

CAHPERD

California Association for Health, Physical Education, Recreation and Dance

Journal
Spring 2022 - Volume 8 - Issue 1



Table of Contents

Page 2-9

2021-2022 CAHPERD Leadership

CAHPERD Mission

Editor's Message

Executive Director's Corner

President's Message

Legislative Update

Page 10-16

Teacher Spotlight

Page 17-19

Helpful Tips - Inclusive Physical Education

By Melissa Bittner, Amanda Young, & Robert Rivera

Page 20-32

Mindful Movement: Contemplative Practices with Physical Activity

By Paul T. Stuhr, Erica Rammel, & McKayla Magadan

Page 33-39

Foundational Practices for Mindfulness In and Outside the Classroom

By Paul T. Stuhr, Erica Rammel, & McKayla Magadan

Page 40-43

Discover and Disseminate

Page 44-45

CAHPERD Voices

Page 46-48

Call for Papers

51st National Adapted Physical Education Conference

Health.Moves.Minds

2021-2022 CAHPERD Leadership

Board of Directors

President
William Potter

President-Elect
Tonya Moore

Past President
Patti Suppe

Members at Large
Kacey Jones

Melissa Jones

Julie Kuehl-Kitchen

Angelika Lopez

Janis Price

Erica Villalpando

Executive Director
James Clemmer

Treasurer
Joanie Verderber

Parliamentarian
Brent Powell

Council Chairs

Health Education
TBD

**Secondary Physical
Education**
Courtney Longua

Recreation
Kent Campfield

Dance
Ashley Jones

Interscholastic Athletics
L.C. Mincey

Adapted Physical Education
Nancie Whiteside

Diversity & Social Justice
Susana Mercado

Future Professionals
Angelika Lopez

Higher Education
Debra Patterson

Leadership & Administration
Allyson Reeds

Retired Members
Wendy Jones



CAHPERD MISSION

The mission of the California Association for Health, Physical Education, Recreation and Dance (CAHPERD) is to promote healthful lifestyles through quality education for all populations and provide leadership to school, community and statewide programs in the areas of health, physical education, recreation, dance and other movement-related programs. CAHPERD is an educational organization which will achieve its mission by supporting, encouraging, and providing assistance to members statewide, as they initiate, develop, conduct and promote programs of health, physical education, recreation, dance and other movement-related programs.





EDITOR'S MESSAGE

I am excited to share the Spring 2022 issue of the CAHPERD Journal with CAHPERD membership and all who will gain insights from this issue. This issue contains recurring sections as well as new sections that the CAHPERD Journal Editorial Board are excited about. First, we are honored to have the new Executive Director of CAHPERD to take a moment to introduce himself to CAHPERD members for those who may not have had a chance to meet him at the March 2022 convention or from his previous leadership roles in CAHPERD.

Another new section is “Teacher Spotlight,” which provides a brief profile of each of CAHPERD’s 2022 Teachers of the Year (TOY). We hope getting to know these amazing teachers will provide inspiration and motivation to readership. A second new section is “Teacher Tips,” and in this issue it focuses on adapted physical education with practical considerations about modifying activities for students with special needs. Future issues will address different subject areas and topics.

There are two peer-reviewed articles focusing on mindfulness. This topic is very timely considering the mental-health struggles of K-12 students and teachers. Using mindfulness exercises is extremely



This issue also includes recurring sections such as “Discover and Disseminate,” and “CAHPERD Voices.” The Discover and Disseminate section includes abstracts of research articles, highlighting key findings and how that research can be used by K-12 teachers. The CAHPERD Voices section addresses issues related to behavior management, and the submission was written by Dr. Barry Lavay who has spent his career on this topic. In his submission he includes tips and resources for all teachers.

I want to thank all the authors and contributors in this issue, especially the Editorial Board Members for their tireless efforts.

Neal Malik, Dr.PH, RDN
Department of Health Science
and Human Ecology
CSU, San Bernardino



EXECUTIVE DIRECTOR'S CORNER



Met CAHPERD's new Executive Director - James Clemmer. He has lived in the greater Sacramento area since 2001, and is grateful to have two inspiring and energetic children with his incredible wife Jackie.

Mr. Clemmer has been in the field of education for over 14 years serving as an elementary PE teacher, a secondary PE teacher, an Athletic Director and a PE Coordinator for multiple campuses, and seven years as an administrator. With James stepping into this position, he brings a lot of "boots on the ground" knowledge; on top of his educational experience, he has been with CAHPERD in various leadership roles since 2014.

James is excited for this opportunity to serve in a new role, and he is looking forward to working with CAHPERD's members as well as developing new relationships throughout the state, nationally, and internationally. Specifically, he envisions growing in some areas; college campus connections with professors and future professionals, while maintaining the greatness that has already been established over the last 90 years.

"We have a great foundation. Let's continue to build, not re-build. While we have a great history of health and physical education, we remain dedicated to recreation and dance education. Dance has become a much stronger field across our state, and it is always a favorite at our Conferences. The truth is, anyone can enjoy dance! You just need the right music and teacher to find your groove. Furthermore, Recreation is not just a field. Recreation in its root form means to re-create, or re-new oneself in a leisure activity. We can have a long school day, or work week, but we can look for ways to enjoy life with a passion we choose. Whether it's hiking, billiards, crossword puzzles, swimming, fishing/hunting, bike riding, traditional or non-traditional sports, there are various ways to enjoy Recreation."



PRESIDENT'S MESSAGE



To my fellow CAHPERD Members,

Congratulations educators; you have made it through another school year! This has been no easy accomplishment this year, as we continued to contend with the ebb and flow of COVID-19. We also have returned to in-person instruction. Along with all that, we also pushed ourselves to the limit to create learning environments to suit every student. As is customary for graduation season, I have begun thinking about growth, impact, and legacy.

Growing pains and discomfort are always consequences of growth, and truth be told, CAHPERD did a lot of growing this year as an organization. We continued the transition to our new structure, expanded our CORE series of online professional development, retained the services of James Clemmer, as our new Executive Director, and held an in-person CAHPERD conference for the first time in two years. All great accomplishments, but they are only the beginning of what lies ahead for CAHPERD. As I hand over the reigns to Tonya Moore, I expect the next year to be full of greater and more exciting opportunities for the growth of CAHPERD.

The meaningful work that CAHPERD has done to encourage and support physical, health, and dance literacy is vital to what we as an organization want to be. CAHPERD members and leaders have consistently shown that we are the best of the best. To demonstrate this I want to recognize some specific CAHPERD members for the impacts they made during this year. First, CAH-

PERD had two SHAPE America District Teachers of the Year: Kasia Givenrod and Trent Suzuki. They are two amazing individuals whose teaching goes above and beyond. They represent our organization to the fullest, and we are extremely proud of them. CAHPERD is looking forward to what Trent and Kasia will continue to bring to our profession in the future.

Next, I want to recognize Terri Drain and Brent Powell, who represented California and CAHPERD as President of SHAPE America and President of the SHAPE America Western District this year. Their dedication and continued efforts to make Physical Education and Health Education a priority for schools nationwide certainly made a huge impact.

Leadership is not the only place where meaningful impact is made. Impact comes from those individuals who push themselves further. Therefore, I want to recognize those health and physical education teachers who are currently working on, or are in the process of, completing their National Board Certifications. Your efforts to be the best teacher you can be, while also demonstrating quality education is inspiring. I encourage you to share your stories with CAHPERD and other professionals.

The impact of a strong and healthy body, mind, and spirit are evident when talking about an individual. It is also evident when speaking about an organization like CAHPERD. With that in mind, I want to praise and honor all of our members for the impact they make at their own sites and in-

stitutions. CAHPERD strives to continually work hard to provide all CAHPERD members with the support and resources they need to be the best professionals they can be, and we thank you for helping us continue that mission.

Legacy by definition is something you leave behind. Personally, I have always felt the word legacy implied some sort of vanity, especially when speaking of your own legacy. This philosophical concept that in order to have mattered, you must leave something lasting to be remembered by. However, since I am not leaving CAHPERD behind, I cannot in good faith talk about my legacy. Instead I want to talk about the legacy of others.

The legacy of Keith Johannes to CAHPERD is immeasurable. Keith served for many years as the chair of the Legislative Committee and as the chair of the Retired Members Council. Keith also was a CAHPERD Leader. As a CAHPERD leader, Keith served as a member of the Board of Directors, at the highest level of leadership, as CAHPERD President 2006-2007. In 2011, he was the recipient of the CAHPERD Honor Award and in 2014, he was also the recipient of the Verne Landreth Award. Keith's involvement and dedication to CAHPERD continues today. Because of his years of considerable impact, beginning in 2023, the CAHPERD Honor award will be renamed to the Keith Johannes Honor Award.

Kathy Lynch spent a lifetime advocating for health and physical education. As a student track and field athlete before Title IX, she advocated for herself and others by competing in the Men's events. In 1985, CAHPERD became her first legislative advocacy client. For nearly 40 years, Kathy served CAHPERD as our Legislative Advocate. Her dedication through good years and tough times helped CAHPERD represent our members in the halls of the Sacramento legislative offices. In recognition of her service, the CAHPERD Board of Directors has agreed to create the Kathy Lynch Advocacy Scholarship. This Scholarship will supply funds to individuals who are actively advocating for HPERD causes. You may make a contribution to this scholarship by donating money to CAHPERD in her memory.

To conclude this message, I have only two words: Thank You. It has been a great honor to serve as President of CAHPERD this year and I look forward to continuing to serve CAHPERD for many years to come.

In health,
Will Potter



CREATING CONNECTIONS & BUILDING BRIDGES in SANTA CLARA CA



CAHPERD LEGISLATIVE UPDATE

The 2022 legislative session is in full swing in Sacramento. Presently bills are being amended, put on hold for another year, going through one committee at a time and some also being tossed out. The 120 bills that pertain to our association membership have all been reviewed and assigned a status by members of the CAHPERD Legislative Committee, who consist of all our 2021-22 Council Chairs. We have given “support” status to ten bills this session. Your council chairs wrote statements of support and letters were submitted by our lobbyist, Kathy Lynch to Assembly members and Senators.

Supported Bills: Assembly Bills (AB) - 58, 748, 1718, 2284, and 2664. AJR 23 Senate Bills (SB) - 80, 82, and 364. SCR 80. You can view these bills at: <https://leginfo.legislature.ca.gov/faces/billSearchClient.xhtml>

Speak Out Day

This past March, nine passionate CAHPERD members took part in SHAPE America’s Speak Out Days. Speak Out Days is an event about advocacy for our subject matters at its highest level. On your behalf, the Speak Out Day team educated our State Representatives in Washington D.C. about the importance of Physical Education & Health and requested their support to fully fund Title IIA and Title IV Part A of the “Every Student Succeeds Act.”

Many THANKS to our team members who spent valuable, donated time to make this event a success. The California Team included; Marci Pope (CSU Chico); Kate Cox (Physical Educator), Terri Drain (Retired Physical Educator & SHAPE President.); David Daum (San Jose State), Tim Hamel (Fresno State); Shelby Lozano (Physical Educator); Patti Suppe (Retired Physical Educator); Matt Bassett (Physical Educator) and Julie Frank (Executive Director of SPARK).

CA Commission on Teacher Credentialing News

As most of you are aware, there are many people trying to solve the teacher shortage and the California Commission on Teacher Credentialing (CTC) is no exception. With the passage of the 2021-22 State Budget agreement, California expanded the choices available to teacher candidates by permitting, for the first time, relevant collegiate-level coursework to be used to meet the Basic Skills Test (CBEST) and the California Subject Examination for Teachers (CSET). Please click to view the related [press release](#) for more detailed information. CAHPERD and the CSU Credential programs opposed this short cut as a method to alleviate the teacher shortage. We believe this measure will prevent our subject matter of Health, Physical Education and Dance from achieving “Highly Qualified Educators” in our fields.

Cindy Lederer

CAHPERD Legislative and Governance & Structure Committees

CAHPERD President 2017-2018



Teacher Spotlight

Educators in this Issue

Kathy Jones - CAHPERD 2022 Elementary Physical Education Teacher of the Year

Sarah Savala - CAHPERD 2022 Middle School Physical Education Teacher of the Year

Robert Schmidlein - CAHPERD 2022 High School Physical Education Teacher of the Year

Ginger Sharp - CAHPERD 2022 Dance Educator of the Year

Samantha Stewart - CAHPERD 2022 Adapted Physical Education Teacher of the Year

Leigh Cambra - CAHPERD 2022 Health Education Teacher of the Year

Elementary Physical Education Teacher of the Year

Get to know Kathy Jones

Elementary P.E. Teacher in Woodside S.D.

30th Year of Teaching

20+ year CAHPERD member

Favorite Assessment Tools:

Peer assessments

Behavioral Tip:

“Be positive and respect your students.”

Instructional Tip:

“Variety! There is no one size fits all.”

Who Mentored YOU?

My HPEC crew! As a teacher leader with the Health and Physical Education Collaborative I have benefitted from working with some of the most dedicated educators I know. Terri Drain, Kate Cox, Wendy Jones, Will Potter, Matt Bassett, Diane Farthing, and Stephanie Sandino. I also want to give a big shout out to all my colleagues at Woodside School. It's an amazing school with fantastic teachers and students.



