emotional learning (SEL) curriculum, such as the Team Building Through Physical Challenges (TBPC) program, that use unique group-based cooperative activities to help develop student self-concept in a positive form. Specifically, the TBPC program consists of 22 physical challenges (e.g., balancing an entire group on an object, group-based cooperative obstacle course, co-operative rock climbing) that require students to devise a plan as a group to overcome a collective challenge. TBPC is positioned to help enhance self-concept by increasing the students' perception of principles such as self-worth, athletic competence, scholastic competence and physical appearance.

Purpose: This study sought to determine the effects of a TBPC program on the self-conceptions of students in 6th and 7th grade PE students.

Methods: 120 middle school physical education students completed a self-concept questionnaire and were placed in one of two groups (control or treatment). The control group followed a traditional PE program (sport and fitness-based content), while the treatment group participated in the TBPC program.

Results: Following an 8-month intervention period, the researchers found that both male and female students in the treatment group had significantly higher perceptions of social acceptance, physical appearance, athletic ability, and global self-worth when compared to the control group.

Implications: This study illustrates that the TBPC program can help teachers produce outcomes conducive to SEL that may potentially be applied by students in a variety of contexts. Physical education teachers may benefit from implementing pedagogical models, such as TBPC, that can align with both physical literacy and SEL (e.g., Sport Education, TPSR, adventure-based learning). Cooperative physical activities may be useful in building both physical and SEL concepts.

Submitted by Austin Purdy and Paul T. Stuhr, California State University San Marcos

Abstract #5

Research Article

Grimmer-Seidensticker, E. & Möhwald, A. (2020). Enhancing social cohesion in PE classes within an intercultural learning program: Results of a quasi-experimental intervention study, *Physical Education and Sport Pedagogy*, *25*, 316-329, DOI: 10.1080/17408989.2020.1741532

Background: Intercultural competence is a critical skill for teachers and students as Western societies continue to increase in social and cultural diversity. Socially constructed norms, hierarchal structures, power structures, Individual attitudes, and coping strategies should be discussed and acted upon to promote acceptance. There are few studies examining the impact of interventions on the development of intercultural competence in teachers and students in physical education.

Purpose: The purpose of this study was to examine the effectiveness of the Intercultural Movement Education (IME) approach on attitudes towards issues of culture and social cohesion with young adults.

Methods: The study used a quasi-experimental design with a control and experimental group. Data were collected four times throughout a six month time period via questionnaires. The IME intervention lasted six weeks and consisted of nine PE lessons. The IME used games to force students out of their comfort zone to use social skills that are constructive, used team-based challenges, and incorporated reflections to review coping strategies.

Results: Students in the experimental group had significant increases in pro-social behaviors such as assimilation, and social cohesion while there was a decrease of feelings of rivalry. Girls had significant decreases on integration attitudes.

Implications: The IME approach showed positive effects, however, there were difficulties informing the majority about social issues that disproportionally affected the minority. The authors conclude that if social justice is to be attained then further examination is needed to determine how to motivate the majority to want to give up privileges and to share resources with less privileged groups or individuals.

Submitted by David N. Daum, San Jose State University

Abstract #6

<u>Research Article</u>
Ward, P. (2020). Core practices for teaching physical education: Recommendations for teacher education. *Journal of Teaching in Physical Education*, (Ahead of Print). DOI: 10.1123/jtpr.2019-0114

Background: Teaching is a complex profession that requires a substantial amount of knowledge involving the subject-matter (i.e., content knowledge), students (interpersonal knowledge), and contextual parameters in which one delivers the content (pedagogical knowledge). Positioning what a physical educator should know and be able to teach is an essential question for physical education teacher educators. Conceptualizing and defining core teaching practices may help teacher educators within physical education make curricular decisions that promote programmatic refinement, and growth in the learning for novice teachers.

Purpose: Using evidence-based literature and expert opinion from the field of sport pedagogy this study proposes a set of core physical education practices toward promoting desired programmatic, as well as student outcomes.

Methods: This study was completed in three stages. Stage 1 used literature within the field to begin identifying core teaching practices. Stage 2 and 3 involved recruitment of experts within the field to help refine and validate the core practices (i.e., a form of feedback). A total of 45 teacher educators within sport pedagogy participated as experts for this study (i.e., had a terminal degree in the field, were actively engaged in research, and part of a physical education teacher education program).

Results: Based upon the literature search and expert opinions there were 16 practices that were identified, refined, and validated. Some of these core practices included, establishing rules and routines, establish rapport with students, 50% of lesson time devoted toward moderate to vigorous physical activity, use of demonstrations, developmentally appropriate sequence of lessons, modification of learning tasks, and the use of feedback, cues, and prompts to shape student learning.

Implications: This research provides a pragmatic framework of teaching practices for physical educators looking to design and deliver programs for undergraduate, as well as K-12 students.

Submitted by Paul T. Stuhr, California State University San Marcos

Abstract #7

Practitioner Article

McNamara, S., Lieberman, L., Weiner, B., & McMullen, B. (2019). Physical education and individual education plan: A checklist for service providers and parents. *Strategies, 32*(5), 32-35, DOI:10.1080/08924562.2019.1637179

Background: It is well documented that general and adapted physical education (APE) teachers are often not invited to Individualized Education Program (IEP) meetings, nor are their services being documented. In addition, some physical educators are never provided their students' IEP document and are unaware of when the IEP meetings occur. Thus, experts in the area of physical education are often excluded from vital collaborative decision-making activities with regards to the IEP process.

