

CAHPERD

California Association for Health, Physical Education, Recreation and Dance

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Editor's Message

The Spring 2023 issue of the CAHPERD Journal marks the 13th issue published since 2015. The journal editorial board is excited to announce that every back issue of the Journal since 2015 is open and available at the CAHPERD website. As a board, we are honored to have our Organizational Director of CAHPERD take a moment and provide some introductory remarks in this issue and appreciate his dedication and leadership. In this issue we also have a legislative update, where CAHPERD's Legislative Committee Chair Cindy Lederer has provided the latest from Sacramento. This issue of the CAHPERD Journal centers around four inspirational sections: Peer Reviewed Articles, Helpful Tips, Discover & Disseminate, and CAHPERD Awards/Spotlight. Each section is being managed by an individual on the journal editorial board. The editorial board is excited to continue offering up-to-date, pragmatic, and creative information regarding the HPERD field using this section format. Our Peer Reviewed Article investigates mindful self-compassion practices (breathing techniques, and yoga/Pilates to relax) to reduce stress and cultivate self-compassionate thoughts and feelings toward self and others. Outcomes from these types of courses and mindfulness practices may prove beneficial in similar educational settings and K-12 schools. Our Helpful Tips section details that learning in pairs seems to be at least as effective as individual training. The 7th edition of the Discover & Disseminate section includes abstracts of research articles, highlighting key findings and how this research can be used by K-12 teachers. This issue includes several abstracts that detail (a) the top 10 things a beginning health and physical education teacher needs to know, (b) coaches' perceptions of sport education, and (c) how cooperation enhances motor learning. The CAHPERD Spotlight highlights CAHPERD Teachers of the Year and award winners. I want to thank all the authors and contributors in this issue, especially the Journal Editorial Board Members for their efforts. In addition, I'd like to give a special thank you to Project CAPE (Certification in Adapted Physical Education) master's students Nikki Thornburg and Anthony Tang for their assistance with the formatting of this journal issue.

Melissa Bittner, Editor-in-Chief





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*thank
you*

ORGANIZATIONAL DIRECTOR'S CORNER



It has only been eight months since I began serving as Organizational Director for CAHPERD. Learning from so many of you has been a privilege. I am eternally grateful for the hard work that Barbara Ann Buckalew, CAHPERD's Finance Director, does for our organization. We continue to learn and grow with the organization, and I'm excited to implement some new and hopefully more efficient methods in the coming months.

Remember to renew or join CAHPERD as a member. Membership comes with a few perks such as qualifying for award recognition, discounts on workshops and conferences, and rights to vote and serve on leadership. Please take the time to open your mail and/or emails we send concerning membership. You can join or renew at any point and do not need to attend a conference to join as a member.

We had a great 2023 State Conference which was held March 9-11 at the Hyatt Santa Clara and Convention Center. The tailgate social was a hit, along with many excellent sessions and keynotes. We had a great turnout in attendance with approximately 950 registered.

We are now accepting speaker proposals for the National Adapted Physical Education Conference and the 2024 State Conference. Be sure to get those ideas for sessions you would like to do submitted. The State Conference deadline is June 15, which is earlier than normal because the conference is February 1-3, 2024, at the Hyatt Regency Orange County in Garden Grove, CA. The 52nd NAPEC will be held November 2-4, 2023, in Burbank, CA at the Los Angeles Marriott Burbank Airport. For all information be sure to go to our website, www.cahperd.org. Lastly, be sure to follow us on social media @cahperd and open and read the monthly e-newsletter. Thank you all for the work you do and for sharing your knowledge not only with others at our conferences, but through our journal as well. Together we shine and everybody moves forward when we share our knowledge, educate and support each other.

