

# CAHPERD

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California Association for Health, Physical Education, Recreation and Dance

**Journal**  
**Spring 2021 - Volume 7 - Issue 1**

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# Table of Contents

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## **Page 02 - 07**

2020-2021 Board of Directors

CAHPERD Mission

President's Message

Editor's Message

## **Peer-Reviewed Literature**

### **Page 08 - 19**

Models for Social and Emotional Learning in Physical Education

By Paul T. Stuhr and Taha Qadeer

### **Page 20 - 27**

Utilizing a Kendama for Transfer of Motor Learning  
in High School and College Physical Education

By Deanna Schmidt

### **Page 28 - 35**

Discover and Disseminate

Research abstracts

### **Page 36 - 38**

CAHPERD Voices

### **Page 39 - 40**

Call for Papers

2021 National Adapted Physical Education Conference

# 2020-2021

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# PRESIDENT'S MESSAGE

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I want to express my sincere appreciation for the opportunity to serve as the 2020-2021 CAHPERD president. It has been an incredible journey through a challenging year. I want to again thank everyone on the CAHPERD leadership team for working together to navigate through these extraordinary times and continue to provide excellent resources and services to meet the needs of our members and the students we serve. Your CAHPERD leaders have been tremendously involved in a variety of efforts to address the needs of our members and provide support. The following is a short summary of this year's work and continued support.

## ----- CAHPERD State Conference -----

Thanks to an incredible conference planning team, this year's first ever "Virtual Conference" was a huge success. I would like to thank my conference program chair Kristen Okura and conference co-managers Desirae Feria and Cindy Lederer, executive director Barbara Buckalew and office staff member Shelby Heinlein for their endless dedication and commitment to this event. In addition, I want to extend my gratitude to our Board of Directors including all of our VP's and Section Chairs for their work in bringing us outstanding presenters that made this conference a great experience. A huge "shout out" to treasurer Joanie Verderber for helping us ensure the financial stability of CAHPERD. Our conference planning team brought together state and national Teachers of the Year, as well as many national

presenters. Our outstanding presenters provided a wide variety of sessions highlighting distance learning experiences, motivational ideas, new practices for returning-to-school under new conditions, and addressing the ever-growing need for social and emotional learning tools. Also shared were key concepts around social justice, and diversity and inclusion in our schools. The great news is that the conference sessions are still available ON DEMAND until mid-June of 2021.

## ----- CORE -----

The CORE (CAHPERD Online Resource Events) series offers virtual presentations on the latest topics surrounding health and physical education instruction today. CAHPERD has assembled the best of the best in our field to help you throughout the pandemic and the back-to-school instructional challenges. These workshops are FREE and still available through the CAHPERD website.

## ----- PFT Task Force -----

The California physical fitness test for the 2020-2021 academic year was waived via SB 820 (Chaptered in September 2020). SB 820 also requires the State Superintendent of Public Instruction to consult with experts and stakeholders in order to provide recommendations regarding the purpose and administration of the physical performance test. In March of last year, CAHPERD formed an Assessment Task Force to address the three focus areas of concern with

the PFT (inclusive assessment practices for all students, particularly students with disabilities; students of all gender identities; and students who experience bullying related to fitness testing). Our CAHPERD Task Force is continuing this work throughout the year and will update members on a regular basis.

#### ----- **Speak Out Day** -----

CAHPERD's team of several California teachers and leaders in the state, Cindy Lederer, Dr. David Daum, Dr. Luciana Zuest, Kate Cox, Terri Drain, and myself, participated in SHAPE America's 10th annual SPEAK Out! Day. This year was a virtual event, as our team met with 5 California Representative's staff members to advocate for health and physical education in schools and most importantly to ask congress to support fully funding ESSA Title IV, Part A, and Title II, which can support health and physical education in schools.

#### ----- **Social Media** -----

CAHPERD under the leadership of Dr. Brent Powell, has been very active in sharing the good work of the association through many social media platforms. Be sure to check out Twitter, Facebook, and Instagram to keep informed on important updates, programs and advocacy efforts of CAHPERD.

#### ----- **California Teacher Survey in the Fall** -----

When the Governor temporarily suspended the mandate of PE minutes (last spring due to COVID 19), CAHPERD received correspondence from concerned members. In response, CAHPERD surveyed all K-12 physical educators in the state of California. There were 474 qualified responses to the survey, from 215 districts across the state. Results indicated a rising concern of teachers over mis-assignment and elimination of Physical Education in their school district. The survey's conclusions and results can be found on our website. Many thanks to Dr. David Daum (SJSU) for heading up the white paper committee of Dr. Chris Gentry (CSUSB), Cindy Lederer, and myself, which worked on the survey results.

#### ----- **Call to Action** -----

Statewide PE teachers are now under a great amount of pressure to defend their programs amid concerns of the education budget. It is now time for CAHPERD members to step up and collaborate with your state organization in working at the state, local county and district levels. CAH-

PERD is supporting teachers with a CALL TO ACTION movement that has included Zoom meetings to share important conversations, valuable resources and tools of support for every CAHPERD member to utilize as they advocate with their local school district. Look for CAHPERD email blasts and check the CAHPERD website for more information about these valuable supports.

#### ----- **Moving Forward** -----

As our schools begin to reopen for the end of this 2020-2021 school year, the importance of health and well-being have been identified as top priority for students and school staff. It is well known that physical, mental, and social-emotional health are essential for student success in learning and in life. Research has shown that obesity rates among children have increased substantially during this pandemic. Families have had to keep students indoors to reduce COVID-19 transmission. In turn, this has limited students' physical activity while increasing the reliance on processed, calorie-rich, and nutrient-poor foods. We are undergoing a global health crisis. As much as those in our profession understand that physical education and health education should be prioritized as key methodologies for addressing student health and well-being, the very existence of PE in California's school curriculum is now being threatened. Our need to work together and advocate for our profession has never been greater. We will need to create a strong CAHPERD community and stick together as California health and physical educators. We can do this by continuing to stay involved as a part of the professional conversation during these critical times. As we move through the final months of this school year CAHPERD will continue to provide ongoing support through this ever-changing world and we know each of you will continue to provide high quality instruction in a variety of formats.

#### ----- **Thank You** -----

Finally, thank you all for supporting me as your president this year. Special thanks to the current BOD, Past president Seth Martin, VP's Christopher Pepper, David Daum, Peter Straus, Alyssa Gallegos, and Kasey Jones, and welcome to our new president Will Potter and our new CAHPERD leadership team.

Sincerely,  
Patti Suppe  
CAHPERD President 2020-2021



# EDITOR'S MESSAGE

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**T**he Spring 2021 CAHPERD Journal marks the ninth time members have been provided with an electronic format. As a means to reach as many readers as possible, the editorial board continues to look for additional ways to share the latest and most pertinent information regarding the HPERD field. This issue contains three primary sections: peer-reviewed articles, Discover and Disseminate research abstracts, and CAHPERD Voices.

**T**he peer-reviewed articles in this issue cover two unique topics. Article one presents how teachers can use specific pedagogical models to help students practice and develop social and emotional health. The paper highlights how adventure-based learning, sport education, and teaching personal and social responsibility can help teachers to promote human relationship skills in the classroom.



The second peer-reviewed article is a practitioner paper that helps frame how bilateral transfer of motor learning can occur through the use of a hand-held wooden kendama. This article provides tips on how to introduce, practice, and assess motor learning using a kendama. Practice with a kendama can promote coordination advantageous with other types of upper limb motor skills (e.g., juggling, table tennis, rhythmic gymnastics).

The purpose of the Discover and Disseminate section is to provide readers with short abstract reviews of journal articles that have been published in other HPERD journals. This issue includes eight Discover and Disseminate abstracts that cover a range of areas, such as the impact of COVID-19 on childhood obesity, the safety of creatine supplementation in active youth, common stressors in physical education, and strategies for teaching adapted

dance fitness, to name a few.

CAHPERD Voices is a newly added section to help promote more opportunity for CAHPERD members to share their insight and experience regarding specific topics of interest. For this issue we asked members to illustrate their successes teaching during the COVID-19 crisis.

The editorial board is delighted to provide this publication and hope the content within may serve to benefit the readership of the journal. We continue to encourage our membership to consider submitting their own original work, whether it be in the form of a peer-reviewed article or in answering a CAHPERD Voices prompt. Further information on these two types of submissions can be found on pages 38 and 39. We look forward to hearing from you in the near future.

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# MODELS FOR SOCIAL AND EMOTIONAL LEARNING IN PHYSICAL EDUCATION

By Paul T. Stuhr and Taha Qadeer

*Dr. Paul T. Stuhr is a professor in the Department of Kinesiology at California State University San Marcos. Mr. Taha Qadeer is a Kinesiology student at California State University San Marcos. Dr. Stuhr and Mr. Qadeer have research interests involving social and emotional health in physical education.*

## Abstract

**S**ocial and emotional learning (SEL) has garnered a lot of attention as playing a critical role in developing the whole child in K-12 educational settings. Adventure-based learning, sport education, and teaching personal and social responsibility are considered to be valid pedagogical models that physical educators can consider incorporating into the curriculum to help promote a range of human relationship skills. These three physical education models have a long and evidence-based history in helping teachers structure means through which SEL outcomes can come to fruition. A primary focus of this paper is to highlight the key features associated with each model that specifically address SEL acquisition for students. Additional resources and pedagogical tips for teachers to enhance SEL are also provided.



“SEL is an integral part of education and human development... can help address various forms of inequity and empower young people and adults to co-create thriving schools....”