Purpose: Recently, a checklist was developed to assist parents/guardians in ensuring the appropriate supports and services for APE are documented on the IEP. The checklist was designed to be an easily accessible tool to assist members of the IEP team to advocate for APE services and ensure that experts in this area are invited to IEP meetings.

Implications: IEP team members can use this checklist to guide their discussion of APE services. This checklist needs to be provided to all of the members of the IEP team, including parents and the student with a disability, well in advance to the scheduled IEP meeting and again at the beginning of the meeting. This checklist will help ensure that all relevant areas of APE are being discussed, increasing the likelihood that schools stay in compliance with special education laws and that the students are receiving the appropriate services. To download the IEP checklist for physical education, visit https://www.wrightslaw.com/info/iep.chklist.pe.services.pdf.

Submitted by Melissa Bittner, California State University, Long Beach

Abstract #8

Practitioner Article

Landi, D., Lynch, S., & Walton-Fisette, J. (2020). The A-Z of social justice physical education: Part 2, *JOPERD*, *91*, 20-27. DOI: 10.1080/07303084.2020.1739433

Background: Issues of poverty, mental health, gender inequality and discrimination are disproportionately experienced by marginalized, poor and disenfranchised members of society (Butler, 2004; Kirk, 2020). Preparing and educating teachers on how to incorporate social justice pedagogies in their classrooms to meet the needs of all their learners is of the upmost importance.

Purpose: The purpose of this article is to further the conversation about social justice in physical education by illustrating ways teachers and teacher educators can teach about social justice in health and physical education.

Discussion: Each letter N-Z is discussed in this article with a concept that relates to social justice and practical strategies a teacher can use in their classroom to address the issue. For example, N is for Narrative Approaches which is using narratives or storytelling to initiate a conversations about race or gender. A teacher can use scenarios such as students being able to afford athletic attire or equipment and gender issues within sport. The teacher and students can share lived experiences to enhance and further the conversation. In total, 13 concepts of social justice and how they can be addressed in physical education are discussed. Besides "Narrative Approaches" highlighted above, other topics include: obesity, LGBTQ, urban school experiences, and whiteness.

Implications: It is a teacher's responsibility to reflect on how they are creating a classroom experience that is equitable for all their students. Consider also reading part one of this article in JOPERD, Issue 4, 2020.

Submitted by David N. Daum, San Jose State University

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BRAIN RESEARCH AND
WELLNESS CONNECTIONS
ESSA AND LCAP SESSIONS
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KEYNOTE SPEAKERS

JUDY LoBIANCO
SHAPE America president 2018/19, Past President of (NJAHPERD) and Eastern District SHAPE America, 2-time pep grant winner, HPE supervisor for 17 years, National PE Administrator of the Year in 2013, and honored by Education Week in 2018 as a "Leader to Learn From".

HIP HOP PUBLIC HEALTH
Dr. Olajide Williams, founder, Lori Rose Benson, ED & HHPH Choreographers
Hip Hop Public Health is a nonprofit that works with musicians (including legendary rappers like Doug E. Fresh) to encourage kids to get moving and make smart food decisions. Hip Hop Public Health is changing the way youth understand healthy living utilizing hip-hop music and innovative media tools to create programs that improve health literacy and foster positive behaviors.

MANY OUTSTANDING FEATURED SPEAKERS
INCLUDING NEW AND FORMER STATE AND NATIONAL TEACHERS OF THE YEAR

Call for Papers

The California Association for Health, Physical Education, Recreation, and Dance issues this call for papers anticipated to appear in the either the Spring 2021 or Fall 2021 editions of the CAHPERD Journal. The Journal contains two types of articles: (a) practical manuscripts related to teaching, professional practice or performance, (b) research articles in the HPERD disciplines. All submissions will be subject to a blind peer review process. Authors who are professionally engaged in the study of HPERD and related fields, including professors, teachers, and others, are encouraged to submit articles for review and potential publication. Authors need not be professional writers. Graduate students in the HPERD disciplines are also encouraged to submit. The editors will give priority consideration to those articles that relate directly to HPERD issues confronting California professionals. This includes articles that provide expert teaching strategies. Authors may not submit the same article to this journal and other publications for simultaneous review. Previously published content should not be submitted.

Authors seeking publication in the Journal should include the following materials: (1) Cover letter indicating the desire to have materials reviewed for possible publication. The cover letter should indicate acknowledgement that CAHPERD will hold the copyright to all information published in the Journal. (2) Email attachment of the desired publication as a Word document only. This should not include the names of the authors for the purpose of peer review. (3) Biographical information about the author(s). Be sure to include titles and affiliation.

Manuscripts should not exceed 2500 words (not including references or graphics). Authors are expected to follow APA formatting. The order of information included in the manuscript should be as follows: (1) Cover letter, (2) Title Page, (3) Title page with author(s) and affiliation information, (4) Abstract, (5) Text, (6) References, (7) Tables, (8) Figures, and (9) Acknowledgements, if appropriate.

Manuscripts for the upcoming issues may be submitted electronically to Paul Stuhr at pstuhr@csusm.edu

Submission deadline for consideration in the Spring 2021 Journal is March 5th. All other submissions will be reviewed for Fall 2021, but a letter of acceptance or denial will be provided as soon as the submission is reviewed.