Brent Powell, Ph.D., CHES - CAHPERD Organizational Director





CAHPERD LEGISLATIVE UPDATE

By Cindy Lederer (Fairfield-Suisun USD, Retired) Co-Chair of the Legislative committee

The Legislative Committee held its second open session at the successful 2023 CAHPERD Conference in Santa Clara. At the session the committee informed membership what bills were introduced at the beginning of this year, that if passed would affect our subject matters, you and your sites. We were so excited to see so many people who attended the session and were truly interested in what our association was doing to help protect what we do. We encourage all of you to get involved with the legislative process within this association. Here are a few of the bills that we have addressed with a letter that will follow the bill as it goes along through its process.

Health Bills

AB 19 Supported

SB 10 Supported

Interscholastics

AB 245 Monitor sent a letter to the author of the bill.

Physical Education

SB 291 Supported

AB 1362 Opposed

Special Education

SB 323 Supported

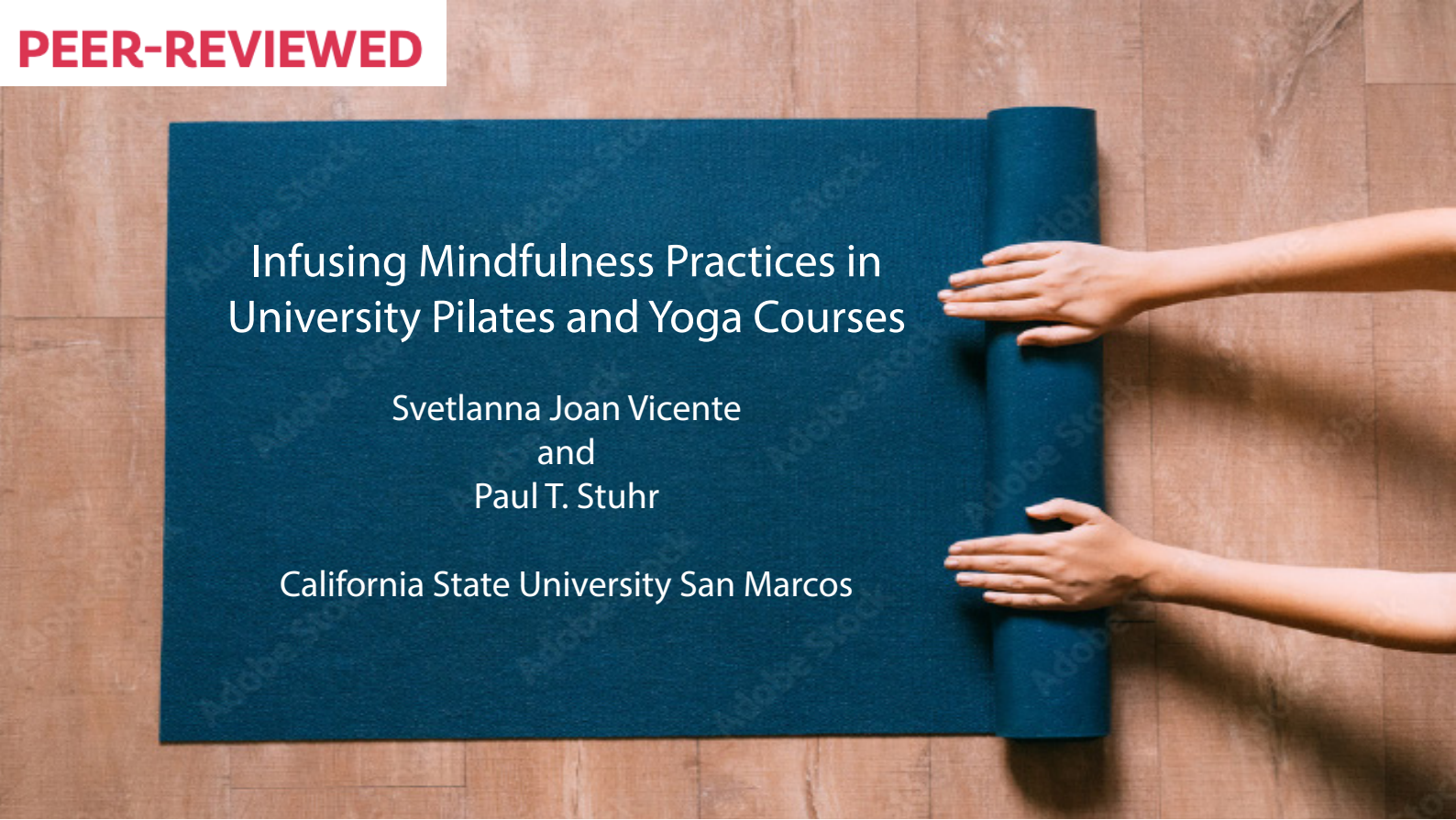
Other Interest

AB 257 Supported

AB 5 Supported

Your legislative committee is made up of all the Council Chairs including Tim Hamel (CSU Fresno), Ken Dyar (Delano USD), Gabe Padayhag (San Diego City USD), and Kimberly Ohara-Borowski (Mammoth USD). There were over 800 bills that were sent to us between December and March. I appreciate all the work they put in during the legislative season.

The committee would also like to thank our new lobbyist, Devon Ford, from CALIFORNIA STRATEGIE in Sacramento for attending our conference and session. We are so glad that everyone was able to meet Devon and welcome him into our CAHPERD Family.



Infusing Mindfulness Practices in University Pilates and Yoga Courses

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and
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California State University San Marcos

Authors: Ms. Svetlanna Joan Vicente is a graduate of the Master of Science in Kinesiology at California State University San Marcos. Dr. Paul T. Stuhr is a professor in the Department of Kinesiology at California State University San Marcos and research fellow of SHAPE America.

Abstract