**A**dventure-based learning (ABL), sport education (SE), and teaching personal and social responsibility (TPSR) are pedagogical models that can be used within physical education to promote social and emotional learning (SEL). The aim of the paper is to introduce readers to some of the main features of each model with regard to how each instructional approach can help support SEL in physical education. Resources to help teachers gain a deeper understanding of how they might be able to implement these models in the classroom will also be provided. The purpose of this paper is not to provide a comprehensive or exhaustive description of each model, rather this article will address two fundamental questions regarding the use of these approaches for the advancement of SEL in physical education. First, what are the salient features and essential elements of each model that are directly associated with SEL? Second, what does the literature indicate about these models in meeting student learning outcomes associated with SEL? The article highlights a broad overview on how SEL is addressed within each of these models and provides the necessary resources and tips for those interested to seek out ways to replicate these instructional approaches further with their students. Finally, we will discuss some teaching tips for the further promotion of SEL in order to create a culture of care with students, including various types of techniques to use for formative reflection of SEL within physical education.

### Social and Emotional Learning

**I**ntentional Opportunity. An argument can be made that SEL integration should be an integral part of the broad K-12 curriculum. There is evidence to suggest that intentionality (i.e., deliberate planning, delivery, and reflection) associated

with SEL instruction can lead to an assortment of desired prosocial and positive emotional outcomes within the classroom (Durlak et al., 2011). Many schools do not have a pre-determined system or purposeful plan in place to address SEL outcomes with K-12 students. To this aim, physical education teachers represent part of the broader school system and can promote these much needed social and emotional skills through the use of purposeful model-based instruction.

**S**EL outcomes align with and are associated to SHAPE America National Standard 4, which focuses on responsible personal and social behavior that respects self and others (SHAPE America – Society of Health and Physical Educators, n.d.). Additionally, the outcomes associated with SEL are also a focus within the California Model Content Standards (n.d.), specifically overarching standard 5 (grades K-8) and standard 3 (grades 9-12), which frames the importance for students to demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to physical activity. By using an instructional model like ABL, SE, and TPSR, physical educators can plan for and deliver instruction as a means to help students acquire SEL outcomes associated with state and national standards.

**C**ASEL. One of the most prominent advocates and resource providers for SEL information is the Collaborative for Academic, Social, and Emotional Learning (CASEL, n.d.). As indicated on the CASEL website (CASEL, n.d.), “SEL is an integral part of education and human development... can help address various forms of inequity and empower young people and adults to co-create thriving schools....” Aligned with the values of CASEL, there are two salient elements that should be included and intentionally planned for in all SEL instruction: (a) inclusive learning – where teachers consider how to transform the environ-

ment into a place that is safe, caring, and fully represents the learning needs of all children, and (b) experiential learning – where students are presented with opportunity to experience, process/reflect, and apply SEL skills (Durlak et al., 2011). Fully inclusive and experiential SEL programming can position students to feel valued, which in turn can lead to a higher degree of motivation/engagement toward developing stronger intra- and interpersonal relationship skills (Greenberg et al., 2003).

**SEL Outcomes.** There are dozens of SEL outcomes that can be addressed within K-12 education. Frank (2013) frames over three dozen SEL skills that teachers can choose from in planning for intentional instruction that include both intrapersonal and interpersonal qualities. Some of the intrapersonal qualities include honesty, empathy, responsibility, self-respect, integrity, resilience, and confidence. While some of the interpersonal qualities focus on cooperation, kindness, effective communication, conflict resolution, trust, and problem solving.

CASEL frames SEL outcomes among five broad categories: self-awareness (e.g., recognizing one’s emotions), self-management (e.g., emotional regulation through stress management), social awareness (e.g., showing empathy for others), relationship skills (e.g., teamwork), and responsible decision making (e.g., following rules, routines and expectations). Since there are so many SEL outcomes, the key for educators is to decide on which SEL skills they would like to achieve with their students and then choose instructional approaches that can help students demonstrate an enduring understanding of these desired outcomes. For example, when engaged in ABL, SE, and TPSR students have opportunity to develop more effective cooperation (Frank, 2013) better communication (Siedentop et al., 2011), and more responsible personal behavior (Hellison, 2011). This example illustrates SEL outcomes aligned to the

CASEL categories of social awareness, relationship skills, and responsible decision making.

ABL, SE, and TPSR use various features (i.e., pedagogies) in helping students reach SEL outcomes. Table 1 provides an overview of the: (a) major features of each of the physical education models associated with SEL, and (b) sample resources to learn more about ABL, SE, and TPSR. Teachers can use table 1 as a snapshot or starting point with the hope that one of the models might be an additional pedagogical tool to be used in the classroom as a means to promote SEL for students. The resources provided can be sought to help support greater depth and detail of the content knowledge needed to plan for and deliver the model. As can be expected, it is difficult to provide an in-depth overview of the intricacies of each model within a table, thus the following sections of this paper will cover each of the major features of the models, that connect to SEL, to further enhance comprehension.

The primary aim of ABL is to create a student-centered, physically active classroom, where SEL is a product of both experience and group processing...

Adventure-based Learning

The adventure-based learning (ABL) model is a system of learning that involves maximum student involvement with purposeful teacher guidance. The model positions students to be able to work collaboratively and increase group cohesion and interdependence through the use of cooperative and experiential activities (Sutherland et al., in press). The primary aim of ABL is to create a student-centered, physically active classroom, where SEL is a product of both experience and group processing that occurs at the end of the lesson (i.e., the reflection or debrief). Participants are given higher levels of autonomy versus a traditional unit of instruction and achieve the desired SEL outcome of the experiential activity through the social relationship skills of communication, cooperation, emotional and physical trust. Some of the more salient SEL features embedded in the ABL model that make it ideal for K-16 student populations in-

Table 1: Models for Social and Emotional Learning in Physical Education

Model	Features Aligned to SEL	Resources
ABL	Welcome the Unexpected	Frank, 2013
	Value the Experience	Panicucci et al., 2002
	Debrief the activity	Stanchfield, 2016
	Relevancy of the learning outcomes	
SE	Seasons	Siedentop et al., 2011
	Affiliation	Hastie et al., 2011
	Festivity	Wallhead et al., 2013
TPSR	Be relational with kids	Hellison, 2011
	Gradual Empowerment	Metzler, 2017
	Reflection	Watson & Clocksin, 2013

clude the following themes: welcome the unexpected, value the experience, debrief the activity, and relevancy of the learning outcomes.

**Welcome the unexpected.** ABL elicits excitement through the use of a diverse set of experiential activities that challenge students to remain prepared for every new possibility the teacher may present (Stuhr et al., 2016). The novelty of the physical, yet cooperative activities in ABL entice students to participate. The experiential nature of the activities, along with debrief sessions, create space for spontaneous social interactions to occur when implementing ABL. Additionally, one of the primary goals of ABL is to provide an inviting atmosphere where students receive ample opportunity to work on and develop social and emotional skills.

**Value the experience.** There is empirical evidence indicating that students who participate in ABL enjoy and value their time in physical education (Stuhr et al., 2018; Stuhr & Sutherland, 2013; Stuhr et al., 2015). ABL focuses on non-competitive means through which students of all ability level can participate and feel success-

ful. The non-traditional approach to physical education, coupled with the newness and novelty of the activities makes ABL very inviting. Additionally, the group processing or debrief sessions are structured in such a way that allows for equitable voice through which all students are provided opportunity to discuss their perspective and opinion about the experience, as it relates to the SEL theme covered.

**Debrief the activity.** Group processing (also known as the debrief) is where students reflect on how the ABL experience connects to or helped them to develop specific social and emotional skills. The debrief should be student-centered and incorporate different group sizes for the conversation/reflection to take place, such as, individual reflection, pair-share, small group, and whole class discussion (Sutherland et al., 2019). One goal of the debrief is to help students gain an understanding and to value working on improving his or her own social and emotional development. During the group processing session, teachers can use the Sunday Afternoon Drive debrief model as a tool toward facilitating an effective conversation at the end of the les-



son (Stuhr & Sutherland, 2013; Sutherland & Stuhr, 2012). The Sunday Afternoon Drive debrief model is a way for students to make sense of “what” happened, “why” the experience in the activity was important to them, and “how” they can work toward applying what they learned toward future life events. This group processing model is ideal for helping teachers implement very pragmatic and reflective techniques that have been shown to be effective in promoting transfer of SEL to life situations outside the classroom (Stuhr et al., 2018; Stuhr et al., 2015).

**Relevancy of the learning outcomes.** ABL is about helping students develop social and emotional skills that connect to and can be pragmatically used within their own lives (i.e., personal or self-betterment). In order draw students in and build engagement the activities (especially the debrief sessions) must remain relevant to the lives of the students. Students tend to remain engaged in ABL activities for longer periods of time when the movement experience itself can be applied to the students’ lives through the reflective process (Stuhr et al., 2016). One of the salient concepts of

ABL is called challenge with choice (Stanchfield, 2016). This concept allows students to determine the extent to which they want to participate in the activity. Everyone in class must participate, however challenge with choice empowers students to choose to what extent they want to add value to their experience in the cooperative activity. The ability for a student to choose her or his level of participation makes the experience autonomous and allows for the activity/learning to be more authentic rather than something that is being forced or commanded by the teacher.

**Social and emotional learning outcomes.** Teachers who use the ABL model can expect to see students who are working toward an assortment of intrapersonal and interpersonal relationship skills (Stuhr et al., 2016). With regard to intrapersonal relationship skills, students have an opportunity to work on SEL that involves commitment, self-discipline, self-esteem, grit, honesty, and optimism. Whereas, with interpersonal relationship skills students are positioned to work cooperatively toward accepting personal differences, communicating clearly with

others, developing a sense of community, and overall coming to a better understanding of their classmates. Readers are encouraged to view the history, empirical evidence, and pedagogical relevance surrounding ABL in Sutherland and Legge's (2016) comprehensive literature review.