What advice do you have for future teachers?

Stick with it! Teaching is so rewarding if you can learn to appreciate the uniqueness in each one of your students. Don't be afraid to try new things. Often what you think isn't going to be a hit is, and what you think is going to be an amazing lesson ends up falling short easier.

What is the greatest challenge you have had to overcome in your pedagogy?

The greatest challenges I have had to overcome is changing my pedagogy to meet the needs of my students and to move with the changing trends in education. This has also been the best way to keep myself engaged in my practice. When I first started teaching, I wanted the kids to know everything about a particular sport. I wanted them to know what the rules were and how to do all the skills to play a game. I now realize how inefficient that was and I focus my time on diving deeper into one skill or concept that will give them the biggest bang on their physical literacy journey.

Middle School Physical Education Teacher of the Year

Get to know Sarah Savala

P.E. and Dance Teacher at Marshall Academy of the Arts

22nd Year of Teaching

Favorite Assessment Tools:

Video analysis and peer assessments

Greatest Challenge:

Differentiating instruction for the multiple levels of abilities

Who Mentored YOU?

Stephanie Sasaki has been a mentor of mine since 2008. Her expertise in physical education is one that I have always admired. She continues to challenge my thinking which has helped me grow as an educator. She has always been encouraging and supportive of my teaching.

Pamela Penn is an incredible P.E. teacher that I've had the pleasure of working with for the past 6 years. As a co-worker her expertise has been valuable to all aspects of my teaching.



How has CAHPERD benefitted you as a member?

I have been a CAHPERD member since 1999. I have attended almost every conference. Being connected to this professional organization has helped me develop new curriculum, stay on top of new teaching strategies and I've made connections with many professionals who have helped shape my career.

Fun Facts

Performed at the halftime show of Super Bowl LVI, lived in Japan, and is a Certified Scuba Diver!

High School Physical Education Teacher of the Year

Get to know Robert Schmidlein

20 years in Physical and Health Ed.

Teacher for LAUSD

Favorite Instructional Technique:

I love using the teaching games for understanding approach to invasion games

Favorite Behavioral Tool:

Proximity control or back to the wall

Favorite Assessment Tool:

Game performance assessment instruments which allow the assessment of multiple aspects of sports at once

Greatest Challenge overcome in Pedagogy:

Student behavior

Who Mentored YOU?

Rhonda Clements, John Kruse, Adam Castigalia, and Sergio Flores have each helped at a different stage of my career... for this I am thankful!

What advice do you have for future teachers?

Keep learning! Every couple of years there is something new!

What are unique aspects to your program?

Our program used mastery learning and grading which involves multiple retakes on all assessments... it is time consuming but highly beneficial to all students. We have rotational days, and we have static schedule days, this leads to consistency yet fluctuation in the same week. The students enjoy the variety but like the structure even more!



Dance Education Teacher of the Year

Get to know Ginger Sharp

Dance Director at Thomas Downey HS

12th Year Teaching Dance

Favorite Instructional Tip:

I love allowing dancers to have moments of self-reflection. I can lead, teach, demonstrate, and correct until I'm blue in the face. I will also have student peers observe, then compliment and give constructive suggestions. But it's not until a student can observe and reflect on their own performance, efforts, or abilities that you really see the light bulbs turn on.

Greatest Challenge overcome in Pedagogy:

Evolving as a teacher and reframing my methods often with the ever-changing aspects to the world of education when it pertains to things such as technology, standards, or discipline.

Who Mentored YOU?

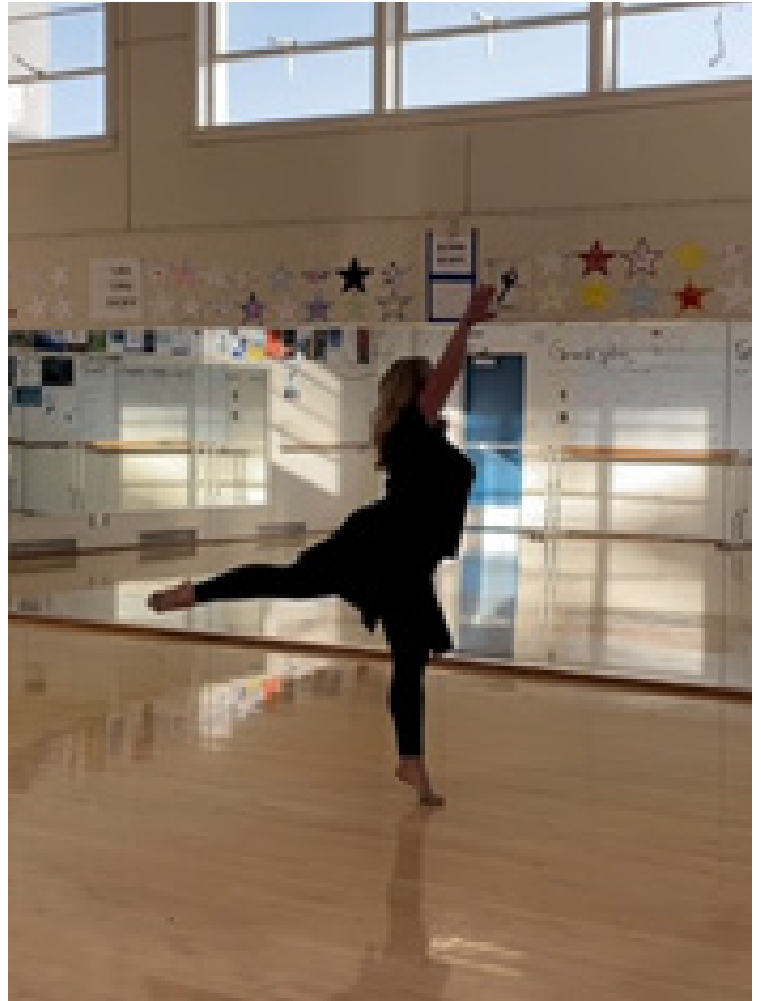
Nancy East has been a life and career mentor of mine. She guided me to where I am today, and I believe I am successful at what I do because of her example.

Erin Kutzman has provided valuable advice and constant support to help me better myself and my program.

Jana Osgood gave me the beginning tools and confidence I needed to hit the ground running.

What advice do you have for future teachers?

Remain flexible. Change in education is constant. Always utilize and keep your best teaching strategies, but don't be afraid to add new ones. Also, be active in supporting other educators. Having positive and beneficial collaboration with fellow teachers can make your life so much easier.



Adapted Physical Education Teacher of the Year

Get to know Samantha Stewart

APE Teacher at Newbury Park HS

14th Year Teaching

Favorite Instructional Tool:

Visuals!!! When I mean visuals, I mean anything that is in the realm of being a visual. Video modeling with comparison, videos explaining the sports (how to's, history, etc.), pictures or videos demonstrating the lesson or drill, pictures of the schedule/routines, visual count down clocks, etc. Also, utilize stations in your lesson planning. I love stations!!!

Who Mentored YOU?

MARCI POPE!! I love you, and I'm so grateful to have you as a mentor and friend!

What advice do you have for future teachers?

My advice to future CAHPERD teachers is:

1. Make and set your APE service schedule before the other service providers, OT, SLP, PT, etc. do at the beginning of the year.
2. Make friends and be a team player.
3. Reserve your facilities at each school that you'll be utilizing when providing services or teaching.
4. Use the PE equipment at the schools.
5. Be an advocate for your students.
6. Foster inclusion!

What is the greatest challenge you have had to overcome in your pedagogy?

Developing my curriculum to be the most beneficial for my students and their families. I want my students to have an understanding of recreation, leisure, and fitness that can be generalized in the home and community. I want my students to have the knowledge and experience with sport, rec and leisure, and fitness so that when they are in the community or with their family members and can be included and not counted out simply because they have a disability.



Health Education Teacher of the Year

Get to know Leigh Cambra

Carmel Unified School District

22 Years of Teaching

4-year CAHPERD member.

Importance of CAHPERD:

As the only health teacher in my district it can be really lonely. I wouldn't be nearly as innovative without the collaboration provided by being a CAHPERD member.

Favorite Assessment Tools:

Kahoot and Nearpod

Favorite Instructional Technique:

I went to Cal Poly where the motto is 'Learn by Doing'. I try to make everything in my classroom something practical that students can apply to their life.

Who Mentored YOU?

I really appreciate everyone I've met through Twitter. Shout out to Christopher Pepper and Andrew Milne.

What advice do you have for future teachers?

Relationships are key. Create connections with your students, colleagues, and CAHPERD members! And if you haven't already, get on Twitter and start connecting.

What are unique aspects to your program?

I started a community service club, This Club Saves Lives, to support the passions of the student change-makers on my campus. I was encouraged to make it a nonprofit which came in handy at the start of COVID because we turned our middle school gym into a food bank. Instagram: @thisclubsavestives

Fun Facts

- Once biked from SF to LA for the AIDS ride
- Started figure skating at 2 ½ years old
- Has a Masters Degree in Sports Management



INCLUSIVE PHYSICAL EDUCATION

HELPFUL TIPS!

By Melissa Bittner PhD, Amanda Young PhD, & Robert Rivera

Dr. Melissa Bittner and Dr. Amanda Young are assistant professors in the Department of Kinesiology at California State University Long Beach. Robert Rivera is a Kinesiology student at California State University Long Beach.

Introduction

Inclusion means that, “All children, regardless of ability or disability, have the right to be respected and appreciated as valuable members of the school community, fully participate in all school activities, and interact with peers of all ability levels with opportunities to develop friendships” (National Survey of Children’s Health, 2016). This article is intended to assist general physical education (PE) teachers to better include students with disabilities to safely and successfully access their curriculum. The following are some tips to help all students feel included in their classroom, school, and community.

Tip 1 - Use “ORs!” (Give choices)





Not every student learns the same way, and for optimal learning to take place, a teacher must differentiate their teaching approach so that each student can come to the same conclusion given their own way of learning (see figure 1). Providing different methods to learn the same content allows students to use their strengths, rather than trying to fit a mold, which can affect student confidence. Some students are very visual learners, while others need to say what they learn aloud, and others who are kinesthetic learners (learn by doing). For example: students have choice of throwing for a distance by throwing from the red line (15’), blue line (10’), or green line (5’). Teachers can differentiate teaching by verbally describing the activity, showing a picture or video, and having students practice.



Figure 1. Give Choices (Spoon, egg, pathway)

Tip 2 - Modifications and Accommodations (The 6 S's)

An accommodation does not lower the degree of the standard it simply provides an added assist that will help students complete a task. For example, a student with ADHD who has a hard time concentrating might be given more time to take the same test as their peers, the test is not shortened, the student is given more time to concentrate and focus. Whereas a modification is a method used to lower the standard while still allowing the student to participate (e.g., having a student run the 15m PACER rather than the 20m PACER). Van Munster et al. (2019) introduced the 6 S's for modifications/ accommodations:

<p>Size: one size does not fit all! (e.g., “Super Size” equipment for greater success!)</p>	
<p>Sound: add beepers, bells, wrap ball in plastic bag, metronome</p>	
<p>Support: suspending ball from rope, tee</p>	
<p>Surface: add texture (e.g., velcro, string), adding color, lights</p>	

Speed: slow things down! (e.g., scarf, balloon, beachball, lightweight/deflated ball)



Switches: methods of activating equipment with less force than is normally needed (e.g., activated by foot, head, mouth, wheelchair)



Conclusion

Whether you are a new teacher or a veteran, understanding your students' needs is essential to providing the best educational experience. These tips can be used in any environment, for any age, and may strengthen the general PE teacher's confidence to face the day-to-day challenges that occur with teaching students with disabilities.