Background: Mindful self-compassion practices (MSCP) are a type of contemplative exercise akin to mindful meditation. Yoga and Pilates are two movement-based mindfulness activities that have been linked to an assortment of desired mental and physical outcomes. However, there is a dearth of empirical inquiry for which MSCP has been combined with yoga or Pilates in an effort to promote stress reduction. Even less is known about using MSCP with yoga or Pilates in higher education settings, as most of the previous research using these meditation techniques has been conducted in clinical settings.

Purpose: The aim of this qualitative case study was to determine the perceived benefits from combining MSCP with a yoga and Pilates course at a university.

Methods: Two college courses served as the bounded case for this exploratory, qualitative study. Two instructors and 26 college students volunteered to participate. Data were collected and triangulated through semi-structured interviews, questionnaires, and written essay assignments. Analysis of the data consisted of constant comparative method, open coding, axial coding, and selective coding. Trustworthiness was established through prolonged engagement, data triangulation, peer debriefing, thick and rich description, and an audit trail.

Findings: Four major themes emerged from the data corpus and a metaphor of a tree created: 1) Roots—trial and error: discovering pedagogical implications for delivering MSCP; 2) Trunk—students define self-compassion; 3) Flowers—tools for self-compassion; & 4) Fruits—benefits of MSCP.

Implications: Combined, the emerging themes illustrate that students utilized MSCP, breathing techniques, and yoga/Pilates to relax, reduce stress, and cultivate self-compassionate thoughts and feelings toward self and others. Outcomes from these types of courses and mindfulness practices may prove beneficial in similar educational settings or even K-12 schools.

Introduction

Daily life typically consists of a multitude of stressors that can often lead to responses of negative affect. Maladaptive responses to stress, if accumulated over time, can adversely affect the ability to carry out activities of daily life and result in chronic illnesses (Leger et al., 2018). Stress plays a major role in health-related illnesses for college students (Garett et al., 2017). In fact, some evidence suggests a majority of undergraduate students feel moderate to high levels stress during their academic pursuits (Pierceall & Keim, 2007). Yoga and mindfulness continue to be well received within the K-16 education system, positing the notion that these two practices may provide an assortment of mind and body benefits.