## Sport Education

**B**eyond the multi-activity approach found in many secondary physical education programs, sport education (SE) is one of the most prominent curriculum models used by teachers within the field (Farius et al., 2018). SE is designed to inspire students to be physically active within an environment that provides authentic opportunity to experience movement as "...competent, literate and enthusiastic sportspersons" (Siedentop et al., 2011, p.4). Some of the anticipated student learning outcomes that are promoted through the use of SE include, development and execution of sport specific techniques and tactics, knowledge and appreciation for the rules, rituals, and traditions of sport, and participation in developmentally appropriate physical activities using appropriate behavior (Siedentop et al., 2011). There are several features associated with implementing SE. These features include, seasons (longer than typical units), affiliation (student's members of teams), formal competition (scheduled intra- and inter-squad competitions), record keeping (informal and formal methods for keeping scores and statistics), festivity (student created team names, cheers, colors, handshakes, pictures, banners, etc.), and culminating event (a concluding performance or special event designed to be the highlight or climax of the season where all students can demonstrate what they have learned throughout the season). For the purpose of this paper, we focus on the SE features that best align with fulfilling outcomes associated with SEL: seasons, affiliation, and festivity.

**S**easons. Sport seasons in SE are purposely designed to be longer than traditional physi-

cal education units. The longer unit allows students to stay on the same team for the length of the season and provide them with ample time to learn various techniques and tactics required of a particular sport or movement activity. The length of a season is contextual and in large part determined by the allotted time for the physical education class. There is great variance in season length (i.e., as few as 12 lessons at the elementary level, up to an entire half of a semester at the secondary level). Seasons typically include three phases: a pre-season (practices and intra-squad games), in-season (further practice for refinement of motor skills and inter-squad games), and post-season (playoffs/tournament and culminating event). The games are more meaningful because they are a part of a fixed schedule, and the length of the season creates space for students to get to know each other and start to develop deeper social relationships (Siedentop et al., 2011). The longer the students stay with their

teams throughout the season (i.e., more allotted time) the higher the opportunity for interpersonal relationships to be fostered. Within SE students are also tasked with the opportunity to lead practices and coach their peers through various movement.

The roles that students carry out within a SE season position them to have a more holistic view and experience.

**A**ffiliation. Affiliation focuses on team membership and the social cohesion that can be created in the physical education classroom. SE provides opportunity for students to develop deeper connections with each other through varied and purposeful pedagogies embedded within the model. As previously mentioned, SE emphasizes longer units of instruction (i.e., seasons), where students stay with the same teammates throughout this entire duration. Whereas, the feature of team affiliation includes specific roles that each student carries out during the season. The goal behind role creation is to allow students to experience authentic sport and various facets that are embedded in this culture. Some examples of SE student roles would include coach, referee, scorekeeper, or trainer. The roles that students carry out within a SE season position them to have a more holistic view and experience with sport. There is sound logic behind creating affi-

ation through the implementation of team roles for the possibility to establish SEL outcomes, as these roles provide equitable opportunity to be part of a team and to socialize with peers.

**Festivity.** A primary dimension of sport that defines its culture is festivity. As part of the SE unit students take on the responsibility of creating/deciding team names, colors, handshakes, cheers, banners, and any other element that adds to the excitement and social nature of sport. Teachers can embed festivity within the SE unit through an assortment of ways, whether it is through team affiliation, lesson and unit awards, or even through a culminating event (i.e., ways to celebrate team success and unity). Festivity is also a great pedagogy for establishing fair play and an inclusive environment for students, where competition is present but de-emphasized and not an end-all or zero-sum experience (Vidoni & Ward, 2009). Through the use of festivity, the SE unit can add a social element that can be quite motivating for all students.

### **Social and emotional learning outcomes.**

There is a long history of empirical studies that have highlighted the impact of SE on helping students within matters associated with SEL (Hastie et al., 2011). Some authors suggest that SE can play a major role in helping to motivate students and promote enthusiasm within physical education (Wallhead & Ntoumanis, 2004). While other investigators have claimed that SE can help students develop interpersonal and intrapersonal relationships skills such as team building and self-competence respectively (Spittle & Byrne, 2009). SE has also been found to have a positive effect on social affiliation and enjoyment in physical education and shown to help increase participation in extra-curricular physical activity (Wallhead et al., 2013). The body of evidence collected over the past several decades on SE provides sound argument for using this model to promote social and emotional growth for students.

## **Teaching Personal and Social Responsibility**

Positioned as a way to promote positive youth development, teaching personal and social responsibility (TPSR) is a model that can promote humility, responsibility, decency and cooperation in physical education. The model was created by Don Hellison to help troubled children from low-income backgrounds develop the skills that would help them succeed in life through participation in physical activity. TPSR holds the premise that the centrality of the classroom should

take into account ALL students; not just the gifted, most athletic, or those from high affluent communities; not just boys and not just the able-bodied.

TPSR uses the motto that students come first in the classroom, and even those who are underserved and overlooked should be provided with opportunity to develop SEL that can be transferred to everyday life.

TPSR uses the motto that students come first in the classroom, and even those who are underserved and overlooked should be provided with opportunity to develop SEL that can be transferred to everyday life.

There are five guiding levels of TPSR used to help students take on more intrapersonal and interpersonal responsibility. These levels include:

respecting rights and feelings of others (affective self-control), self-motivation (participation and effort on tasks), self-direction (making good choices, starting and seeing a task through to the end), caring (proactive communication and help in meeting the needs of others), and transfer, which includes being a role model and applying these prosocial skills beyond the classroom (Hellison, 2011). Each of these five levels (or core values) should be considered progressive, where students are provided with strategies to help them move toward higher forms of behavior associated with personal and social responsibility (Martinek & Hellison, 2016). Even though the levels can be considered step-like, helping to move students toward a higher degree of behavior, kids may move up and down these levels/steps throughout their experience in class depending on the student's maturity level or other outside

variables (e.g., home life). Thus, the levels should be considered dynamic rather than fixed or unidirectional.

**T**here are five instructional tasks/components that are embedded within a TPSR lesson (relational time, awareness talk, physical activity time, group meeting, and reflection time) that can be used by teachers to help promote social responsibility (Hellison, 2011). These five lesson components represent multiple opportunities for teachers to help students achieve behavior associated with the five levels of TPSR. To this aim, the five instructional components of a lesson also provide opportunities for SEL involving three distinct themes: being relational with kids, gradual empowerment, and reflection. These themes can be considered to be additional pedagogical tools used by teachers to promote SEL (Hellison, 2011).

**B**eing relational with kids. Relational time within a TPSR lesson refers to informal periods of time (before, during, and after class) where the teacher can have positive interactions to build rapport and demonstrate genuine interest

in the well-being of the students. An awareness talk is a period of time at the start of a lesson (i.e., anticipatory set) where the teacher can cover or remind students of the behavioral expectations with regard to working with other students. The awareness talk can be pithy and only take up a few minutes in order to maximize time for the other components of the lesson. One key to building prosocial relationship skills with students is being a good role model of such behavior. Students vicariously pick up on the teacher's verbal and non-verbal cues throughout the school day. A teacher should always be mindful on how they are being received by students and set the tone by modeling those expectations they wish to see come from their students.

**G**radual empowerment. Physical activity time is a great occasion during the lesson to allow for opportunities where students can be empowered to take on responsibility. Allowing students to fulfill roles such as stretching leader, team coach, or even through peer assessment are great ways to make the lesson more student-centered and less teacher directed. This additional autonomy can be instrumental in helping



to motivate students toward taking on more responsibility for their learning. In small teams, a structured group meeting is another way for students to be active leaders. Students can provide positive and specific feedback to teammates, conduct a peer assessment, or take time to share their opinion about how the entire group is performing in regard to certain motor skills.

**Reflection.** Conducted at the end of a TPSR lesson, taking time to individually reflect on the effective display of behavior in relation to the five levels of TPSR is another great way to get students to think about SEL. Reflection strategies vary, from think-pair-share to the use of thumbs up / thumbs down prompts. The key is for the teacher to formally structure time to conduct reflection in order to bring opportunity for students to think about and discuss the intra-personal and interpersonal skills that they were able to practice/use during the lesson. Reflection time can also be used to remind students of the behavioral expectations, celebrate the achievement of following class rules and routines, or even as a way to address how the relationship skill can be transferred to everyday life.

**Social and Emotional Learning Outcomes.** The SEL outcomes associated with the TPSR model have been found to be mostly positive (Pozo et al., 2016). There are studies that have reported improved personal and social responsibility (Gordon, 2010), enjoyment (Cechini et al., 2007), self-efficacy (Escarti et al., 2010) and even educational outcomes associated with higher grades and better school conduct (Wright et al., 2010). To this aim, these studies point to students who were able to develop social and emotional regulation. TPSR is an effective, reliable and sufficient model in assisting teachers who wish to help youth develop personal and social responsibility.

### **Additional Tips for Social and Emotional Learning**

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Teachers interested in creating SEL opportunities can consider a number of didactics to help shape desired pro-social behavior with students. Provided in this section are two additional teaching tips to consider when creating a culture of care for students to flourish in physical education.

**Tip 1 – Group Processing.** There are a variety of ways teachers can implement group processing (i.e., reflective strategies) to help students deepen their learning of course content, including attainment of SEL outcomes. As previously mentioned, one particular strategy that can be used in ABL is called the Sunday Afternoon Drive debrief model (Sutherland et al., 2012). However, with regard to SE, TPSR, or any other instructional approach there are a variety of ways to help students reflect on primary learning experiences as they relate to SEL. Some other techniques teachers can use to help process learning experiences include: Funneling Approach (Priest & Naismith, 1993), Adventure Wave (Schoel et al., 1988), Experiential Learning Cycle (Kolb, 1984), and Outward Bound Plus model (Bacon, 1987). We also suggest the resource called A Teachable Moment by Cain et al. (2008). This text provides dozens of techniques and experiential activities for students to internalize thoughts, feelings, and ideas associated with SEL in an effort to think deeper during group processing.