References

Van Munster, M., Grenier, M., & Lieberman, L. (2019). Universal design for learning and differentiated instruction in physical education. *Adapted Physical Activity Quarterly*, 36(3), 1-19. DOI:10.1123/apaq.2018-0145

National Survey of Children's Health (2016). Retrieved from <https://www.childhealthdata.org/browse/survey>



PEER-REVIEWED

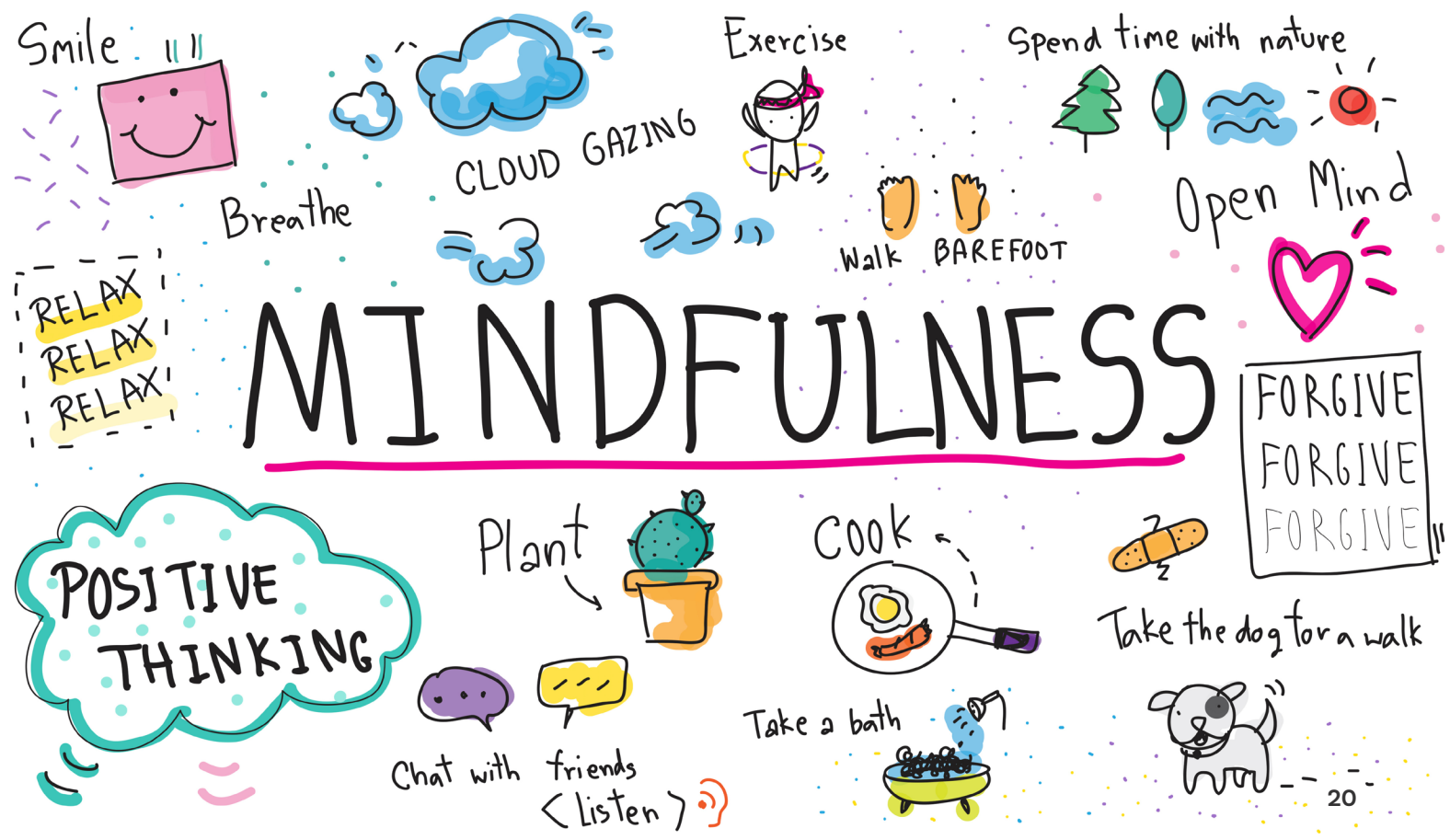
MINDFUL MOVEMENT: CONTEMPLATIVE PRACTICES WITH PHYSICAL ACTIVITY

By Paul T. Stuhr, Erica Rammell, & Mckayla Magadan

Dr. Paul T. Stuhr is a professor in the Department of Kinesiology at California State University San Marcos and research fellow of SHAPE America. Mckayla Magadan & Erica Rammell are Kinesiology students at California State University San Marcos.

Abstract

One way to view mindfulness is the ability to become fully immersed in the present moment. Mindful awareness is being able to recognize thoughts, sounds, sensations, and emotions as they occur in the here and now. Mindfulness as a movement practice originated in the Far East and has become mainstream in today's Western culture through popular meditative exercises such as yoga, tai chi, and walking. Mindful movements are an amalgam of contemplative practices (i.e., mindfulness) coupled with low impact physical activity (i.e., movement) with the purpose of nourishing the mind and body by bringing heightened awareness to the present moment. The purpose of this article is twofold: to introduce teachers to the conceptualization of mindful movement and cover the potential benefits that stem from using these techniques in and outside of the classroom. Learning strategies to help lower stress and anxiety is a pathway toward promoting social and emotional health. Thus, teachers may find these mindful movement practices to be useful for personal or teaching purposes.



Introduction

During times of crisis and trauma it is critical to practice self-care. Since the onset of COVID-19, teachers and students have dealt with a tremendous amount of social and emotional trauma in their lives. As a result, the balance of juggling all of life's "slings and arrows" has created considerable hardship making the prioritization of self-care more important now than ever. As students reenter the classroom, there becomes an urgent need to provide opportunities for students to experience self-care activities to help them become more connected to themselves and to others in the learning environment. This practitioner article is intended to explain a variety of movement-based contemplative practices (i.e., mindful movement) that can be quite advantageous for teachers and students to use in and outside the classroom to reduce anxiety, stress, and feelings of emotional isolation.

Mindfulness in the Classroom

Mindfulness should be thought of as a simple yet challenging practice to master. To be mindful and fully aware of the present moment is easier said than done. Naturally, the mind likes to wander and, because of this, a great deal of time in life is spent dwelling on the past or anticipating the future. However, if we can dedicate ourselves to practicing and learning how to be more effective in paying attention, then we can unlock a variety of potentially transformative benefits for our overall health and well-being. Mindfulness practices have been shown to have a positive influence on the brain, the autonomic nervous system, stress hormones, the immune system, and health behaviors such as eating, sleeping and social interaction (Greeson, 2016).

At a fundamental level, practicing mindfulness can help with cultivating attention, equanimity, and compassion (Stuhr, Thomas., 2017). These three essential cornerstones represent some of the more salient outcomes in practicing mindfulness. Attention is the gentle focus and awareness of the present moment. Being able to stay focused in the present moment without the mind wandering can be challenging, but life is only experienced living in the now. Being atten-

tive in class positions students toward a higher probability of retaining the information that is presented to them. Equanimity is emotional balance or a feeling of complete composure and mental calmness. Individuals who experience equanimity are those who can maintain a non-judgmental mindset when faced with adversity, stress, or anxiety provoking situations. One could argue, students who can maintain equanimity during school may be in a better position to follow rules, routines, and expectations of the classroom. Benefits can also be seen when using mindfulness to improve intrapersonal and interpersonal relationship skills such as empathy, social awareness, and self-compassion. Students who demonstrate prosocial human relationship skills are those who can appropriately interact with their peers through active listening and being supportive with one another.

With regard to the importance of human connection and relationships, there has been growing interest in social and emotional learning (SEL) in physical education (Wright & Richards, 2021). Additionally, the field has produced SEL literature specific to mindfulness (Knothe & Marti, 2018; Mulhearn et al., 2017; Stuhr et al., 2018; Stuhr & Thomas, 2017; Vicente & Stuhr, 2022). There is also ample evidence that mindfulness can lead to a number of benefits for students (Waters et al., 2015). Mindfulness in the classroom has been shown to help produce a variety of encouraging outcomes for students, such as reducing stress and improving class climate (Wisner, 2014), reduction in depression (Joyce et al., 2010), increased optimism and positive emotions (Schonert-Reichl & Lawlor, 2010), less reactivity and greater sense of calmness (Wall, 2005), improved social skills (Napoli et al., 2005), improved academic performance (Rosaen & Benn, 2006), and improved behavior (Campion & Rocco, 2009). Techniques that focus on mindfulness in the classroom should be considered a complementary part of an instructor's professional development and pedagogical repertoire.

The growing body of literature has framed mindfulness as an extra tool in helping shape a desired learning community in schools. Creating opportunities for students to practice mindfulness could be quite advantageous toward better equipping them to stay focused and thus engaged in learning tasks for longer periods of

time. Mindfulness practices in physical education create a wonderful opportunity for students to learn how to develop a mindful attitude with non-judgmental acceptance towards themselves and others. There are a variety of specific mindfulness resources available to teachers that can assist students with enhancing their ability to be more caring and kinder to others as well as themselves (Stuhr et al., 2018).

Conceptualizing Mindful Movement

Physical movement in tandem with mindfulness can create a beneficial union. Physical activity is complementary to mindfulness as it improves physiological and psychological well-being (Weir, 2011). Mindful movements are physical activities that encourage an individual to focus their attention on the mind as well as the body (Jewell, 2017). Mindful movements have been shown to help reduce depression and anxiety (Payne & Crane-Godreau, 2013; Saeed et al., 2019). Still further, other empirical sources have shed light on the vast array of health-enhancing benefits from movement-based mindfulness practices (Schmalzl et al., 2014). Although a paucity of literature exists on mindful movement specific to the K-12 setting, there is research that suggests combining mindfulness with physical activity can be advantageous in enhancing mental health outcomes such as reduction of anxiety and stress (Henning et al., 2018; West et al., 2004).

Examples of mindful movement are activities like yoga, tai chi, and walking. A mindful movement like yoga uses specific exercises and body postures coupled with meditative practices to enhance attention and awareness (Khalsa & Butzer, 2016). Mindful movement does not always need to follow formalized patterns of exercise, as one can practice being mindful in motion while performing daily routine activities such as brushing teeth, washing the dishes, or doing laundry. The intention for any mindful movement is to be able to embrace each part of the day with better awareness of the present moment. The use of these types of practices in the school environment holds promise in helping students and teachers further develop social and emotional skills such as attention, emotional balance, and compassion.

Throughout this manuscript we will introduce the reader to eight mindful movements. The contemplative movement activities presented in this paper are intended to be used by students and teachers alike. We believe that a wide variety of individuals can find tremendous social and emotional health benefits from these practices and encourage teachers to think creatively on how best to include them in the classroom. The eight mindful movements in this manuscript are shifting weight while standing, slow walking, affirmation walk, inner smile walking, circles of compassion, yoga for beginners, labyrinth walking, and entry level tai chi.

Mindful Movement 1 - Shifting Weight While Standing

This mindful movement utilizes the skill-related fitness components of balance and stability with the contemplative practice of awareness. This practice provides an opportunity to stop, check in, and re-align body and mind. The goal of this practice is to slowly shift weight from one side of the body to the other while bringing full focus and awareness to the sensation of the movement as you stand. Ideally, start in a location that has reduced distractions or loud noises. Prior to beginning this practice, close your eyes and focus on the sensations of breathing. Is the breath calm and steady, is it labored, or perhaps shallow? Take a few deep breaths and settle your body position. If you become distracted, try to recognize that the mind has wandered and gently, nonjudgmentally bring the focus back to the breath. Table 1 contains a set of instructions on how to perform this mindful movement. When practicing this technique remember to recognize the changing sensations as each foot lifts off the ground, moves, and is placed back down. Motion should occur primarily with your legs/feet, with a slight bend at the knees. However, there should be no bending at the trunk.

After completing this mindful movement in class, the teacher can ask students to check-in with themselves to see how they feel. Teachers can ask students whether they feel relaxed or whether this practice has changed their mood or current disposition. Teachers can also encourage students to conduct a think/pair/share to discuss how they are feeling. If they do not feel comfort-

able sharing, teachers can have students write how they feel in a reflection journal or notebook. With any mindful movement, the key is to open oneself to explore the practice (i.e., what works or is perceived as beneficial) as it relates to helping one draw attention to the present moment.

Mindful Movement 2 – Slow Walking

Slow walking is a simple yet effective mindful movement exercise. In this activity the practitioner brings their attention to two items: the breath and one slow step after another. In performing slow walking one can choose to have a formal walking route with a definitive start and final destination (e.g., walking back and forth on a blacktop, a circular path around a park, or even a walking labyrinth). Or the slow walk can be done simply walking in an open area, in the hallway of one’s house, or in the backyard with no predetermined start or stop point. If possible, try to find a location that limits the number of stimuli present in the environment.

To begin, stand still, take a few deep diaphragmatic breaths, and pause a moment to become aware of how you feel. Take notice of your surroundings, sounds you may hear, any sights or smells. Standing, consider your posture. Draw attention to the weight of your body and bring attention to your feet in your shoes. Next, start walking slower than normal, lifting, and mov-

ing one foot down in front of you as you begin. Notice the subtle strike from heel all the way to your toes. Be aware of the different sensations that you feel with the terrain you are walking on. Walk 10-15 steps, stop and check-in with yourself while taking notice about how you feel. Continue walking for another 5 to 10 minutes with focus on the breath and bringing attention to the actual act of walking (e.g., notice the difference in the terrain, the weight shifting in different parts of your foot and how you move other parts of your body when you walk).

If performing slow walking with young students, remind them that this mindful exercise is not a race. Nor should students focus on reaching a destination in a certain set time. Primary attention should be placed on the breath and sensations of the foot with each slow step. Explain to students, that should their mind wander, that’s ok. Simply and nonjudgmentally refocus attention back to the breath and the movement of each slow step. A wandering mind is human nature, the key is to acknowledge the distraction and gently draw attention back to the act of the slow walking.

Mindful Movement 3 - Affirmation Walk

An affirmation is a conscious thought that is positive, powerful, and aims to challenge negative or unhelpful thoughts (Moore, 2021).