Yoga, Pilates, and mindfulness captivate many individuals due to the feel-good nature they illicit (Luu & Hall, 2017; Kim et al., 2019). Health benefits from mindfulness, Pilates, and yoga span across the physical, mental, and emotional components of well-being. For instance, individuals can improve attention, minimize hyperactivity, and enhance mental health with the practice of mindful yoga (Jarraya et al., 2019; Tulloch et al., 2018). What also makes yoga, Pilates, and mindfulness alluring is the accessibility, neutrality of cost, versatility, and simplicity in using these practices (Mohanty et al., 2020). Mindfulness, Pilates, and yoga can be accessible in a variety of venues such as the internet, libraries, yoga/Pilates studios, mindfulness programs, some physical education programs, senior living communities, hospitals, and colleges. These health-enhancing practices do not require much equipment, can be practiced in many different locations, and can be performed by beginners through advanced practitioners.

As yoga, Pilates, and mindfulness continue to expand in popularity within the United States, more colleges and universities are anecdotally seeing student benefit from the use of these contemplative practices (Roeser, 2016). Although substantial amounts of research can be found using these practices in clinical settings, there is a need to study these tools with college students in an effort to promote resiliency and minimize stress.

This study explored the impact that mindful self-compassion practices (MSCP) have on college students enrolled in physical activity courses. Additionally, this inquiry looked at participant perception involving MSCP as it pertains to stress associated with the responsibilities unique to being a college student. Specifically, the purpose of this study was three-fold: 1) to examine the instructors' perceptions of a mindful self-compassion training workshop; 2) to discover the instructors' perceptions on delivering the MSCP to their students; 3) to explore the students' perceived benefits from receiving MSCP during a one-unit mindfulness-infused yoga/Pilates course.

Methods

This qualitative study utilized an exploratory design to examine the impact of a mindful self-compassion training workshop on college instructors and students. The research comprised of two bounded cases: one college course in yoga and one in Pilates.

Study Design

This study occurred in two phases. The first phase of the study prepared the two instructors to administer MSCP through their attendance of a mindfulness workshop (i.e., a self-compassion training). The second phase involved the two instructors delivering the MSCP to the students in their 16-week college courses. The mindfulness practices varied in length (2 to 10 minutes) and were conducted at various times during the class sessions. However, most of the mindfulness practices were conducted at the start of the class session. Purposeful selection of the instructors occurred to ensure data were collected from two different types of classes. Collecting data from two different types of kinesiology courses enabled comparisons to be made with delivery of different content. Data collection occurred towards the end of the school semester using multiple sources (i.e., interviews, questionnaires, and written assignments).

Setting and Participants

The study occurred at a four-year public university in Southern California. Participants included

two kinesiology instructors. Pauline Wentworth (pseudonym) taught the Pilates course, while Evelyn Jones (pseudonym) taught the yoga course. Both instructors were White and middle-aged. Wentworth had been teaching the Pilates course for three years while Jones had been teaching yoga for over 20 years. Both instructors had heard of mindfulness and had tried meditation on and off for several years in their lives as a personal practice. Neither instructor had used MSCP in their teaching.

There was a total of 26 students (18 years or older) from these classes who also participated in the study. Consent forms were administered after class instruction and filled out by the student and instructor one week prior to data collection. Participation in the interview and survey questionnaire was voluntary. The third component of data collection was a four-question written assignment that was offered for extra credit in the yoga class but was a requirement for the Pilates class.

Mindfulness Self-Compassion Workshop Training

The primary researcher created a mindfulness self-compassion workshop to provide further professional development for the two instructors on how to deliver the MSCP to their students and to learn more about mindfulness and self-compassion. Prior to the workshop, the researcher and the two instructors attended an annual mindfulness conference to better understand mindfulness concepts and prepare for the mindfulness workshop that was held two weeks prior to the Fall 2021 semester. The workshop included learning key terminology associated with self-compassion, the science of self-compassion, tips on administering MSCP, provided different techniques, and taught how to administer MSCP to others. The workshop was two hours in length.

Data Collection

Interviews. Both instructors and 12 students were involved in 1-on-1 interviews. The interviews were semi-structured in format and conducted over the Zoom platform with participant consent. Interviews ranged from 15-30 minutes in length. Interviews began during the 10th week of the semester to ensure that students and instructors developed a relationship and were able to embody the MSCP. Sample instructor questions included, what was something new you learned in the workshop that benefitted your ability to lead the MSCPs? And what are your perceptions on how the students felt about the MSCPs?