Regardless of the reflection strategy used group processing should allow for the inclusion of three fundamental elements (Stuhr et al., 2015):

- provide ample opportunity for all students to contribute to the discussion (e.g., pair-shares, small group, and whole class dialogue),
- promote student-driven, face-to-face communication with minimal distraction, and
- embrace emotionally safe discussions where all students feel comfortable speaking about potentially difficult SEL skills.

Additionally, educators should focus on techniques that will increase the likelihood of making the reflection powerful and memorable for students. Teachers who wish to deepen the level of dialogue during group processing can also consider the following five reflective tools (Stuhr et al., 2018):

- Note taking – educators can take brief and pithy notes on key words or phrases they hear students bring up during the group processing, especially those comments directed to the identified SEL skill being targeted.
- Paraphrasing – when an important comment is made by a student the educator should briefly repeat what was said. Paraphrasing helps check for understanding of the student comment and allow other students to hear the re-

sponse one more time.

- **Probing questions** – These types of questions create opportunity to deepen the dialogue. Example questions might include, “can you explain what you said further” or “why do believe that to be true” or “would you mind providing an example of what you mean?”

- **Acknowledging** – Taking the time to praise students and recognize students who contribute to the conversation can be quite powerful as a reflective tool. Students may be hesitant to want to speak in front of the group. As such, teacher praise can be helpful in promoting an emotional safe learning environment to encourage more students to speak.

- **Contributing** – Group processing should be student-centered and allow students time to speak. However, educators should find moments to add to the reflection by contributing their own thoughts and ideas as well.

The ultimate goal in taking time during a lesson for group processing is to allow for student voice, in connecting classroom experiences related to social and emotional skills to real-world life experiences (i.e., transfer of learning). Teachers should be mindful of connecting the lesson focus (SEL skill) to the real-world life experience of the student whenever possible.

**Tip 2 – Pedagogy and Assessment.** There are a variety of generic pedagogical strategies or core practices that have been suggested by numerous experts in being essential for a quality physical education program (Ward, 2020). These core practices set the teacher and students up for success on reaching a number of desired learning outcomes, including SEL. Five core practices that directly align with promoting SEL include: establish rules and routines, hold students accountable using informal and formal accountability systems, establish rapport with students, use of positive-specific feedback and encouragement to help motivate students to produce strong effort and correct performance, and provide authentic means to assess students on their understanding and use of SEL concepts. A photo journal can be used as an authentic assessment to capture students’ comprehension of various SEL concepts (Stuhr et al., 2020). The primary aim of a photo journal is to help students express social and emotional skills that they may have experienced or that have been discussed within the classroom. Through visual representa-

tion (personal photos or drawings) and descriptive narrative (about the photos or drawings) the student is provided opportunity to reflect on certain SEL concepts. See Stuhr et al. (2020) for further detail regarding the implementation of a photo journal within physical education.

## Concluding Remarks

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Throughout this article the authors have provided an overview of three prominent models used in physical education that, if implemented correctly, hold the potential to help teachers promote SEL. ABL, SE, and TPSR can be considered pedagogical frameworks for helping educators to achieve the following:

- **Promotion of emotional and physical safety.** Safety for all children is critical for desired learning. Student engagement in class should be considered a relational phenomenon. To this aim, there is evidence that when students feel good about their instructional environment, and close with teachers and peers, they can achieve more in the classroom (Hamre & Pianta, 2001). Each of these models emphasize non zero-sum outcomes for all students regardless of ability level, through the vehicle of physical activity.

- **Student leadership.** Opportunity for active and autonomous learning presents itself across all three models (e.g., ABL with challenge by choice, SE with team affiliation, or TPSR with gradual empowerment). Joseph Joubert’s quote, to teach is to learn twice is a very apropos cliché that can be tied directly to the importance for including student leadership. A prosocial agenda can be set when children are allowed to be teachers, coaches, and good role models for their peers. Each of the three models allows for vicarious social and emotional experiences to occur through cooperative leadership.

- **Intentional opportunities for students to reflect on SEL.** Group processing should be a non-negotiable across all classes. Each of these models provide creative ways for students to communicate using group processing techniques.

- **Demonstration of SEL through the use of authentic assessment.** There is an assortment of resources that teachers can obtain in helping to shape the assessments used in each of these three models (Hellison, 2011; Siedentop et al., 2011; Stanchfield, 2016). Simply stated, assessment of SEL provides evidence to all school stakeholders (students, parents, administrators,

other teachers) that students are learning relationship skills that are important, and that transcend a multitude of desired behavior for children.

The intention of this paper was to expose educators to three prominent model-based approaches used in physical education to help promote SEL. The literature on ABL, SE, and TPSR highlight promising findings that support the use of these models for increasing student development of social and emotional skills in physical education settings (Dyson et al., 2020; Hastie et al., 2011). Educators can learn more about and perhaps implement one (or more) of these models by reading the referenced textbooks and articles listed in Table 1. Teachers who consider using ABL, SE, or TPSR for the first time should allow for sufficient time to learn, plan for, and implement the model. Patience cannot be underscored enough with implementing any of these models for the first time. Not only will teachers need to be patient, so too will students need ample time to learn about the philosophy and components that make up each model. Otherwise, to this point, there is potential for any of these models not to produce desired SEL outcomes. Teachers may also want to start small with implementation and gradually expand on elements to allow for students to work through any “learning curve” associated with the model.

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# UTILIZING A KENDAMA FOR TRANSFER OF MOTOR LEARNING IN HIGH SCHOOL AND COLLEGE PHYSICAL EDUCATION

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## Abstract

**C**lassroom activities designed to teach novel upper limb skills can introduce students to the concept of transfer of motor learning through practice. Bilateral transfer of motor learning is the recognized effect of improvement in a physical skill from practicing the skill on the opposite side limb. The aim of this paper is to provide physical educators with guidelines for creating a motor learning activity to promote discussion of and a practice opportunity for students to transfer a movement skill from one hand to the other unpracticed hand. The framework for physical educators to implement a motor learning activity is presented with the example of using a hand-held wooden kendama. A kendama has a handle with cup surfaces and a wooden ball on a string such that the ball can be caught in a cup surface. The examples and suggested activity are for high school and college students to practice kendama catches only using the non-dominant limb. Students are given an opportunity through this activity to explore if practice on the non-dominant hand improved the skill on their other hand.



**T**his practitioner paper aims to provide physical educators at the high school and college level with ideas, guidance, and a framework for implementing an engaging activity aimed to introduce motor learning concepts. The material presented will focus on teaching transfer of motor learning through introduction of a novel upper limb motor skill. Essentially, students can experience the motor concept that practicing a skill with one hand can improve the skill of the other unpracticed hand (Land et al., 2016). Practice of a new motor skill on the dominant limb has been demonstrated to transfer to the non-dominant limb and vice versa (Magill, 2011; Schmidt et al., 2019). Introducing and practicing a new physical skill on the non-dominant limb in a physical education lesson can be used as a progression in learning to explore motor performance. Training the non-dominant hand can be unexpected and enjoyable for those students looking for added challenge, and as a means to improve motor activities that incorporate the upper limbs (e.g., swinging, catching, throwing). Further, bilateral coordination can be beneficial in activities including but not limited to swimming, martial arts, floor hockey, gymnastics or paddling where accurate use of the left and right side of the body can be advantageous. Most students will choose to use their dominant hand when learning physical skills outside of the classroom and should be provided appropriate progressions once mastery of the dominant limb is demonstrated.

**R**esearch has demonstrated that shoulder, wrist and hand movements often exhibit bilateral transfer of learning (Aune et al., 2017; Land et al., 2016). Lower limb motor skills have a high variability when it comes to effectiveness of transfer of motor learning (Krishnan et al., 2017; Marcori et al., 2020). Therefore, it is recommended that educators choose a novel upper limb motor skill when teaching concepts of transfer of learning to students. The purpose of this manuscript is to provide a framework and example activity for high school and college students such that educators can introduce the experience of training their non-dominant hand and explore this motor learning concept. Specifically, students

will learn whether skill practice can benefit the skill of their other unpracticed hand.