Table 1. Mindful Movement

-
- | |
|--|
| 1. Shifting Weight While Standing Mindful Stand up and place your feet shoulder width apart. |
| 2. Close your eyes and take a moment to check-in with how you are feeling. |
| 3. Bring your awareness to the bottom of your feet. Take a deep breath in through your nose, allow your chest to fill up, and then slowly breathe out. |
| 4. Next, open your eyes, look forward, and focus on an object ahead that isn’t moving. This will help you keep your balance. |
| 5. Pick up your right foot and bring it up to a comfortable height without wobbling. Slowly, shift your weight so that most, but not all, of your weight is on your left foot. In this moment bring awareness to the changing sensations of your left foot. |
| 7. As you finish shifting weight to your left foot, allow your attention to shift to the right foot that is carrying less weight. Next, slowly bring your right foot down and begin to shift your weight back so that more weight is now on the right foot. Notice the sensation on the bottom of your right foot as you begin to return weight to it. |
| 8. Continue moving slowly, back, and forth for another couple of minutes. Experience the changing sensations in each foot as you shift your weight. |
-

The use of affirmations can be beneficial for students in promoting loving-kindness toward self (Wilkins, 2021). Affirmations are a great strategy in mitigating self-criticism and negative thought, especially in social situations or the school environment where bullying may arise. An affirmation walk allows students to walk freely in a comfortable setting while silently repeating positive phrases. This mindful movement is a great tool in helping students to reduce any anxiety and or negative thinking.

Affirmation walking can be performed indoors or outside and preferably in a space with little distraction or noise. This practice can be conducted in as little as 30 seconds to a minute, or over a longer period such as a 10-minute session. Take a moment before you start to walk to take a deep breath and notice the different types of objects or nature around you. Allow yourself to feel the air going into your lungs and then exhaling the air out of your body. After taking a deep diaphragmatic breath, begin to walk forward. As you walk, begin silently stating your positive affirmation(s). The affirmation(s) that you use should be easy enough to remember without difficulty. For example, one might use the affirmation: may I be happy, may I be healthy, may I be at peace. Focus on expressing the affirmation with intent and as meaningful as possible. Table 2 is a list of sample affirmations that students might like to use during this mindful movement practice.

Speaking these affirmations will become easier and more natural as students continue to use this practice. Incorporating affirmations on a classroom bulletin board is another useful technique, as it makes these statements visible for students throughout the day. Ideally, this mindful movement can become a practice for students to perform outside the classroom as well. For example, middle and high school students might benefit in

performing this practice in between classes (i.e., passing period) to help maintain focus on the present moment or to help reduce stress and anxiety.

Mindful Movement 4 - Inner Smile Walk

When we smile, we open ourselves up to the possibility of inviting joy and happiness into our lives. In fact, there is evidence to suggest that smiling lowers heart rate and stress in individuals and is linked to other physiological and psychological benefits (Kraft & Pressman, 2012). This mindful movement incorporates the concept of an inner smile and was adapted from Berkenkamp (2020).

The construct of the inner smile originated as a Taoist practice, one where we visualize and project loving-kindness toward different parts of our body (e.g., neck, shoulders, arms, legs, etc.). To begin, close your eyes and visualize something or someone that makes you feel happy. Something or someone that brings a smile to your face. Focus on the feeling that comes from this image. This feeling represents your inner smile, and we can use this feeling to project love and kindness toward ourselves. Open your eyes but continue to focus on the uplifting feeling (i.e., your inner smile). Now start your walk. As you walk, from time to time, bring focus and attention to the inner smile feeling. If you want, you can target specific parts of your body when you walk and focus this inner smile on these parts of the body. For instance, picture the inner smile as it covers or radiates on your arms or legs, or the inner smile lighting up your inner core, or even imagining breathing in the inner smile with each breath. The smile can be small covering a small body part or it can be large and cover your entire body. For those who need guidance, you can have your in-

Table 2. Sample Affirmations

Daily Affirmations	Affirmations Helpful for School
<ul style="list-style-type: none">• I am loved• I am unique and beautiful• I am kind to myself and others• I choose to only think good thoughts• I am an important and valuable person	<ul style="list-style-type: none">• I am a quick and capable learner• Earning a low score will motivate myself to do better• I appreciate my school and the teachers that help me to learn• I will always look out for my peers• I am making progress towards my goals

ner smile travel from your feet upwards through your legs, torso, arms, neck, and finally the head (i.e., body scan). You can even imagine this inner smile leaving your body and traveling to others you see or the environment in which you are walking – as though you are sending love and compassion outwards to others who may need the positivity coming from your inner smile.

If you are brave enough, your inner smile can become an outer smile and you can physically smile at the sidewalk, trees, birds, or even smile at other people you may pass along your walk. Smiling at someone can elicit a positive emotion. So why not spread positivity, as positive emotions beget positive emotions. As Mother Teresa once said, “we shall never know all the good that a simple smile can do.”

Mindful Movement 5 – Circles of Compassion

Circles of Compassion is a contemplative practice that can be used for cultivating a stronger sense of community among group participants. Adapted from several sources, this cooperative practice encourages participants to practice loving-kindness to promote self-care and compassion (Ameli, 2014; Barbezat & Bush, 2014; Sutherland et al., 2019).

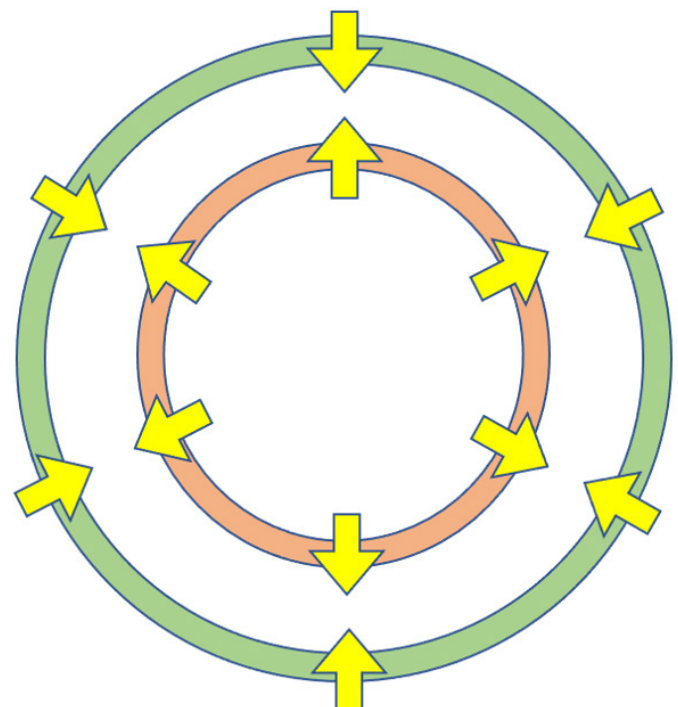
This simple yet impactful experiential activity involves students standing and forming two concentric circles (one inner and one outer circle), with students facing each other. See figure 1 on how to group and position students in the circles. On figure 1, the yellow arrows represent where each student stands. The students standing in the orange inner circle face outward while the students standing in the green circle face inward.

Both inner and outer circles should ideally have 5-6 participants. Each student in the inner circle should choose and face one student from the outer circle. Provide each student with a note card that has a different compassion affirmation written out. Some sample compassion affirmations include, may you be at peace, may you be free from anger, may you be safe, may you be free of pain and suffering, may you be filled with care and kindness, and may you practice calmness and serenity. Tell the students standing in the in-

side circle that they will repeat the affirmation on the note card to the person standing directly in front of them. For example, may you be at peace. Then the students on the outside circle will follow them by presenting the affirmation on their card. For example, may you be filled with care and kindness. Have students pause a moment after stating each phrase to allow students to think about what the affirmation means to them. Explain to the students, once they each have completed their phrase (and momentary pause) that the entire outside circle will rotate (one person) clockwise, in unison and stand in front of a new person and begin again with the affirmation phrases. This process will repeat several rounds until the students reach their first partner. Once this happens, have students shuffle and switch notecards. Have the students from the outer circle form the inner circle and vice versa for the inner circle students. Then repeat the entire process once more. Additionally, for older students, the teacher can ask them to create their own affirmation on a note card to read and personalize the experience further.

Once the activity is completed have the students sit down in a large circle to process and reflect on the experience. First, have students partner up and discuss how the activity made them feel.

Figure 1. Circles of Compassion Student Configuration



Was the activity difficult or was it refreshing? Did the activity seem silly or did students gain insight from it? Once students have had a moment to discuss with a partner, ask for a few volunteers to share with the whole class.

Mindful Movement 6 - Yoga for Beginners

Yoga is a type of exercise that helps the practitioner bring present moment awareness to both mind and body. Although yoga historically derives from spiritual underpinnings, this movement practice can be considered secular, and a great way to help individuals improve flexibility, muscular strength, and blood flow throughout the body. The type of yoga that is typically known in western culture is referred to as hatha yoga. Hatha yoga is typically performed at a slower pace than other types (e.g., vinyasa, ashtanga) and can be practiced by most ages, which makes it great for K-12 students.

A yoga sequence is a series of poses that are performed. Most would agree, there is no “one way” to choose the yoga sequence (i.e., the series of poses). Typically, the poses occur one after the other, from less to more challenging until returning to less challenging at the end of the session. As an example, see table 3 for a mini sequence of five poses that can be incorporated into a beginner yoga lesson.

Yoga creates opportunity for the individual to practice being mindful by bringing awareness to the breath, emotions, and thoughts. A key part of practicing mindfulness is to remind oneself of the importance of being nonjudgmental with each thought, sound, sensation, and or emotion during the yoga session. Mindful meditation is taught in yoga to help calm the mind, reduce rumination, and promote letting go of negative thoughts and feelings. For more details regarding mindful yoga please see Vicente and Stuhr (2022).

The practice of mindfulness in conjunction with the yoga poses is intended to create a profound mind and body connection. Practicing yoga with mindfulness creates space to be fully aware of the present moment and provides opportunity for calmness, resiliency, and a place of tranquility.

Mindful Movement 7 - Labyrinth Walking

Labyrinths are ancient meandering walkways that often have a singular path leading to a center (The Labyrinth Society, 2022). Labyrinths tend to have an outer starting area that allows the participant to enter and travel toward the center. There are curves and turns before the labyrinth pathway reaches the center. The journey through the labyrinth is meant to be simple and easy to figure out, thus allowing opportunity for an individual to meditate. The website Labyrinth Locator shows a selection of labyrinths worldwide (<https://labyrinthlocator.com>). A simple labyrinth can be made by a teacher should there not be one located nearby. See table 4 for website links for a variety of resources, including how to create a labyrinth. Walking in a garden or along a nature trail can be a good substitute if finding or creating a labyrinth is not convenient.

As with any mindfulness practice, the allotted time for a labyrinth walk can vary. For example, some walks might be 15 minutes for a person to walk to the center, turn around, and come back out. Or the allotted time can be much longer to allow someone to stop, observe, and take in the present moment. Walking a labyrinth can be done alone or with others. Before completing a labyrinth walk, begin with taking a deep breath to help center oneself and attempt to quiet the habitual chatter of the mind.

One can consider these three components in walking through a labyrinth: (a) release, (b) pause, and (c) return (Pillsbury, 2015). As one starts to walk, try to release all feelings of anxiety and negative emotions. Specifically, with each step visualize letting go of a specific emotion or feeling. The second component occurs as the individual reaches the center of the labyrinth and pauses. At the center, stop walking and take a few minutes to notice your surroundings, sounds, or even smells. Taking the time to stop at the center can also allow for additional time to focus on any thoughts, feelings, or sensations during this pause. Lastly, as you return to the entrance of the path, use that time to reflect and integrate those thoughts on how that might impact your day. The key in performing this practice is to be fully present in the here and now, to become more self-aware of your thoughts, feelings, and sensations.

Table 3. Five Yoga Poses for Beginners

Child's Pose



- Start by kneeling.
- Spread your knees wide.
- Sit on your heels and bring toes together.
- Lean forward and reach your arms out as far as possible.
- Rest your forehead on your mat.

Cow Pose



- Start on all fours in a neutral tabletop position.
- Inhale and look up towards the sky and bring your chest and chin forward.
- Create a slight “U” shape arch with back.
- Exhale and follow with a cat pose.

Cat Pose



- Following the inhale of the cow pose, exhale going into the cat pose
- Round your back into an inverted “U” shape.
- Look through your arms at your belly.
- Flow from cow to cat pose slowly while inhaling and exhaling.

Cobra Pose



- Lay on your stomach.
- Place your hands flat shoulder length apart.
- Lift up chest while keeping arms straight.
- Slowly and gently look up towards the sky.
- Keep your toes pointed.
- From this position try to move into downward dog pose.

Downward Dog Pose



- Keep hands/arms shoulder width apart.
- Push up and lift your hips up to the sky to make an inverted “V” shape.
- Flatten your feet.
- Lower your head and look between your arms.

Consent was obtained to use these photos by parent/guardian and child

Table 4. Labyrinth Website Resources

Video Title	Length	Description and Link
Labyrinth and Schools	2:19 minutes	The use of labyrinths in schools and universities
TedTalk: A Beginners Guide to Labyrinths	8:06 minutes	How to begin a walk The 3 steps on how to walk. The importance of this mindfulness tool
Stages of Walking a Labyrinth	3:38 minutes	Emphasizes three phases: Releasing, Receiving and Return
How to make a Quick and Easy Labyrinth in 3 Minutes	4:46 minutes	Using tape and roller to create a walking labyrinth
How to Make a Spiral Labyrinth Outdoors	4:52 minutes	A visual walkthrough on creating a labyrinth using rocks and flour
How to Walk a Labyrinth	1:56 minutes	POV of feet walking a labyrinth as helpful tips appear on screen
Virtual Labyrinth Walk	9:14 minutes	A virtual walk through a silent labyrinth with tips appearing on screen
A Journey to Self-Discovery Lessons of the Labyrinth	17:33 minutes	Describes a labyrinth, how it works, and what to expect

The overall experience of walking through a labyrinth is meant to be simple and peaceful. Table 4 lists several website resources to help beginners learn more about labyrinths.

Walking through a labyrinth is a great movement activity to elicit calmness and as part of a student’s journey toward becoming more mindful. Discovering social and emotional benefits from a labyrinth walk may be challenging for some students. Teachers can help students by reminding them to be patient with the activity. Emphasize to students that the walk should be performed slowly and thus allow for opportunity to reflect upon thoughts, feelings, and sensations during the practice. Teachers are also encouraged to take time after the labyrinth walk to sit down and process the experience with students through a question-and-answer session. Potential questions may include: What did you experience? How did the walk make you feel? Was this experience easy or difficult for you? How can quiet reflection be beneficial in your life?

Mindful Movement 8 - Entry Level Tai Chi

Originating thousands of years ago from Chinese tradition, tai chi is known as meditation in motion. Tai chi combines various aspects

of martial arts, meditation, and breath work. Tai chi is a slow and gentle flow of low impact movements that incorporate deep breathing to help relieve stress, increase flexibility, and improve balance. At first you might think this sounds a lot like yoga. While there are many similarities between the two, there is one distinct difference that sets these practices apart. Tai chi movement occurs in a constant flow where you do not stop and hold poses, like one would in yoga. Just like a form of dance, every move in tai chi is fluid, creating a seamless flow as the body moves. With tai chi, a participant can hope to achieve Qi (i.e., an optimal state of awareness). Qi represents or symbolizes the perceived spiritual energy of life that flows through all living things (Hung et al., 2021). There is promising empirical evidence that suggests health-enhancing benefits (physiological as well as psychological) from participating in tai chi exercise (Lan et al, 2015). Specific benefits from tai chi include improved balance, better aerobic capacity, increased muscular strength, and heightened mental outlook (Hutson & McFarlene, 2016).

There are five different styles of tai chi: chen, yang wu, sun, and hao. While each has its own style and level of difficulty, yang is the most practiced style and a great starting point for beginners despite age or fitness level. Yang style in-

corporates large, elegant, slow sweeping movements that are continuous without pause. The purpose of these slow drawn-out movements is to focus deeply on your breath and body control so that you move with purpose and intent. A key point to moving properly is to make sure you shift your weight throughout your body as you flow from movement to movement. As a beginner, start with what feels comfortable to you and work your way up to a full set of movements. As you gently flow from movement to movement, it is important to take long continuous breaths by inhaling deeply through the nose, filling the chest comfortably with air, and exhaling slowly while maintaining a relaxed but alert posture. Table 5 includes four entry level tai chi movements that can be practiced by K-12 students.

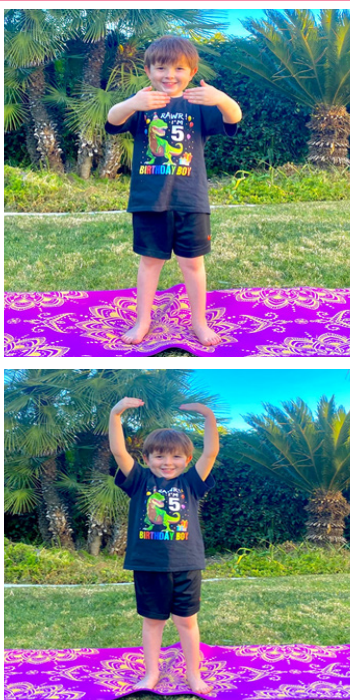
The directions listed in table 5 are provided to help further describe how to move the body through each movement. However, for further detail, teachers may want to search the internet for videos of tai chi forms or postures. Remember to move slowly, continuously, and with intent while performing tai chi. During this practice, be sure to pay close attention to the awareness of the breath to help stay grounded in the present moment.

Mindful movements are physical activities coupled with contemplative practices that create space for individuals to enhance intrapersonal awareness of the mind, body, and spirit. Incorporating the power of mindfulness with physical movement is a novel way to work toward establishing uplifting emotional experiences for teachers and students alike. Mindful movements can be taught at the K-12 level, as these types of activities require little to no equipment and are developmentally as well as instructionally appropriate for a wide audience.

Movement-based contemplative practices provide teachers a means to promote emotional and physical wellbeing, while simultaneously building a foundation for creating compassion in the classroom. Educators are encouraged to consider using somatic therapeutic techniques, such as mindful movement, to help promote positive mental health outcomes for students. When consistently practiced, mindful movement may prove advantageous as a pragmatic tool for teachers and students toward stronger mental health and wellbeing. There is no better time than the present for teachers and students to practice mindful movement as a self-care technique.

Table 5. Four Tai Chi Poses for Beginners

Embrace
a Tree



- Start with feet shoulder width apart.
- Close your eyes and put your hands out in front of you like you are embracing a tree.
- Take a deep breath in and reach your arms up high above the head keeping the same rounded embrace with your arms.
- As you exhale, bring your arms back to the starting position.
- Repeat a few times with a slow, fluid motion. Try not to hold or completely stop the pose.
- Focus on taking deep breaths.
- Feel the ground connect with your feet.
- Think of yourself as a tree and you're growing roots into the earth.
- As you ground yourself, feel any tension, stress, or worry melt away into the ground.
- Be fully present and aware at this very moment.

Moving The Clouds



- Reach your arms out in front of you with palms facing each other in a relaxed position.
- Now twist your waist to your left side with your left hand/arm on top.
- As you twist to the left, keep your gaze on your left hand as your right hand follows underneath.
- While doing this, shift your weight onto your left foot.
- Now bring the motion back to the right side, this time right hand/arm on top with gaze on your right hand as your left hand follows underneath.
- In long, slow, fluid motions let your arms move from side to side as you twist from one side to the other.
- Feel as if you are moving clouds from side to side.
- Letting go of any negative thoughts as you sweep them away with the movement of the arms.

Play With a Ball of Energy



- Start with feet shoulder width apart.
- Form your hands as if you're holding a ball of energy.
- With palms facing each other, feel the energy you hold in your hands.
- Close your eyes and feel the connection with the body.
- Take a couple deep breaths in through your nose and out through your mouth. Then, open your eyes.
- Get creative with this movement as you play with your ball of energy.
- Make your ball big. Make your ball small. Bring it over your head, side to side, and all around you.

The Dragon Eats a Pearl



- Stand with feet shoulder width apart.
- Make a dragon mouth with your two hands by placing your right hand on top of your left hand.
- Make sure palms are facing each other.
- Now, imagine your hands and arms have formed a dragon's mouth.
- As you breathe in, open your dragon mouth a little and exhale as you close the dragon's mouth.
- Do this several more times making your dragon mouth bigger and bigger with each breath.
- Once you have made your dragon's mouth as big as it can go, place your hands on your belly.
- Close your eyes and rub your belly.
- Feel the warmth and positivity radiate throughout your body.
- Focus on deep breaths and allow yourself to be fully present

Consent was obtained to use these photos by parent/guardian and child

- Ameli, R. (2014). 25 lessons in mindfulness: Now time for healthy living. Washington, DC: American Psychological Association.
- Barbezat, D. P., & Bush, M. (Eds.). (2014). *Contemplative practices in higher education: Powerful methods to transform teaching and learning*. San Francisco, CA: Jossey-Bass.
- Berkenkamp, G. (2020). *Walking with Glenn Berkenkamp: 35 Wellness Walks to Expand Awareness, Increase Vitality, and Reduce Stress*. North Atlantic Books.
- Campion, J., & Rocco, S. (2009). Minding the mind: The effects and potential of a school-based meditation programme for mental health promotion. *Advances in School Mental Health Promotion*, 2, 47-55. DOI: 10.1080/1754730X.2009.9715697
- Greeson, J. M. (2009). Mindfulness research update: 2008. *Complementary Health Practice Review*, 14(1), 10-18. doi:10.1177/1533210108329862
- Henning M. A., Park T. J., Moir F., Krägeloh C., Mysko C., Hobson J., Webster C. S. (2018). Integrating mindfulness and physical exercises for medical students: A systematic review. *OBM Integrative and Complementary Medicine*, 3(4). DOI: 10.21926/obm.icm.1804027.
- Hung, S., Hwang, C., & Chang, C. (2021). Is the Qi experience related to the flow experience? Practicing qigong in urban green spaces. *PLoS*, 16(1), e0240180. DOI: 10.1371/journal.pone.0240180
- Hutson, P., & Mcfarlane, B. (2016). Health benefits of tai chi: What is the evidence? *Canadian Family Physician*, 62(11), 881-890.
- Jewell, C. (2017). *What is Mindful Movement?* Sage Nutrition. Retrieved January 5, 2022 from <http://sagenutrition.org/2017/02/23/what-is-mindful-movement/>
- Joyce, A., Etty-Leal, J., Zazryn, T., & Hamilton, A. (2010). Exploring a mindfulness meditation program on the mental health of upper primary children: A pilot study. *Advances in School Mental Health Promotion*, 3(2), 17-25.
- Khalsa, S. B., & Butzer, B. (2016). Yoga in school settings: A research review. *Annals of the New York Academy of Sciences*, 1373(1), 45-55. DOI: 10.1111/nyas.13025
- Knothe, M., & Marti, I. F. (2018). Mindfulness in physical education. *Journal of Physical Education, Recreation, & Dance*, 89(8), 35-40, DOI: 10.1080/07303084.2018.1503120
- Kraft, T. L., Pressman S. D. (2012). Grin and bear it: The influence of manipulated facial expression on the stress response. *Psychological Science*, 23(11), 1372-1378. DOI: 10.1177/0956797612445312
- Lan, C., Chen, S., Lai, J., & Wong, A. M. (2013). Tai chi chuan in medicine and health promotion. *Evidence-Based Complementary and Alternative Medicine*, 502131. DOI: 10.1155/2013/502131
- Moore, C. (2021). Positive daily affirmations: Is there science behind it? Retrieved January 14, 2022, from <https://positivepsychology.com/daily-affirmations/>
- Mulhearn, S. C., Kulinna, P. H., & Lorenz, K. A. (2017). Harvesting harmony: Mindfulness in physical education. *Journal of Physical Education, Recreation & Dance*, 88(6), 44-50. <https://doi.org/10.1080/07303084.2017.1330168>
- Napoli, M., Krech, P. R., & Holley, L. C. (2005). Mindfulness training for elementary school students: The attention academy. *Journal of Applied School Psychology*, 21(1), 99-125.
- Payne, P., & Crane-Godreau, M. A. (2013). Meditative movement for depression and anxiety. *Frontiers in Psychiatry*. DOI: 10.3389/fpsyt.2013.00071
- Pillsbury, E. (2015). *Finding Meaning, not Minotaurs: A Beginner's Guide to Labyrinths*. Retrieved January 15, 2022 from <https://youtu.be/etutPYM77so>
- Rosaen, C., & Benn, R. (2006). The experience of transcendental meditation in middle school students: a qualitative report. *Explore*, 2(5), 422-425.
- Saeed, S. A., Cunningham, K. And Bloch, R. M. (2019). Depression and anxiety disorders:



Benefits of exercise, yoga, and meditation. *American Family Physician*, 99(10), 620-627.

Schmalzl, L., Crane-Godreau, M. A., & Payne, P. (2014). Movement-based embodied contemplative practices: Definitions and paradigms. *Frontiers in Human Neuroscience*, 8, 205, DOI: 10.3389/fnhum.2014.00205

Schonert-Reichl, K. A., & Lawlor, M. S. (2010). The effects of a mindfulness-based education program on pre-and early adolescents' well-being and social and emotional competence. *Mindfulness*, 1(3), 137-151.

Stuhr, P.T., Ahlers, J.C., Jeffries, J., & Thomas, J.T. (2018). Mindfulness from a to z: Concepts, practices, resources, and tips for health and physical educators. *California Association for Health, Physical Education, Recreation and Dance e-Journal*, 4(2), 25-37.

Stuhr, P. T., & Thomas, M. D. (2017). Conceptualizing mindfulness for health and physical educators. *California Association for Health, Physical Education, Recreation and Dance e-Journal*, 3(3), 13-21.

Sutherland, S., Stuhr, P. T., Ressler, J., Smith, C., & Wiggin, A. (2019). A model for group processing in cooperative learning. *Journal of Physical Education, Recreation, & Dance*, 90(3), 22-26, DOI: 10.1080/07303084.2019.1559676

The Labyrinth Society. (2022). Learn about labyrinths. Retrieved January 25, 2022 from <https://labyrinthociety.org/about-labyrinths>

Vicente, S. J., & Stuhr, P. T. (2022). Mindful yoga: Strategies for mindfulness and yoga in physical education. *Strategies: A Journal for*

Physical and Sport Educators, 35(1), 31-44.