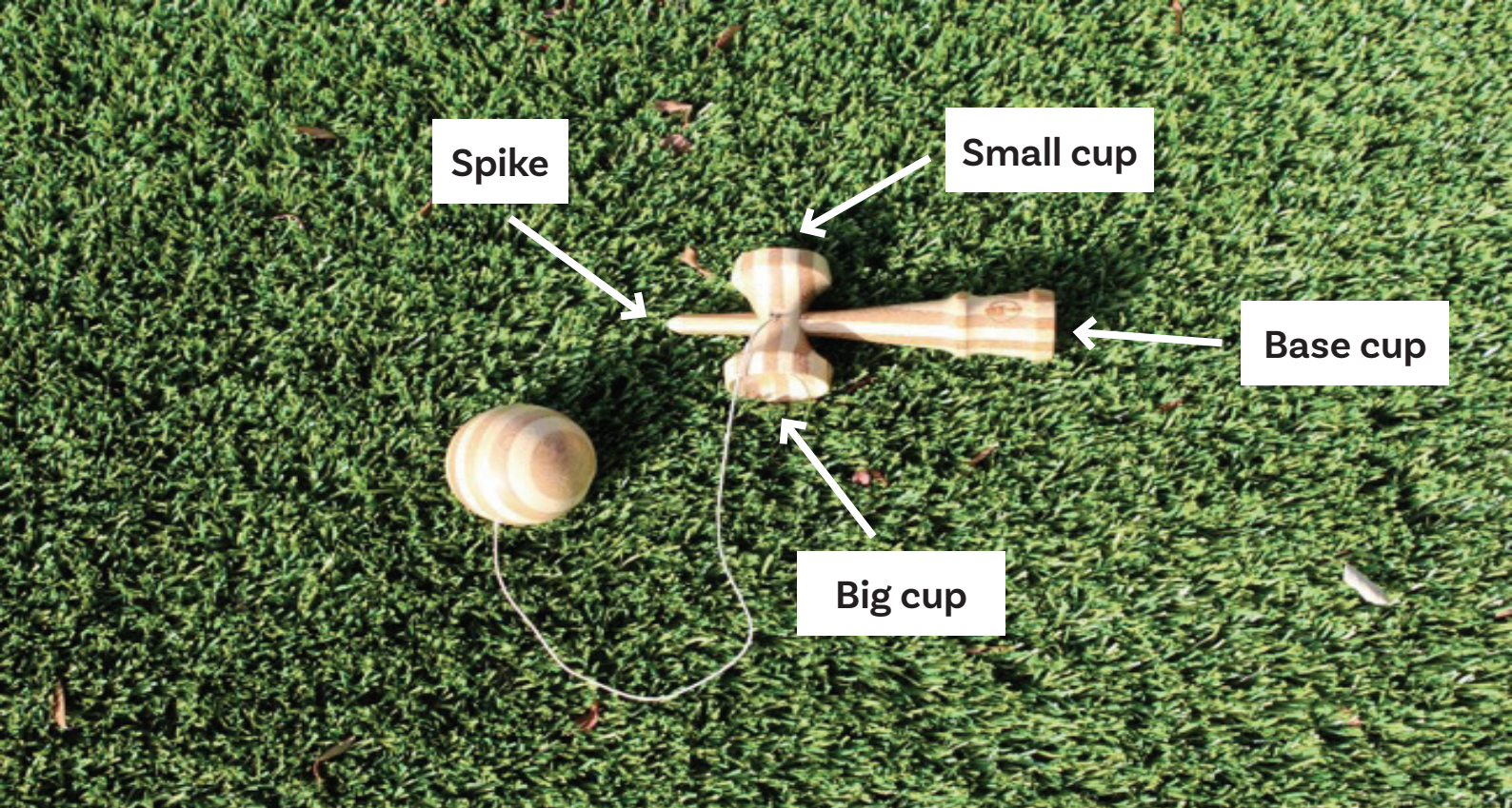
## Motor Learning Activity Design and Suggestions

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**T**eaching bilateral transfer of motor learning is a physical activity that can be successfully implemented for high school or college students. The suggested motor learning activity meets Society of Health and Physical Educators (SHAPE) America standard 1 by allowing students opportunity to practice non-dominant hand movement patterns and transfer of learning between limbs (SHAPE, 2021). Specifically, exploring bilateral motor learning could lead to increased motor pattern competency in a variety of movement skills by expanding skills to the other side of the body. For example, bilateral skills could be beneficial in Frisbee catches or increased use of the non-dominant limb in ball sports such as water polo, soccer or basketball. Additionally, this motor learning activity aligns well with the California (CA) content standards for High School Course 1, specifically Standard 1.1 and 1.12, as students will use their understanding of training to improve the performance of the kendama skill. Also, through completion of this activity students will better understand motor learning concepts (i.e., practice planning, variable practice, transfer of motor skills) and therefore be more self-sufficient in learning skills and planning to improve skills.

**W**hen teaching motor learning concepts, it is important to choose a physical activity that is novel to most of the students. Upper limb skills work well for implementation of motor learning in physical education as upper limb skills generally require less space than novel lower limb skills and can be completed indoors if desired. Also, upper limb motor skills can easily be accomplished by students practicing simultaneously as a group in closer proximity than many lower limb skills. Proximity of students during training facilitates peer conversation and consequently student engagement.

**T**his practitioner paper will present an example physical education activity utilizing a kendama with specific guidelines for



**Figure 1. Hand-held kendama (Toysmith, Sumner, WA) with 4 catching surfaces for the wooden ball labeled.**

high school and college students. However, the kendama activity can be easily modified to a different age level of student. A kendama is a traditional hand-held Japanese wooden toy. An example of a kendama (Toysmith, Sumner, WA) is displayed in Figure 1. Use of a kendama can aid in development of hand-eye coordination. Practice with a kendama could also potentially carry over to improved one-hand catches of a ball or disc with the non-dominant hand and enhanced timing of catching a moving object. Some other possible physical activities that can be taught on the non-dominant limb include juggling 1 or 2 balls in one hand or tapping a set of colored squares in a particular pattern. However, the kendama works well to successfully demonstrate motor learning in physical education classes.

### **Bilateral Transfer of Learning Example**

**Introduce the concept of bilateral transfer of motor learning.** Educators can tell students that skills learned on one hand can improve the skill on their opposite hand. Teachers could also prompt for student participation by inquiring if the students think that practicing on their non-dominant hand will improve how well they can do a skill on their opposite hand. Use the op-

portunity to hear the students' perspectives. Teachers may hear a student say they can write with their non-dominant hand or other examples of using their non-dominant hand. Some students may share experiences about using both hands such as when playing musical instruments. Students may also volunteer anecdotes relating to how they are much better with their dominant hand. Ask students if they have ever practiced on the non-dominant hand. The educator can then explain that practice on the non-dominant hand can also lead to improved performance on the dominant hand. Alternatively, the question can be posed to students whether they expect transfer of performance ability to the opposite hand and the results can be left for students to discover at the conclusion of the activity. Students may discover that they can use their non-dominant hand better than they thought if they practice. Students may also learn that practicing on one hand can improve the other hand and therefore there is a possible benefit to practicing skills on both hands rather than just one side of the body.

**Introduce the novel upper limb motor skill and equipment.** Students will get to experience practicing an unfamiliar skill on their non-dominant hand. The kendama has a wooden ball on a string and 4 different catching surfaces of vary-

ing difficulty. It is suggested to choose one catching surface on the kendama and have all participants train to catch the wooden ball on that surface. The big kendama cup is generally the easiest for kendama catches while the spike is the most difficult (Figure 1). Experience with student groups has shown that the kendama big cup, base cup or small cup all work well as the designated catching surface for this activity. However, catching the ball on the spike has a high degree of difficulty and is not recommended. The instructor can encourage student engagement by having students be an active part of choosing the catching surface among big cup, base cup, and small cup.

It can be helpful to provide several demonstrations of attempts to catch the wooden ball on the kendama from the educator or a single student volunteer. Starting and ending positions for a kendama catch are shown in Figure 2. The attempt does not have to be successful to introduce the skill as high school and college students will understand the goal is to eventually be successful in landing the kendama ball on the catching surface. The demonstration

can include an attempt on either or both non-dominant and dominant hands. It is best to keep the attempts limited if a student volunteers to demonstrate, as the demonstration itself should not amount to a practice session. If helpful to encourage interest, material on kendama catches or the chosen novel motor skill can be presented to inspire students. For example, videos are available on kendama club websites showing sequences of kendama catches and trick catches (e.g., KendamaUSA.com).

## Design and explain the practice conditions.

The goal of this stage is to establish practice duration and the number of attempts of the skill to complete during each practice. Research has demonstrated that five separate training sessions of 12.5-minutes results in transfer of motor learning for several different motor skills (Aune et al., 2017). Based on classroom experience, it is suggested that a minimum of six practice sessions are part of the kendama activity to achieve an improvement in motor skill and successful transfer to the other hand for all students. Examples of some suggested practice schedules with number of sessions and number of minutes of practice are given in Table 1. The number of practice sessions that will be used for the activity

can be chosen by the educator. The key is to have several practice sessions with at least 10-minutes of time devoted for each session. If using an activity other than the kendama, the amount of practice time and sessions should increase in proportion to the difficulty of the skill. The practice sessions can be on consecutive days or as infrequent as once a week. Plan to practice with the students each time they meet for class. It

is suggested for the kendama activity to have all students stand during practice (Figure 3).

High school and college students may enjoy contributing ideas and suggestions for designing the practice of the unfamiliar skill on the non-dominant hand. The teacher can determine the number of class periods or practice sessions that will be completed. Deciding on the exact practice duration can be accomplished by giving the participants options equal to or greater than the number of



**Figure 2. Starting position (left image) and ending position (right image) for catching the kendama ball in the small cup.**

**Table 1: Suggested practice session schedules for non-dominant hand kendama catches for high school and college students. Practice minutes per session is the suggested minimum.**

Practice sessions (#)	Practice per session (minutes)
6	18
8	15
10	12
12	10
15	10

minimum practice minutes suggested in Table 1. Also, students can discuss together and decide on the minimum times they should attempt the chosen kendama catch during practice. Figure 4 provides an example of high school or college-level kendama activity guidelines for transfer of motor learning.

**Assess the motor skill for each student before any practice.** The first baseline assessment can be completed informally by having students self-report or formally by having other students or the physical educator involved in the count and recording of successful kendama catches. Clipboards, paper and pens can be provided for students to record the kendama catches. Example assessment recording sheets for kendama catches are given in Table 2. The assessment should include recording the number of successful catches on both the dominant and non-dominant hand for each participant. When completing the first assessment, a student should complete all 20 attempts at catching the ball on one hand before moving to the other hand to complete 20 attempts for assessment. Catches should be counted for both hands such that bilateral transfer of learning can be demonstrated after completing all practice sessions and comparing the number of successful catches after practice. Recording the baseline catches count can also help students remember what their skill level was when they first started learning the motor skill. The dominant hand can be marked on the recording sheet such that the educator can have a record of the dominant hand when comparing the first assessment to the assessment after practice. The educator can instruct students to work in groups of 3 to record the successful number of kendama catches with one student attempting catches, one student counting total attempts up to 20 on each hand and one student recording the tally of catches on the recording sheet

(Table 2). Once a student has completed 20 attempts of kendama catches on each hand, have the students rotate responsibilities for recording the next student’s assessment.