Wall, R. B. (2005). Tai chi and mindfulness-based stress reduction in a Boston public middle school. *Journal of Pediatric Health Care*, 19(4), 230-237.

Waters, L., Barsky, A., Ridd, A., & Allen, K. (2015). Contemplative education: A systematic, evidence-based review of the effect of meditation interventions in schools. *Educational Psychology Review*, 27, 103-134. DOI: 10.1007/s10648-014-9258-2

Weir, K. (2011). The exercise effect. *Monitor on Psychology*, 42(11). Retrieved January 24, 2022, from <http://www.apa.org/monitor/2011/12/exercise>.

West J., Otte C., Geher K., Johnson J., & Mohr, D. C. (2004). Effects of hatha yoga and african dance on perceived stress, affect, and salivary cortisol. *Annals of Behavioral Medicine*, 28, 114-118, DOI: 10.1207/s15324796abm2802_6

Wilkins, R. (2021). How to use positive affirmations for kids for better wellbeing. Retrieved January 14, 2022, from <https://ripplekindness.org/why-affirmations-are-important-for-children/#tve-jump-175491c1dad>

Wisner, B. L. (2014). An exploratory study of mindfulness meditation for alternative school students: perceived benefits for improving school climate and student functioning. *Mindfulness*, 5(6), 626-638.

Wright, P. M., & Richards, K. A. R. (2021). Teaching social and emotional learning in physical education. Burlington, MA: Jones and Bartlett Learning.

PEER-REVIEWED

FOUNDATIONAL PRACTICES FOR MINDFULNESS IN AND OUT OF THE CLASSROOM

By Paul T. Stuhr, Erica Rammell, & Mckayla Magadan

Dr. Paul T. Stuhr is a professor in the Department of Kinesiology at California State University San Marcos and research fellow of SHAPE America. Mckayla Magadan & Erica Rammell are Kinesiology students at California State University San Marcos.

Abstract

One can practice being mindful through conscious awareness and focused attention at any given moment throughout the day. Further, incorporating a formal mindfulness practice can be viewed as a valid strategy for helping to improve overall well-being. The purpose of this article is to provide teachers with four foundational mindfulness practices and four additional tips for using these activities in and outside the classroom. The foundational practices and tips provided are arguably some of the more basic mindfulness techniques, yet there is strong empirical evidence to suggest these activities can be useful in promoting a wide range of mental and physiological health benefits. The four foundational practices include Feel the Connection of Feet to the Ground, Find your Breath, Sense the Space Around You, and Hand on Heart. The four tips include Simple but not Easy, Sound Therapy, Processing Questions, and Mindful Self-Compassion Practices. We believe that a wide variety of individuals may be able to promote their social and emotional health from use of these contemplative practices and are hopeful teachers will find them to be personally and instructionally beneficial.



Foundational Mindful Practices

The following four mindfulness practices are considered foundational or fundamental activities to any contemplative regimen. Mindfulness makes available to the participant a clear, open, and nonjudgmental mindset in focusing on tasks that occur during the present moment. These four practices (connection of feet to the ground, attention to the breath, sense of the space around you, and hand on the heart) can be considered core elements in helping an individual develop a deeper intra-personal connection with self as it relates to being present and fully aware of the here and now (i.e., mindful). These self-care practices can either be done as a personal practice outside the classroom or used as part of a teacher's pedagogical repertoire in helping students find heightened focus, equanimity, and compassion.

Foundational Practice 1 – Feel the Connection of Feet to the Ground. First, in a standing or sitting position, place feet shoulder width apart. Start to notice the connection of the feet to the ground. Settle in and continue focusing attention to the feet, bring awareness to the sensations or lack thereof as the feet connect to the ground. Be curious and ask yourself how does this feel? Focusing undivided attention to the sensations of the feet connecting with the ground is in essence a form of mindfulness in and of itself.

Foundational Practice 2 – Find your Breath. Start by allowing the body and mind to relax. Bring attention to posture. Is the body sitting or standing upright, rather than a slouched position? Is there tightness throughout the shoulders or back? Next, bring full attention to the breath (air coming in and out, or the belly/chest rising and falling). Take three slow and relaxed breaths as the focus shifts to the sensations of breathing. These breaths should be diaphragmatic in nature (i.e., deep breathing that fully engages the diaphragm). Finally, bring attention to the feeling in this present moment. Is there a feeling of relaxation? More alert and focused? Honor your feelings at this present moment. If breathing is labored and not relaxed, then take the time to repeat these

steps to help center the body and mind.

Foundational Practice 3 – Sense the Space Around You. At the start of this practice, scan the current environment, three to five feet in all directions. Ask yourself, what do I see? Then bring full visual attention to the items in your space. Next, listen to any sound or lack thereof in this space. Focus complete attention on the sensation of the sound(s). Scan, listen, and take a moment to process objects in this space. What are you hearing and how is the sound affecting you? This practice brings focus to the here and now by directing consciousness to the present moment within the current physical space.

Foundational Practice 4 – Hand on Heart (with or without movement). In a standing or seated position, place the left or right hand over the heart with an open palm touching the chest. Feel the sensations of your clothes on your hand. Can you feel your heart beating? Continue to feel the gentle pressure of your hand over your heart. Now, take 2-3 deep diaphragmatic breaths. Can you feel the rise and fall of your chest with each breath? Try moving your hand in slow circles on your heart. Don't be afraid to linger with the feeling(s) or indifference that you are experiencing as you try this practice. Be curious to the degree for which this practice comforts you. Additionally, instead of placing your hand on your heart, you can consider placing your hand on your cheek, stroking your arm, or even crossing both arms and giving yourself a gentle squeeze (i.e., self-hug).

Tips that Compliment Mindfulness in the Classroom

Teachers interested in creating social and emotional learning opportunities can consider several didactics to help shape desired prosocial behavior with students. Provided in this section are four additional teaching tips to consider when implementing mindfulness practices with students.

Tip 1 – Simple but not Easy. Learning about and practicing mindfulness takes patience. As Kabat-Zinn reminds us, “While it may be simple to practice mindfulness, it is not necessarily easy. Mindfulness requires effort and disci-



pline...we tend to be particularly unaware that we are thinking virtually all the time” (1994, p. 8-9). Mindfulness is not about clearing out the thoughts in our mind or stopping the thought process completely. Rather, to practice mindfulness is to be curiously aware of our thoughts and shift focus and attention to the present. Rather than being stuck thinking about the past or future we should check in with ourselves and see if the focus is in the here and now. One cannot stop the wandering mind; however, we can become aware of the mind and more consciously awake to life experiences. Teachers should encourage students to be patient with themselves when practicing mindfulness. One simple activity that helps become more aware of the current moment is to ask students, “where is your mind right now?” and have them reflect on what they are currently thinking about or feeling. To remind students to check in with themselves regarding “where is their mind” can help students be conscious of the here and now. Those students who attend to the present moment have a higher probability of staying engaged in learning tasks for longer periods of time.

Tip 2 – Sound Therapy. Music is often referred to as the universal language because it can be enjoyed by anyone regardless of race, gender, culture, or religion. Music is used all over the world as a complementary tool of self-expression through singing, dancing, and even meditation. In physical education, music has also

been used as a method to increase satisfaction with the lesson and to improve motivation (Digelidis et al., 2014). Furthermore, other studies conducted in physical education have indicated better student engagement when music is used within the classroom (Barney & Pleban, 2018; Brewer et al., 2016).

Sound is essentially a form of energy. As an object vibrates, it creates waves that travel through the air and into our ear, thus creating the sound we hear. Every sound that is produced has its own frequency that is measured in hertz. As we receive these frequencies our bodies naturally want to synchronize and align our energy with what is being heard. Sound therapy is a beneficial mindful practice that incorporates music with specific frequencies to achieve mental, emotional, and physical well-being (Boyd-Brewer & McCaffrey, 2004; Salamon et al., 2003).

Sound therapy can be conducted using instruments such as a singing bowl, pan flute, didgeridoo, wind chimes, or tuning fork. Solfeggio frequencies are specific frequencies that also can be used during meditation for well-being. There is an abundance of Solfeggio healing frequency resources throughout the internet that are free to use. A few examples of healing frequencies that can be found online are 396 HZ, 417 HZ, 528 HZ, or 639 HZ. Searching keywords (e.g., positive frequencies, healing frequencies, or relaxation frequencies) on the internet is an-

other way to locate sound therapy frequencies for a mindfulness session. See the instructions provided in Table 1 for an example on how to conduct a sound therapy session.

Music (including sound therapy) can be utilized during mindfulness activities to help enhance the experience (Giobbi, 2020). Using sound therapy tools (such as a singing bowl, pan flute, didgeridoo, wind chimes, or tuning fork) with mindfulness practices can assist with heightening attention and self-awareness (Giobbi, 2020). Teachers can consider implementing sound therapy as a further means to help students practice self-care.

Tip 3 – Processing Questions. Having students sit down and reflect upon their experience with a mindfulness practice can be valuable and offer potential transfer of learning with intrapersonal and interpersonal relationship skills. Self and group reflection are both important tools to help students develop healthy relationships in and outside the classroom. When we take time to stop and reflect on our experiences, we invite the opportunity to learn more about ourselves (self-reflection) and others (group processing). Presenting questions for students to reflect on is one method to help students gain a deeper meaning of their experience(s) in the lesson or activity. We have included sample instructions and a list of 10 potential questions (see table 2) to consider when planning for self-reflection and group processing with students.

Start each day by asking your students three questions and having students write down their answers. When starting this journey, we suggest starting off with more simple questions and gradually lead to more complex ones. If students are having trouble answering any question you have given them for the day, remind them to try their best or provide the student(s) with an alternative question or choice of questions. Reflection, whether self or group, is not meant to be overwhelming or daunting. Additionally, we recommend students keep a journal or notebook with the date, questions posed, and the student's answers. Keeping a self-reflection journal promotes deeper metacognition of thoughts, emotions, assumptions, and possible future action tendencies. Deeper reflection is a pathway toward potential self-care and future social and emotional growth.

These are sample questions teachers can ask students to think about toward becoming more mindful. Processing questions can be asked before, during, or upon completion of a mindfulness practice. These questions can be completed individually or in a group processing format. Additionally, a quick Google search of keywords such as empowering, mindful, or self-reflection questions can provide other potential ways to reflect with students.

Tip 4 – Mindful Self-Compassion Practices. The work of educating our youth will continue to comprise a need to create learning environ-

Table 1. Sound Therapy Scripted Guide

-
1. At the beginning of class, dim or turn off the lights completely.
 2. Instruct students to close their eyes and bring their body to a position that feels comfortable to them. While they are doing this, start your sound/frequency chosen for the activity.
 3. Guide them to check in with themselves and bring awareness to how they are feeling in this present moment. Instruct them to pay close attention to their breathing.
 4. As the healing vibrations play, instruct students to take deep breaths in through their nose and out through their mouth. Repeat these deep breaths about 3-5 times.
 5. Guide students to relax and let everything go, into a relaxed yet alert state. If they feel their mind wander, that's okay. Remind them to bring awareness back to their breath to reset.
 6. Next, stay silent and allow music to play for 5-7 minutes or however long the allotted time.
 7. At the end of this session, turn off the music and instruct students to open their eyes and return to the presence of the whole class, slowly and comfortably.
 8. Allow students a moment to stretch their arms in whatever way feels comfortable for them.
-

Table 2. Sample Reflective Questions

<ul style="list-style-type: none">• How do you feel today and why might you feel this way?• How would it feel if you were more accepting of others? Notice how this feels.• What do you love most about yourself?• What are 3 words that best describe you?• What are you most proud about? Why?• What are 3 items you are grateful for in your life?	<ul style="list-style-type: none">• How will you build better relationships with your fellow classmates today and throughout the school year?• What are 3 core values you feel are important to live by each day?• How does stress and anxiety present itself in your body and how can you work toward lowering these responses?• When do you feel at your best?
--	---

ments that are both emotionally and physically safe. Trauma can create conditions that have a profound effect on an individual's emotional and physical safety (National Institute of Mental Health, 2022). Students face an assortment of events and variables that can create trauma and potentially have a negative impact on their education. Trauma induced events include poverty, neglect, abuse, violence, bullying, and even COVID-19. Teachers should be encouraged to adopt a trauma-informed framework as a potentially transformative and highly encouraged pedagogical practice when working with students. Two important strategies in delivering trauma-informed pedagogy include building relationships and helping students further develop social and emotional growth (Sutherland & Parker, 2020).

Using mindful self-compassion practices (MSCP) can be a useful tool in helping students navigate toward stronger social and emotional growth and positive interpersonal relationships. According to Neff, self-compassion

...involves being touched by and open to one's own suffering, not avoiding or disconnecting from it, generating the desire to alleviate one's suffering and to heal oneself with kindness. Self-compassion also involves offering nonjudgmental understanding to one's pain, inadequacies, and failures, so that one's experience is seen as part of the larger human experience (2003, p.87).

Helping students become more aware of the present moment, developing greater empathy for others, and learning ways to be kind and forgiving in the classroom are three hallmarks toward self-compassion (Neff, 2003; Neff, 2016). Developing self-compassion brings added opportunity and has been shown to increase highly desirable attributes such as connectedness,

confidence, and optimism (Zessin et al., 2015).

MSCP can allow an individual to continue to develop stronger social skills toward coping with and navigating trauma in their lives. More specifically, MSCP can create space to help students: treat themselves with care and understanding rather than harsh judgment, actively soothe and comfort themselves, to "be" with painful feelings as they occur and avoid extremes of suppressing or running away from painful feelings. Table 3 lists three MSCPs from the Community Resiliency Model that teachers can incorporate into the classroom as an effort to build self-compassion (Miller-Karas, 2015).

A teacher can plan to incorporate the use of these three MSCPs as an initial strategy prior to completing a longer instructional task. For example, envision leading students through a simple 30 second grounding practice where the teacher invites them to intentionally pay attention to specific body sensations as they are sitting or standing in class. These practices can also be an excellent precursor or anticipatory set prior to the start of any physical education lesson, and beneficial in helping to elicit calm, pleasant, and peaceful feelings.

Final Thoughts

Whether as a personal practice or a pedagogical tool in the classroom, mindfulness can create space for meta-awareness. Some have argued that heightened awareness of the present moment can lead toward less stress, anxiety, and a greater sense of happiness (Kabat-Zinn, 1994). Furthermore, mindfulness creates the opportunity to develop compassion, and this conscious concern for self and for others makes available opportunity for strong social connec-

Table 3. Mindful Self-Compassion Sample Practices (adapted from Miller-Karas, 2015).

<p>Resourcing. Start by thinking about any person, place or thing that makes you feel calm, pleasant, peaceful, or resilient. This practice is a resource intensification method that can help elicit a pleasant thought or feeling as a means for self-care. For example, who are people in your life that help make you feel calm, pleasant, peaceful, or resilient? Or another example, what “thing” can make you feel calm, pleasant, peaceful, or resilient (e.g., cup of coffee or tea, particular smells, or images)?</p> <p>Grounding. Start by making direct contact with the body and something that provides support in your present environment. Grounding provides an opportunity to gain a sense of “self” in relation to the present time and space. An individual can practice this grounding exercise while sitting, walking, or lying down. The key is to pay close attention to the body contacting the object and toward being aware of the body being present (i.e., in the moment awareness) in the space it occupies.</p> <p>Gesturing. This practice is any movement of the body as a means of a soothing expression. There are all sorts of different types of gestures (e.g., protective, calming, universal gestures). The self-soothing gesture can be called to mind to help enter resiliency and become calm. Examples: hand on heart, touching a ring on a finger, walking.</p>

tion (Zessin et al, 2015). As Kabat-Zinn reminds us, “The practice of mindfulness immediately makes available to us both the world’s and our heart’s intrinsic goodness and beauty, revealing through our direct experience power and solace of resting in the present moment in awareness... (1994, 274). By observing thoughts, feelings, and sensations an individual can start to develop situational awareness and compassion toward what is happening in the here and now and create conditions for optimal mental health. Through mindfulness we recognize that education is a human endeavor where strong social and emotional connection with our students is paramount, for meeting their needs in the classroom and beyond.

References

Barney, D. C., & Pleban, F. T. (2018). An examination of physical education teachers’ perceptions of utilizing contemporary music in the classroom environment: A qualitative approach. *The Physical Educator*, 75, 195-209. DOI: 10.18666/TPE-2018-V75-I2-7447

Boyd-Brewer, C., & McCaffrey, R. (2004). Vibro-acoustic sound therapy improves pain management and more. *Holistic Nursing Practice*, 18(3), 111-118.

Brewer, L., Barney, D., Prusak, K., & Pennington, T. (2016). Effects of music on physical activity rates of junior high school physical education students. *The Physical Educator*, 73, 689-703.

Digelidis, N., Karageorghis, C. I., Papapavlous, A., & Papaioannou, A. G. (2014). Effects of asynchronous music on students’ lesson satisfaction and motivation at the situational level. *Journal of Teaching in Physical Education*, 33, 326-341. DOI: 10.1123/jtpe.2013-0120.

Giobbi, M. (2020). Mindfulness through music: An introduction, *Psychology Today*. Retrieved January 5, 2022 from <https://www.psychologytoday.com/us/blog/mindfulness-and-music/202003/mindfulness-through-music-introduction>

Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life*. New York: Hyperion.

Miller-Karas, E. (2015). *Building resilience to trauma: The trauma and community resiliency models*. New York: Routledge: Taylor & Francis Group.

National Institute of Mental Health. (2022). *Coping with traumatic events*. Retrieved January 17, 2022 from <https://www.nimh.nih.gov/health/topics/coping-with-traumatic-events>

Neff, K. D. (2003). Self-compassion: An alternative conceptualization of a healthy attitude toward oneself. *Self and Identity*, 2, 85-102.

Neff, K. D. (2016). *The Self-Compassion Scale is a valid and theoretically coherent*

measure of self-compassion. *Mindfulness*, 7(1), 264-274.

Salamon, E., Kim, M., Beaulieu, J., & Stefano, G. B. (2003). Sound therapy induced relaxation: down regulating stress processes and pathologies. *Medical Science Monitor*, 9(5), RA96-RA0.

Sutherland, S., & 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

Zessin, U., Dickhauser, O., & Garbadee, S. (2015). The relationship between self-compassion and well-being: A meta-analysis. *Applied Psychology: Health and Well-Being*, 7(3), 340-354. DOI: 10.1111/aphw.12051.

abundance wisdom humility
LOVE thank you
journey change enlightenment
purpose TRUTH forgiveness
gratitude GUIDANCE trust
harmony HEALTH
PEACE blessings eternal
kindness DIVINE believe
give SPIRITUAL ASK receive
SEEK FAITH NOW SOUL
healing
create INTENTION bliss
JOY hope

DISCOVER AND DISSEMINATE

The CAHPERD editorial board is proud to present the 5th 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: Richards, K. A., Holland, S. K., Wilson, W. J., Trad, A. M., & Stearns, J. (2021). A qualitative inquiry into the workplace experiences of adapted physical education teachers. *Sport, Education and Society*. 1-13. DOI: 10.1080/13573322.2021.2007874

Background: While workplace experiences of general physical education teachers have been extensively studied, adapted physical education (APE) teachers have not received the same amount of attention. When compared to general physical education teachers, APE teachers have different roles and responsibilities working specifically with children with a range of cognitive, physical, and emotional disabilities. Simultaneously, itinerant APE teachers are required to navigate relationships with diverse stakeholders across school environments including colleagues, parents, administrators, and direct and related service providers.

Purpose: This study aimed to develop a comprehensive understanding of workplace experiences of itinerant APE teachers. To guide the study, researchers used the following questions: (a) what benefits and challenges do itinerant APE teachers perceive when traveling among schools, (b) how do they navigate relationships with administrators and school personnel across settings, and (c) how do they work with their general physical education colleagues to meet the needs of their students.

Methods: A quantitative survey with a follow-up interview was used to purposefully select survey participants. Of the 273 APE teachers who completed the initial survey, 31 met the criteria for participation and were interviewed.

Findings: The results from the interviews were analyzed using a multiphase qualitative analysis procedure. The data indicated that relationships with key stakeholders were essential to the development of a coordinated, effective support system for students receiving APE services. However, itinerant APE teachers reported they struggled to create deep, supportive relationships with these key stakeholders. Three themes were developed to describe the participants' perspectives on school sociopolitics, including: (a) APE teachers rely on an unpredictable support system, (b) support for APE requires targeted relationship development, and (c) relationship building and knowledge of the field aids advocacy efforts.

Implications: There are many challenges itinerant APE teachers face while developing relationships with stakeholders in different school environments with varying supports provided. To ensure their needs, and the needs of their students are met, teachers should intentionally and proactively employ targeted relationship building strategies. With this approach, APE teachers can reeducate and help key stakeholders reformulate their subjective theories of the purpose and need for APE services and itinerant APE teachers.

Submitted by Kendra Lewin, Melissa Bittner, and Amanda Young, California State University Long Beach



Abstract #2

Article: Cross, R., Sanchez, P., & Kennedy, B. (2019). Adventure is calling, and kids are listening. *Journal of Physical Education, Recreation & Dance*, 90(6), 18-24, DOI: 10.1080/07303084.2019.1614121

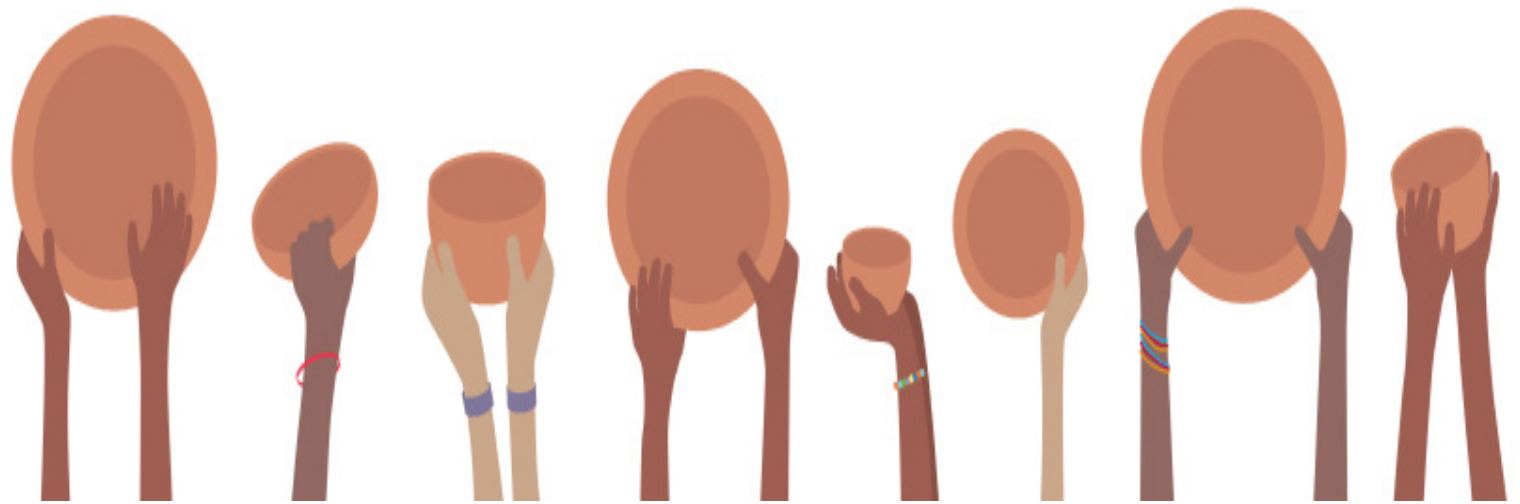
Background: Our connection with nature dates to ancient times. Unfortunately, our society often overlooks the importance of being in and connecting with nature. The teachings of educators Kurt Hahn, John Dewey, and William James provide a useful framework to help facilitators connect children to nature and create healthy habits for them as they navigate into adulthood. Dewey's teachings centered on involving students in the learning process through hands-on, pragmatic, experiential investigation. James believed risk-taking and challenge was an integral part of education to develop character. Hahn's philosophy was based on service and compassion for nature that included fitness trainings, expeditions, and project-based learning. Hahn's work led him to establish the Schloss Salem (School of Peace), Gordonstoun School, and Outward Bound which are built on outdoor experiences and personal challenge.

Purpose: The purpose of this article was to share the benefits of outdoor and adventure education (OAE) and how traditional physical education teachers can incorporate adventure practices into their classrooms that promote service, collaboration, and compassion through experiential lessons. James Workman Middle School is used as an example of a "success story" in implementing an outdoor education program at a low-income school. Teachers used nontraditional physical education content such as hiking, leave no trace (LNT) principles, backcountry cooking, wilderness first aid, and field trips in place of traditional sport-based physical education classes.

Impact: The James Workman Middle School program has become popular amongst students over the years. Students participating in OAE have been observed to have improved safety and environmental skills and stronger intra- and interpersonal relationship skills such as, decision-making, effective communication, leadership, and professionalism. Students at James Workman Middle School were reported to have shown higher effort outcomes in their academics and demonstrated better cooperation amongst their peers in the classroom.

Implications: Evidence suggests that OAE can benefit quality of life, academic performance, social-emotional skills, self-esteem, environmental literacy, and provide a sense of community for our children. There is an abundance of resources and lesson ideas found in various OAE textbooks and articles. This literature points to OAE as being a dynamic content which many believe can lead to potentially transformative student learning outcomes. We suggest the following two resources as potential starting points for teachers who may be interested in creating their own OAE curriculum. Resource one: Redmond et al. (2010). *Quality lesson plans for outdoor education*, Champaign, IL: Human Kinetics. Resource two: Sutherland et al. (2021). Chapter 6: Adventure-based learning. In Wright, P., & Richards, K. (Eds.), *Teaching social and emotional learning into physical education*, Burlington, MA: Jones and Bartlett Learning.