**Practice on the non-dominant hand for several sessions.** Schedule and implement several sessions of practice or training on the non-dominant limb with the practice conditions agreed upon by the class. Once the catching surface has



**Figure 3. A student stands to practice attempts at catching the wooden kendama ball on the small cup.**

**Figure 4. Kendama Activity Guidelines Example for High School and College students.**

Practicing kendama catches on your non-dominant hand only can improve how well you can catch the kendama ball while improving the skill on your other hand as well. We will assess how well you can catch the kendama ball on both hands. Then, you will practice on your non-dominant hand only for several practice sessions. After completing all practice sessions, you will be assessed on both hands and reflect on whether practice on one hand improved that hand only or your other hand also.

**Equipment:** Kendamas, clipboard, paper, pen, timer

**Quick write or quick share (5 minutes):** Do you think you will improve catching the ball on the kendama on both hands or only the hand you practice on? Why?

- **Step 1. Introduce the kendama**
- **Step 2. Design practice conditions as a class- non-dominant hand practice only**  
Choose catching surface for the entire class to practice:  
\_\_\_ Big cup      \_\_\_ Small cup      \_\_\_ Base cup
  - o Practice every day class meets
  - o Number of total practices (circle): 6    8    10    12
  - o Number of minutes per practice session (circle): 18    15    12    10
  - o Minimum number of attempts per practice session (circle): 20    30    40
- **Step 3. Count number of kendama catches before any practice**  
You will work in groups of 3. One student attempts catches, one counts total number of attempts and one counts catches.
  - o On a separate sheet, record student name or initials and a place to record left or right hand catches
  - o Tally attempts: Mark I for a catch and X for a miss
  - o Each student completes 20 attempts for catches on the chosen cup on each hand.
  - o Count number of successful catches per handBegin your first practice session as soon as you are done with assessment.
- **Step 4. Complete all practice sessions on non-dominant hand only**
- **Step 5. Repeat the assessment procedure in Step 3 for final assessment**
- **Step 6. Compare the number of catches on both left and right hands between initial assessment and final assessment. Did the number of catches improve only on your non-dominant practiced hand, or did practice on one hand improve the skill of the other hand?**

been chosen, there is no need to limit practice to only one catching surface as long as students do practice the minimum number of attempts on the chosen kendama catching surface. Constrain practice to be completed on the non-dominant limb only.

An activity for teaching bilateral transfer of a motor skill can be a stand-alone lesson, or it can be implemented in conjunction with other physical education learning activities. For example, the kendama skill practice can be implemented over several sessions as a beginning-of-class or end-of-class task combined with other physical education content.

Participants can practice the novel motor skill together in a group learning environment. Practicing as a group allows time for students to socialize while discussing the skill. Students may enjoy sharing techniques they have tried or observations about their own skill learning process. Cooperative learning techniques such as Think-Pair-Share work well to implement during practice sessions (Freeman et al., 2014). Educators can pose a question to participants as they train, such as asking students to suggest skills that would benefit from better use of their non-dominant hand or asking if students have changed how they think about practicing skills with their non-dominant hand. Then have participants pair

**Table 2. Examples of recorded assessment sheets for number of catches and misses of the kendama ball for college students before and after practice.**

First baseline count of kendama catches on left and right hands for several college students before completing any practice.

20 attempts to catch the kendama ball per hand tallied in 2 rows of 10:

- 1 marks a catch
- X marks a miss
- Total successful catches written to the right of each 20 attempt tally
- \* marks the dominant hand of the student

Name: K.D.		First count of catches, before any practice	
Right*	Left		
X X X X X X X X X X 3	X X X X X X X X X X 6		out of 20 * Marks dominant hand
Name: K.J.			
right	left*		
X X X X X X X X X X 2	X X X X X X X X X X 9		
Name: J.T.			
Right*	Left		
X X X X X X X X X X 1	X X X X X X X X X X 4		
Name: N.M.			
Right*	Left		
X X X X X X X X X X 2	X X X X X X X X X X 2		
Name: D.L.			
Right*	Left		
X X X X X X X X X X 11	X X X X X X X X X X 2		

Final count of kendama catches on left and right hands for several college students after completing all non-dominant hand practice sessions.

- 1 mark a catch
- X marks a miss
- Total successful catches written to the right of each 20 attempt-tally

Name: K.D.		Final count of catches, after all practice sessions	
Right	Left		
X X X X X X X X X X 13	X X X X X X X X X X 11		
Name: K.J.			
right	left		
X X X X X X X X X X 9	X X X X X X X X X X 11		
Name: J.T.			
Right	Left		
X X X X X X X X X X 4	X X X X X X X X X X 8		
Name: D.L.			
Right	Left		
X X X X X X X X X X 16	X X X X X X X X X X 12		
Name: J.T.			
Right	Left		
X X X X X X X X X X 16	X X X X X X X X X X 9		
Name: N.M.			
Right	Left		
X X X X X X X X X X 15	X X X X X X X X X X 13		

with others and share with the whole group to promote reflection on the physical activity.

**Assess the motor skill of each participant after practice.** After completing several practice sessions, participants can take a final assessment to show improvement and demonstrate bilateral transfer of motor learning. This assessment can also be formal or informal, mirroring the initial assessment done before any training sessions. In a similar manner to the initial assessment, have students complete the

same number of attempts as the previous assessment. The number of successful attempts can be counted and recorded for both dominant and non-dominant limb for each participant. Allow time for students to compare initial to final assessment. Compare improvement both on the dominant and non-dominant hand. Improvement in the number of catches on the dominant hand demonstrates that the motor skill was transferred from the non-dominant hand practice.

## Concluding Remarks

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Physical education activities that teach concepts of bilateral transfer of learning give students understanding that can be carried over into other physical activities they may choose to explore or participate in. For example, practice using a non-dominant hand or foot could potentially augment skill options for students in sports activities. The kendama exercise can also help with coordination for other upper limb motor skills including but not limited to rhythmic gymnastics, dance movements, juggling, or non-dominant hand playing of table tennis. A transfer of motor learning activity promotes understanding of how we learn new physical skills. Additionally, students can appreciate upon completion of the activity that there may be a benefit to practicing on both dominant and non-dominant sides of their body. Further, the suggested activity offers many opportunities for student engagement (Ennis, 2017). Educators can guide students through the challenging experience of practicing on the non-dominant limb while teaching them knowledge that can be applied to learning other physical activities throughout their life. The suggested activity allows for student contribution in designing the type of catch on the kendama. Practice sessions provide an opportunity for students to socialize and discuss potential practice techniques and skill progress with their peers. Teacher involvement in the practice sessions provides an opportunity to listen to student conversation and prompt for reflection and peer conversation on acquisition of novel motor skills and use of the non-dominant limb. Developing and implementing an activity on transfer of motor learning can broaden the physical education experiences of students in a challenging and engaging way.

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## Acknowledgements

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# DISCOVER AND DISSEMINATE

**T**he CAHPERD editorial board is proud to present the 3rd issue of Discover and Disseminate. This literary work is designed to succinctly offer original abstracts from previously published articles for the CAHPERD membership to discover research, teaching tips, and other ideas from the HPERD literature.

## Abstract #1

**Article:** An, R. (2020). Projecting the impact of the coronavirus disease-2019 pandemic on childhood obesity in the United States: A microsimulation model. *Journal of Sport and Health Science*, 9, 302-312. DOI: 10.1016/j.jshs.2020.05.006

**Background:** The COVID-19 pandemic has resulted in school closures, stay-at-home orders, and hundreds of thousands of deaths. The pandemic may cause an increased risk of childhood obesity which can have short and long-term impacts on health. Prior to the pandemic over three-quarters of kids did not meet the recommended 60 minutes of daily moderate to vigorous physical activity.

**Purpose:** The purpose of this study was to estimate the impact of COVID-19 on childhood obesity in the United States.

**Methods:** Researchers used a microsimulation model incorporating childhood obesity data under a variety of scenarios. The data came from the early Childhood Longitudinal Study sponsored by the U.S. Department of Education. The model used four scenarios; The first scenario assumed school closures April to May 2020, then the remaining scenarios assumed a 10% reduction in daily physical activity (PA) for an additional two months, four months, and six months. The reduction of daily PA assumed that children would have reduced energy expenditure due to canceled PE classes and reduced PA over the summer. Data were also analyzed accounting for gender and race/ethnicity.

**Results:** Not surprisingly, the modeling showed that the longer the pandemic lasts the greater the impact. Scenario four (six months of reduced physical activity) estimated an obesity rate increase of almost 2.4%. The model also projected that boys, non-Hispanic blacks, and Hispanics would be at higher risk.

**Implications:** Understanding the impact of COVID-19 on childhood obesity rates will inform policymakers in determining and implementing countermeasures to counteract a potential rise in obesity.

**Submitted by David Daum, San Jose State University**



## Abstract #2

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**Article:** Harvey, S., Pill, S., Hastie, P., & Wallhead, T. (2020). Physical education teachers' perceptions of the successes, constraints and possibilities associated with implementing the sport education model. *Physical Education and Sport Pedagogy*, 25(5), 555-556.

**Background:** Sport education (SE) is a physical education model that was developed to provide authentic sport experiences in physical education. There are six major features of SE: seasons, affiliation, formal competition, record keeping, festivity and a culminating event. Despite teacher enthusiasm for the use of SE there is still limited knowledge on how physical education teachers can optimize student learning using this pedagogical model.