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



Abstract #3

Article: Fram, M. S., Ritchie, L. D., Rosen, N., & Frongillo, E. A. (2015). Child experience of food insecurity is associated with child diet and physical activity. *The Journal of Nutrition*, 145(3), 499–504. <https://doi.org/10.3945/jn.114.194365>

Background: Researchers have previously shown connections between childhood food insecurity and potential issues with weight management as they age. Further, childhood food insecurity may also be linked with physical inactivity during this life stage. However, more current research has found that children may experience food insecurity more frequently than once realized by their primary caregivers.

Purpose: Fram et al. (2015) collected data from children in order to assess their perceptions of food insecurity, their food insecurity experiences and their relationship to the child's diet quality and physical activity levels.

Methods: Fourth and fifth grade students attending schools in San Diego County and participating in the Network for a Healthy California – Children's PowerPlay! campaign were asked to complete surveys and 24-hour dietary recalls to assess food insecurity perceptions and diet quality. Physical activity levels were also assessed. A total of 3,605 children were sampled.

Results: The authors estimated that 60% of the students sampled experienced food insecurity. Higher levels of childhood food insecurity were correlated with greater consumption of total calories, total fat, and sugar. However, childhood food insecurity was also associated with lower vegetable consumption. Those experiencing food insecurity also spent less time engaging in physical activity when compared to children deemed food secure.

Implications: Lifestyle habits developed during childhood may persist into adulthood. Given the associations between childhood food insecurity, poorer diet quality, and lower physical activity levels, the impact may last a lifetime. Professionals working with children may need to consider the pervasiveness of food insecurity, particularly when a child may be experiencing weight management issues or symptoms of nutritional deficiency.

Submitted by Neal Malik, California State University San Bernardino



Abstract #4

Article: Nye, S., & Williams, J. (2022). Teaching classroom expectations through cooperative learning activities, *Strategies: A Journal for Sport and Physical Educators*, 35(1), 3-9, DOI: 10.1080/08924562.2021.2000536

Background: The classroom is a place where individuals are afforded opportunities to acquire knowledge that can be used in various situations across the lifespan. A primary goal in every classroom is for students to learn and follow rules, routines, and expectations (RRE). Engaging students in cooperative learning activities (CLA) create space for them to practice RRE toward the development and strengthening of prosocial behavior. Responsibility, participation, physical safety, and respect are some examples of the desired social skills that can be taught and practiced using CLA.

Purpose: The purpose of this practitioner paper was to demonstrate the benefits of using CLA with students in regard to improving RRE toward more efficient learning in the classroom. CLA can be used to promote prosocial behavior that potentially can be transferred to other areas of a child's life outside the classroom. This article also provides teachers with several resources, including 11 CLA that can be used to practice classroom expectations.

Implications: A common goal in the classroom is to create a positive and respectful learning environment for students to thrive and succeed in. One way to achieve the goal of a safe and inviting learning environment is to engage students in CLA early and throughout the school year. Through CLA students learn to develop a deeper understanding of classroom expectations while simultaneously developing prosocial behaviors such as responsibility, participation, physical safety, and respect. An important element with implementing CLA is group processing. Group processing is student-centered discussions that are facilitated by a teacher after the activity is completed. These discussions allow students to practice effective communication, active listening, and connect their experience from the CLA to specific classroom expectations. The article provides teachers with sample group processing (i.e., debriefing) questions that have been aligned to specific classroom expectations. Group processing sets up opportunities to transfer the prosocial behavior students have practiced or learned in CLA toward relevant situations in their lives. CLA provide teachers with a teaching tool that is intentional, a purpose driven pedagogy designed to help students acquire RRE. Overall, CLA provide a foundation for students to work on demonstrating classroom expectations, while doing so in a collaborative group.

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



CAHPERD VOICES

CAHPERD Voices is a section in our journal where members get to share their viewpoints and experiences. The responses in this issue discuss successes strategies for addressing the social/emotional needs of students.

Reestablish a Safe, Secure Learning Environment: Making Student Connections and Establishing Consistent Routines

For many students, the return to the classroom has been a challenge after being at home, away from their classmates and not following a structured routine. No one-size-fits-all approach will make certain behavior management strategies effective in all situations. However, with the return to in-person learning, it is more important than ever that teachers reestablish a safe, secure learning environment while making student connections with established consistent routines. Reestablishing relationships with students will take time and effort. All students want to be recognized, feel safe and secure feeling a sense of community. Teaching all students to take responsibility for their own behavior and others is an important goal toward creating a positive safe, and respectful learning environment. Connecting with your students will help you in all aspects of your instruction. This can be as simple as greeting them as they enter the gym and asking students “how their weekend was?” Take time to recognize what motivates or is idiosyncratic to each student as an individual and as a group. Once you have their respect and trust they will be more willing to follow directions. Consistently implementing your plan with clear expectations and routines is critical. You can still be positive and caring, but you must consistently implement your rules and expectations with clearly conveyed consequences for not meeting expectations. Students need to learn that they are accountable for their own behaviors. Because students have been attending class virtually for the past few years, teaching class routines such as entering and exiting the physical education space, sharing equipment and transition with clear signals will need to be reestablished and reviewed periodically. Finally, stay positive by making it a practice to “catch students being good” for their accomplishments!

A few helpful resources include:

Hagenbach, S. (2011). Teaching children responsible behavior: A complete tool book. Champaign, IL: Human Kinetics.

Hellison, D. (2011). Teaching personal and social responsibility through physical activity. (3rd ed.). Champaign, IL: Human Kinetics.

Lavay, B., French, R., & Henderson, H. (2016). Positive behavior management in physical activity settings. (3rd ed.). Champaign, IL: Human Kinetics.

Smart Classroom Management Strategies (retrieved April 2022) <https://www.smartclassroom-management.com/category/classroom-management-strategies/>

Submitted by:

Barry Lavay, Professor Emeritus, CSU Long Beach

We want to hear from you!

Let your voice be heard! To participate in future issues, all we need from you is the following:

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

The prompt for the next edition is: "What is your greatest joy related to teaching and how do you find that joy every day?"

For consideration, please submit replies to david.daum@sjsu.edu by September 15th, 2022 or by completing this [Google form](#). CAHPERD Journal editors will review and select up to 10 responses to be published in the next issue of the publication.



SHARE YOUR
STORY!

CALL FOR PAPERS

CAHPERD issues this call for papers to appear in the Fall 2022 or future editions 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.

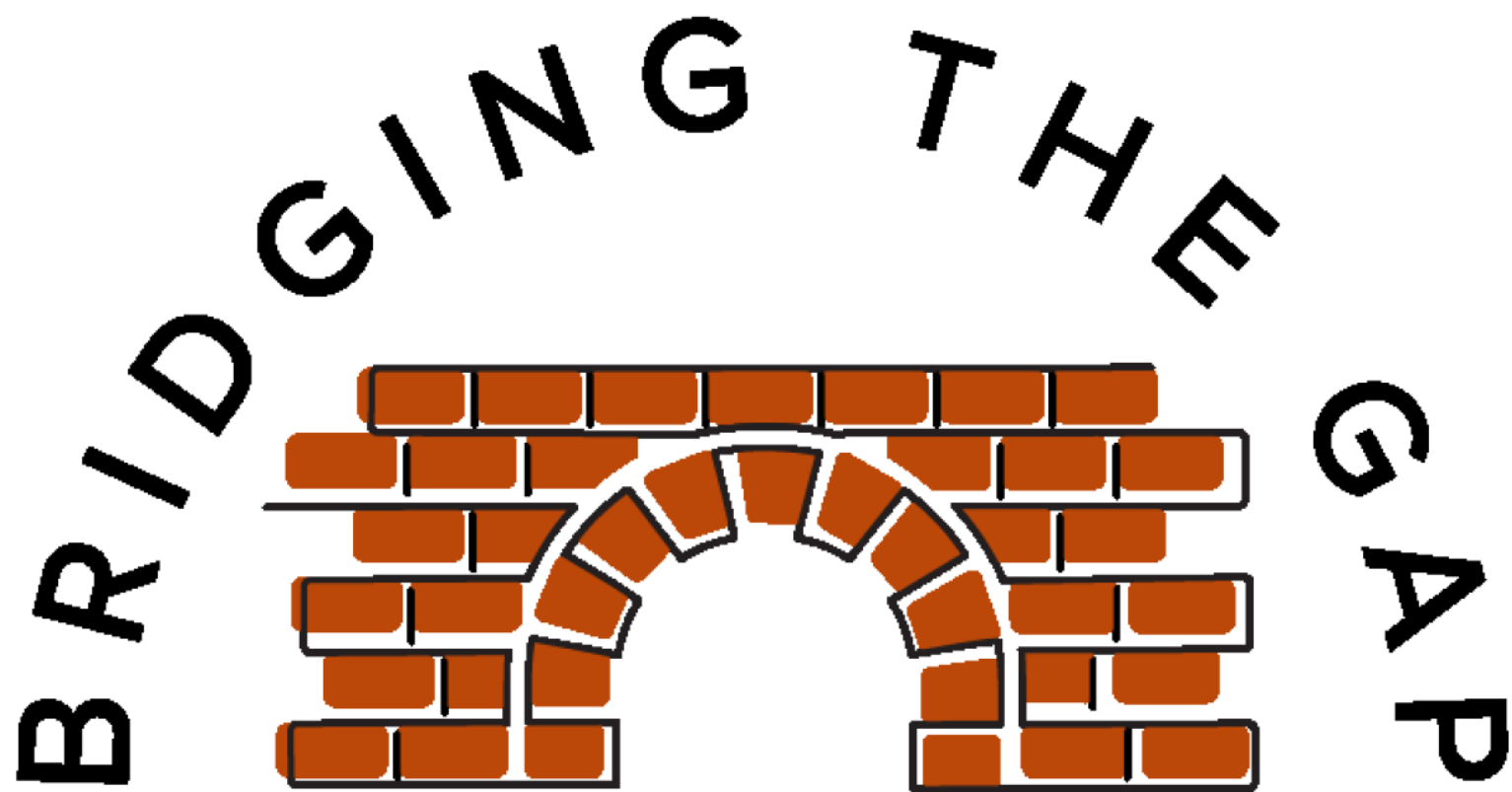
Authors who are professionally engaged in the study of HPERD and related fields, including professors, K-12 teachers, and others, are encouraged to submit articles for review and potential publication. Authors need not be professional writers. Graduate students in the HPERD disciplines are also encouraged to submit. The editors will give priority consideration to those articles that relate directly to HPERD issues confronting California professionals. This includes articles that provide expert teaching strategies. Authors may not submit the same article to this Journal and other publications for simultaneous review. Previously published content should not be submitted.

Authors seeking publication in the Journal should include the following materials: (1) Cover letter indicating the desire to have materials reviewed for possible publication. The cover letter should indicate acknowledgement that CAHPERD will hold the copyright to all information published in the Journal. (2) Email attachment of the desired publication as a word document only. (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 Paul Stuhr - pstuhr@csusm.edu. Submission deadline for consideration in the Fall 2022 Journal is September 15th, 2022. All other submissions will be reviewed for Spring 2023.

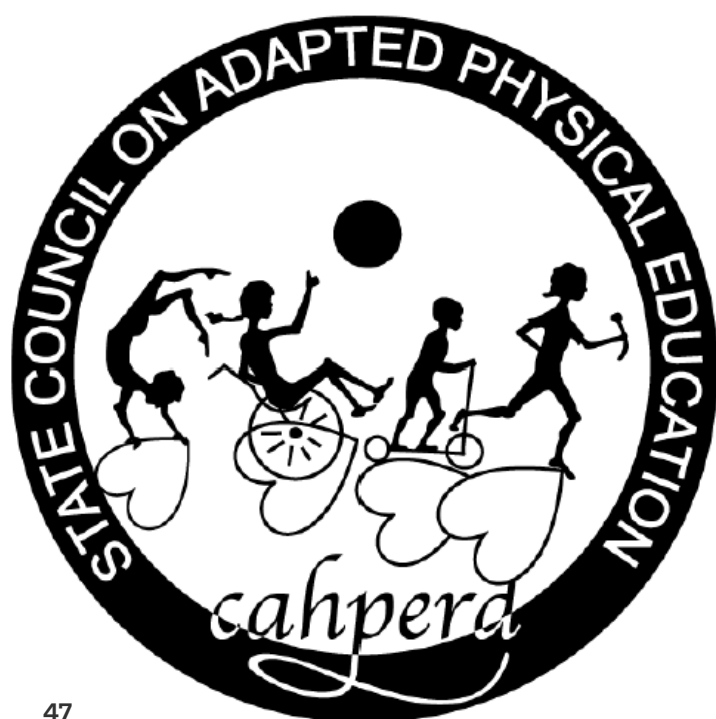




— TOGETHER TOWARDS TOMORROW —
51st National Adapted Physical Education Conference

November 10-12, 2022

Marriott, San Jose



Want to present?
Click for the Call for
Presenters



CAHPERD Journal - Spring 2022

health.moves.minds.

Inspire healthy habits, fuel active minds, and teach kids to thrive physically and emotionally with this **new** service-learning program



Join us as we build a kinder, healthier future for our nation's youth.