**Purpose:** The goal of this study was to provide insight into the benefits and challenges teachers' face while teaching SE in physical education.

**Methods:** This qualitative study used a Twitter #chat involving fifty-two physical education teachers from ten different countries. Through the use of the chat the teachers were able to have open discussions about SE and how they envisioned and experienced the use of the model. Through the lens of Windschitl's (2002) dilemmas framework, inductive content analysis of the data was conducted to determine themes. Trustworthiness was established using methods to address credibility, transferability, dependability, and confirmability.

**Results:** Three themes were discovered from the teachers using SE (benefits, constraints, and possibilities). With regard to benefits, the teachers viewed teaching SE as a positive experience. The data provided evidence illustrating positive social skills and enthusiasm coming from the students. In examining the theme of constraints, there were several challenges found by the teachers. There were some misunderstandings about accurately implementing the six features of the model. Additionally, teachers struggled with implementing a longer SE season as opposed to the shorter, more traditional multi-activity unit. Examining the theme of possibilities, the researchers' discovered that the teachers who adopted the SE model were able to engage in critical thought involving conceptual, pedagogical, and social aspects of teaching the subject matter of physical education. This questioning of how to effectively teach provides evidence that the participants in the study demonstrated a growth mindset. The teachers were reflective practitioners who looked to navigate the challenges of using SE as a means of professional development and continued learning.

**Implications:** The SE model was seen as a positive way to deliver physical education. To this aim, PETE professionals using SE in their program should design early and ongoing field experiences where candidates can practice the model and receive feedback on their teaching. Current teachers should look for ways to be involved in or create their own professional learning community when considering adopting/using the SE model. These communities are excellent ways to learn from other teachers and discuss/reflect on the challenges and successes that are derived from using SE.

**Submitted by** Taha Qadeer and Paul T. Stuhr, California State University San Marcos



### **Abstract #3**

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**Article:** Jagim, A., Stecker, R., Harty, P., Erickson, J., & Kerkick, C. (2018). Safety of creatine supplementation in active adolescents and youth: A brief review. *Frontiers in Nutrition*, 5, 1-13. DOI: 10.3389/fnut.2018.00115

**Background:** Creatine has been widely accepted as a safe and effective performance enhancing supplement for most healthy adults. However, very few studies have examined creatine's safety and efficacy among youth and adolescents.

**Purpose:** Jagim et al. aimed to shed light on this topic by conducting a systematic review.

**Methods:** Using PRISMA guidelines, the authors ultimately reference 8 published studies that examined this topic and even so, none of them explored the safety or effectiveness of creatine supplementation a priori.

**Results:** The authors concluded that creatine supplementation among youth is often well tolerated with minimal side effects.

**Implications:** Even the slightest performance advantage may increase an athlete's chances of making the team. Given the widespread availability and popularity of ergogenic aids, like creatine, it is plausible that younger athletes may consider using them as well. The effectiveness of ergogenic aids has been widely studied in adult athletes, yet research exploring their safety and effectiveness in youth and adolescents is scarce. Of those that have been conducted, most were performed in the short-term (< 1 year). Given the scarcity of published studies, particularly those conducted over the long-term, creatine supplementation recommendations for youth and adolescents would be premature.

**Submitted by Neal Malik, California State University San Bernardino**



## Abstract #4

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**Article:** Tudor, K., Sarkar, M., & Spray, C. (2018). Exploring common stressors in physical education: A qualitative study. *European Physical Education Review*, 25(3), 675-90. DOI: 10.1177/1356336X18761586

**Background:** Physical activity plays a critical role in preventing a number of chronic health conditions, such as cardiovascular disease and obesity. Levels of physical activity decline during adolescence, potentially as a result of factors such as loss of enjoyment or interest, self-concept, or perceived competence. Research has focused on the negative effects of daily stressors on academic outcomes such as decreased cognitive performance and negative attitudes towards school. However, research on the potential stressors associated with physical education (PE) has been limited.

**Purpose:** This study sought to explore the typical stressors (environmental stimuli) experienced by PE students in an attempt to explain the patterns of decreased motivation and disengagement.

**Methods:** Participants consisted of students and teachers from five secondary schools in the English Midlands. The students (n=54 with an average age of 13) were of mixed gender (male = 21; female = 33) and socio-economic status. The six PE teachers recruited (male: four; female: two) had an average of 7.2 years of teaching experience. Using an interpretivist paradigm, the study incorporated interviews and focus groups as the method to discover and understand the lived experience of the participants.

**Results:** Three primary themes were identified as potential stressors leading to disengagement: the social environment, the physical environment and organizational environment, and the performance environment. For the social environment, the common stressors identified were in regard to peers (e.g., formation of cliques) and teachers (e.g., strict enforcement of rules). For the physical and organization environment, common stressors included facilities (e.g., lack of privacy in changing rooms) and the availability and range of activities (e.g., repetitive units across grade level). Lastly, performance environment stressors included skill acquisition (e.g., unsuccessful skill attempts) and the public nature of performance activities (e.g., feeling of being placed on the spot where other students witnessed the skill performance).

**Implications:** The study was successful at identifying common stressors associated with PE such as relationships with peers, the performance climate, and the public nature of PE classes. Findings highlight the importance for teachers to plan for and monitor the learning environment for possible stressors that may reduce the likelihood for students to receive the benefits associated with PE (e.g., desired motor skills). Teachers should plan and deliver pedagogies that promote cooperative, supportive, and friendly action tendencies among students. Active listening, modeled empathy, and the use of positive praise are all interpersonal relationship examples that teachers can include in order to demonstrate care and support for students.

**Submitted by April Denny and Paul T. Stuhr, California State University San Marcos**



## **Abstract #5**

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**Article:** Barnas, J. Wunder, II, & Ball, S. (2018). In the zone: An investigation into physical activity during recess on traditional versus zoned playgrounds. *The Physical Educator*, 75 (1), 116-137.

**Background:** Elementary aged children are engaging in PA at below daily recommended levels. The result has been an increase in sedentary related health issues and habits of inactivity that continue into the adolescent years and beyond. As part of a total school health promotion program, providing a more structured and stimulating playground environment during recess has been identified as a way to increase students' daily PA levels.

**Purpose:** The purpose of this study was to compare physical activity levels of 364 3rd-5th grade boys and girls at one school when unstructured and zoned recess formats were utilized.

**Methods:** PA during recess periods was measured using the System for Observing Play and Leisure Activity in Youth (SOPLAY) and pedometers. PA was first measured when the recesses were unstructured and later when the playground was zoned into six different activity areas in which students could choose to either play a variety of games, walk continuously, or perform balance activities.

**Results:** Results were similar for boys and girls. The average movement increase in the zoned format, according to SOPLAY, was approximately 10% higher. Average pedometer step counts significantly improved by about the same percentage; an average of 175 steps.

**Implications:** In order to increase daily PA of elementary school children, it appears important elementary schools provide students with a choice of multiple stimulating activities in structured, adult supervised recess zones.

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



## Abstract #6

**Article:** Sutherland, S., and Parker, M. (2020). Responding to trauma in and through physical education. *Journal of Physical Education, Recreation & Dance*, 91(9), 16-21. DOI: 10.1080/07303084.2020.1811621

**Background:** Almost one-third of K-12 students in the United States have experienced at least two or more adverse childhood experiences (ACEs). Such traumatic disruptions in a young person's life can interfere with social, emotional, and cognitive development, often positioning students into operating in survival mode. The current education system does not provide adequate support for students who encounter ACEs. Tailoring an emotionally and physically safe classroom environment for physical education students is a potential starting point.

**Purpose:** The authors present six strategies on how to establish a safe space that can help foster well-being for all students. The six strategies covered are: know yourself, knowing your context, building relationships, building community, concentrating on social and emotional learning, and applying pedagogies of affect. Additionally, the importance of each strategy along with implementation examples are also provided.

**Implications:** The authors go into great detail providing real-world ideas on how to help students feel cared for and safe in the learning environment. For example, with regard to the strategy know yourself, the authors express the idea of reflecting on the process of learning itself and encouraging teachers to think about themselves with regard to how they learn best and under what conditions they feel valued, connected and at ease in the learning environment. Another pragmatic strategy was building relationships in order to build trust and rapport with students. This strategy includes finding time (e.g., before or after class, at recess, during warm-up, or when students are in independent practice) to have short conversations to find out a bit more about students. Building relationships also entails modeling respect through interactions with students, and being aware of ethnic, cultural, and religious beliefs. One final example, under the strategy of pedagogies of affect, encourages teachers to learn more about affective evidence-based models that can be used in the classroom to boost cultural and social capital. These models include activist approach, adventure-based learning, cooperative learning, cultural studies curriculum, skill themes approach, sport education, and teaching personal and social responsibility. Educator embodiment of the strategies provided in this article can equip teachers and students with a toolkit to navigate adversity by cultivating resiliency and enhancing social and emotional health (i.e., increased proficiency in using social and emotional skills).

**Submitted by** Svetlanna Joan Vicente and Paul T. Stuhr, California State University San Marcos



## **Abstract #7**

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**Article:** Katz, H., Prieto, L. A., Meera, B., Arescurenaga, Y., & Columna, L. (2020). Zero-fear strategies for teaching adapted dance fitness. *PALAESTRA*, 34(4), 20-26.

**Background:** Physical educators and instructors may feel uncomfortable teaching dance because it is a nontraditional sport in which they may not have experience. Although it can be intimidating to teach an activity in which one is unfamiliar, dance is required to be taught in a physical education setting according to the Individuals with Disabilities Education Act (IDEA). Dance offers several physical and psychological benefits, including opportunities for emotional expression and increased social interaction, which have a positive impact particularly on students with disabilities.

**Purpose:** The authors of this article provide approachable strategies to encourage instructors and physical educators to incorporate dance and dance/fitness into their curriculums. These foundational strategies will benefit both the teacher and students; teachers will become more confident including dance in their programs and expand their repertoire, and students will learn something new and experience success within a nontraditional sport.

**Implications:** Physical education programs will become more diverse and further aligned with IDEA standards if teachers use the strategies mentioned in this article to build dance into their programs. Strategies such as using music to motivate students, task analyzing dance routines, using a variety of visuals and prompts, and creating a warm, safe environment are foundational ideas which provide physical educators with a strong starting point for teaching dance. Furthermore, dance or dance/fitness classes may be a viable option for students who are not drawn to traditional sports or who were not previously motivated to move. Students who enjoy traditional sports will also benefit because they will be introduced to new activities. Overall, teachers and students all have the opportunity to try something new and experience the positive impact of dance classes!

**Submitted by Rachel Posteraro and Melissa Bittner, California State University Long Beach**



## Abstract #8

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**Article:** Jimenez-Barbero, J. A., Jimenez-Loaisa, A., Gonzalez-Cutre, D., Beltran-Carillo, V. J., Llor-Zaragoza, L., & Ruiz-Hernandez, J. A. (2020). Physical education and school bullying: A systematic review. *Physical Education and Sport Pedagogy*, 25(1), 79-100. DOI: 10.1080/17408989.2019.1688775

**Background:** Bullying can be positioned as behavior inclusive of verbal insults, social rejection, and/or physical abuse. In the case of the school environment, bullying can occur when a student is exposed to unwanted actions by one or more instigating students. Student bullying is one of the most serious offenses that detracts from student learning in the school environment. There has been research conducted that places bullying as a barrier for physical education students to accomplish desired learning outcomes (Tischler & McCaughtry, 2011).

**Purpose:** The purpose of this study was to conduct a systematic literature review that focused on studies involving bullying and the subject of physical education. The researchers sought to discover and analyze the physical and psychological features that involve students exposed to bullying in the school context of physical education. Additionally, to look at how bullying in physical education could be prevented and the role of the teacher in helping to mitigate this phenomenon in class.

**Methods:** The multi-phase search of the literature included the use of several electronic databases incorporating key words such as physical education, bullying, and harassment. A total of 16 articles (10 quantitative, 5 qualitative and 1 mix-methods design) were accepted for the review based upon evaluating documents found through the database searches.

**Results:** Bullying in physical education was found to be associated with less participation, lower amount of physical activity, and less perceived enjoyment. Lower student self-image was associated with higher risk of being a victim of bullying. Lower motor and social skill ability were discovered to be risk factors toward being bullied. The creation of strong and supportive social and emotional learning environments was considered to help mitigate behavior associated with bullying.

**Implications:** The teacher plays a crucial role in helping to circumvent or mitigate bullying and must act to design a classroom climate that is inclusive and consciously aware that this type of behavior may occur. Individual student-perceived variables (e.g., physical appearance, motor skills, social competence) were represented as characteristics that could act either as a buffer away from or gateway toward the phenomenon of bullying. Thus, attention toward helping students develop positive self-image and higher attainment of motor skills in a cooperative, respectful, and nurturing learning environment is paramount. One example is for teachers to create opportunity for students to be autonomous in choosing among selected learning activities or progressions that align with the students' skill level. When students are able to perform a task, at or near ability level, they increase the probability of being successful which can help promote self-efficacy and overall self-esteem.

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



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# CAHPERD VOICES

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**CAHPERD Voices** is a section in our journal where members get to share their viewpoints and experiences. The responses in this issue discuss successes CAHPERD members have had with teaching and learning during the COVID-19 pandemic.

## My 100 Club was a Success

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**I developed the 100 club in my Physical Education classes to encourage student participation, motivation and engagement within PE during virtual and distance learning.** The 100 club was open to all my students in every class. Any student who had a 100% in my Physical Education class became a member of this unique club. The club was unique in that members did not have to take the cumulative final, they were recipients of an “A” for their final grade and their pictures were placed in the school’s yearbook. Students were pictured in the yearbook holding up a poster with the number 100 on it, designed by them.

**S**tudents 100% was not based on them receiving letter grades of A’s and B’s on assignments but by receiving the maximum amount of points that they could achieve on their assignments. All students were capable of achieving entrance into the 100 club, because all assignments could be re-done and re-submitted. Assignments were not based on, get it right the first time and be done, but the student’s tenacity to complete all assignments.

**M**y students were inspired by the 100 club, and it brought about student excitement and the willingness to strive to do their personal best with their assignments. No! The 100 club did not motivate all students but a lot of the students were motivated. Especially when school looked doomed and gloomed and classes changed from familiarity and brick and mortar learning.

**T**he 100 club did promote student interest during these unprecedented times of Zoom, Zoom, and more Zoom. The interest has carried over to this semester, because when my students were asked what they would like to do in virtual Physical Education this semester, some of them responded with “I want to be a member of the 100 club!”

**Submitted by Alonia Alexander - 9th and 10th grade Physical Education Teacher  
Westchester Enriched Sciences Magnets (LAUSD)**

## Connecting with Students

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**O**n Friday March 13th 2020 I said farewell to my students anticipating an extra week of spring break and possibly a few additional days at home with my family. No one could have foreseen that one year later I would be in my downstairs home office, converted to a classroom conducting synchronous class sessions to high school juniors and seniors.

**T**he first success would be the commitment I made to serve as a beacon of light in my students lives. I have extended myself emotionally in ways that I never have before. There were times when we were able to strip the curriculum down and focus on only the most relevant student learning outcomes. Relevant in a sense of reducing the number of emergency room calls for drug overdoses and attempted suicides. My students and I committed to being positive during class time. We found that focusing small helped us all not be overwhelmed with the weight of stress from 2020.

**S**ocial Justice played a big role in my health classes and physical education classes as well. There were several incidents that forced us to choose to either be aware or aloof. One tool that we used regularly was mentimeter.com. This app allows teachers to create surveys that students can reply to anonymously in a myriad of ways. Another tool we used consistently was the hand raised feature in both Google meet and zoom classes. The hand raised feature allowed for CFU's in real time. "If you understand the prompt and can explain it to the class please raise your hand at this time, if you are hopelessly confused and lost at this moment and are in desperate need of help please raise your hand now". As the hands begin to raise the instructor can immediately identify if reteaching is required or if they can move on with confidence.

Submitted by Amos Wellington - Desert Winds High School, Antelope Valley HSD

## Assessing with a Purpose

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**W**hen it became clear that pandemic teaching was going to be here for a while, I felt compelled to evaluate my philosophy, and reflect on what is truly important in Physical Education. My students deserved, and needed high-quality PE now more than ever. In order to make sure that I was addressing the needs of my students, I created a google form to gather information about access to safe movement spaces and equipment. I also had students rank types of activities they enjoyed, and identify what motivated them to move.

**A**rmed with this information and the template of standards I determined were important, I started designing learning experiences that help create positive associations with movement. In order to leverage the power and opportunity technology provides, I spent a lot of time learning different software and applications that enhance the learning experience by designing a lot of engaging movement activities that get kids active and enjoying movement. Some of the applications like Flipgrid and EdPuzzle allow me to effectively assess my students' knowledge and ability as well.

**A**lthough it has been challenging, I believe the juice is worth the squeeze. I have always wondered if what I am teaching in class transfers to the home environment. This pandemic has allowed me to see for myself what transfers, and what my students choose to do on their own. This knowledge gives me the power to tweak my curriculum to create a positive and meaningful Physical Education experience now and in the years to come.

Submitted by Kate Cox - K-8 Physical Education Teacher, Portola Valley School District

## Allowing Choice

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**W**hen my District resumed in person learning in November, 2020, the curriculum did not include Physical Education. All the classes were in “bubbles” that met only half day from 8:00 - Noon, Mondays - Thursdays. I was assigned to monitor students’ work online, as well as assign activities that promoted Physical Education. Initially, I researched and sent my students daily fun activities that were easy to do at home. After a couple of months, I decided to allow students to choose their own activities and then report to me for review and approval. This allowed my students the option of choosing what works best for them in their given situation, and to demonstrate the wholesome benefits of their choices. I provide feedback and encouragement, and issue credit for jobs well done.

Submitted by Gilbert Bagaman - Elementary Physical Education Teacher, La Honda/Pescadero USD

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**For future issues of the journal, we would like to hear from you. Let your voice be heard! To participate, all we need from you is the following:**

- A 300 word (max) response answering the provided prompt or question
- Your name (or anonymous if you wish)
- Your school/district/affiliation and grade level(s) you teach (or anonymous if you wish).

The prompt or question for the next Journal issue is: What technologies did you use during online instruction that you will use or are using in your face-to-face classes? What are some “ah ha” moments have you had, or lessons learned that you would like to share with your fellow educators about integrating technology into the face-to-face environment?

Please submit replies to [david.daum@sjsu.edu](mailto:david.daum@sjsu.edu) by September 1 for consideration. CAHPERD Journal editors will review and select up to 8 responses to be published in the next issue of the journal.



SHARE YOUR  
STORY!

# CALL FOR PAPERS

**CAHPERD issues this call for papers anticipated to appear in the Fall 2021 edition of the 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 e-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 e-Journal. (2) Email attachment of the desired publication as a word document only. (3) Biographical information about the author(s) (not to exceed 25 words).

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.

Papers for the upcoming issue may be submitted to Neal Malik at [Neal.Malik@csusb.edu](mailto:Neal.Malik@csusb.edu). Submission deadline for consideration in the Fall 2021 Journal is September 1. All other submissions will be reviewed for Spring 2022.



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