Sample student questions included, what thoughts or feelings did you have after going through a mindfulness practice? And what were some benefits of doing MSCP?

Written Assignment. A written assignment was administered to both classes but was optional as an extra credit opportunity for the yoga class. 16 of the 26 participants completed the written assignment. A sample question from this written assignment was, what are three concepts you learned in class that you can practice as part of your morning routine or evening routine to help with rest and self-care?

Written Questionnaire. A series of questions were sent to students during week 10. The questions pertained to student demographics and supporting questions that consisted of details and specifics related to the research questions. This questionnaire was administered online through the platform, Qualtrics. 17 students completed the written questionnaire.

Data Analysis

Data were analyzed using open and selective coding, along with the constant comparative method (Strauss & Corbin, 1990). The questionnaires, written assignments and both student and instructor interviews began with open coding: data within these modalities were broken down, compared, contrasted, and categorized. Data were analyzed line by line to distinguish key words and phrases that produced distinct similarities with one another. Afterwards, groups of data were labeled as themes and sub-themes. Then selective coding was used to add data to emerging themes. Data was analyzed early in the data collection process using constant comparison method.

Trustworthiness

Establishing trustworthiness is a necessary component toward sound qualitative research (Lincoln & Guba, 1985). In order to ensure trustworthiness various techniques were used to establish credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). The aforementioned criteria for trustworthiness were demonstrated through the following techniques: prolonged engagement, peer debriefing, thick description, inquiry audit, audit trail, and triangulation (Lincoln & Guba, 1985).

Prolonged Engagement. Relationships and rapport were established early on with the yoga and Pilates instructors by the primary investigator during a pilot study conducted in the Fall of 2020. Classroom observations also helped establish prolonged engagement. Joining the classes helped students feel more at ease with the primary investigator. This immersion led to a developed sense of social connection and trust among the participants.

Peer Debriefing. The primary investigator met with another qualitative researcher to analyze and interpret the data through a process called peer debriefing. Peer debriefing allowed the primary investigator to expose any researcher bias and assumptions (Lincoln & Guba, 1985). These discussions helped to scrutinize emergent themes revealed by the primary researcher.

Thick Description. The experiences of the participants were described in great detail, providing extensive context of the emerging phenomenon. To instill confirmability the primary investigator kept an audit trail through two methods: logged field notes into a research journal and wrote details involving the research design and implementation of the study. The two approaches were continually updated to complement the ongoing research.

Triangulation. To triangulate the data four sources were utilized: instructor interviews, student interviews, written assignments, and written questionnaires. Another aspect to enrich confirmability and credibility via triangulation was employing two different classes with two different contents (Pilates and yoga), and two different instructors. This strategic system of data collection led to a substantial, robust, and comprehensive triangulation of the data corpus.

Findings

The purpose of the study was threefold: to examine the instructors' perceptions on the mindfulness workshop; to discover the instructors' perceptions on delivering the MSCP to their students; and to explore the students' perceived benefits from receiving MSCP. The follow themes and sub-themes emerged (see table 1):

Table 1. Research Data Organized within Four Themes and Thirteen Sub-Themes

Theme	Sub-Theme
1. Trial and error: discovering pedagogical implications for delivering mindful self-compassion practices	1.1. Discovering what worked 1.2. Acknowledging what didn't work 1.3. Receptivity coming from students
2. Students define self-compassion	2.1. Mistakes are a part of life and that's OK 2.2. Self-kindness 2.3. Self-care
3. Tools for self-compassion	3.1. Yoga/Pilates 3.2. Mindfulness 3.3. Breath work 3.4. Limiting the amount of screen time on electronic devices
4. Benefits of mindful self-compassion practices	4.1. Higher sense of self-awareness 4.2. Reduction of stress 4.3. Relaxation response

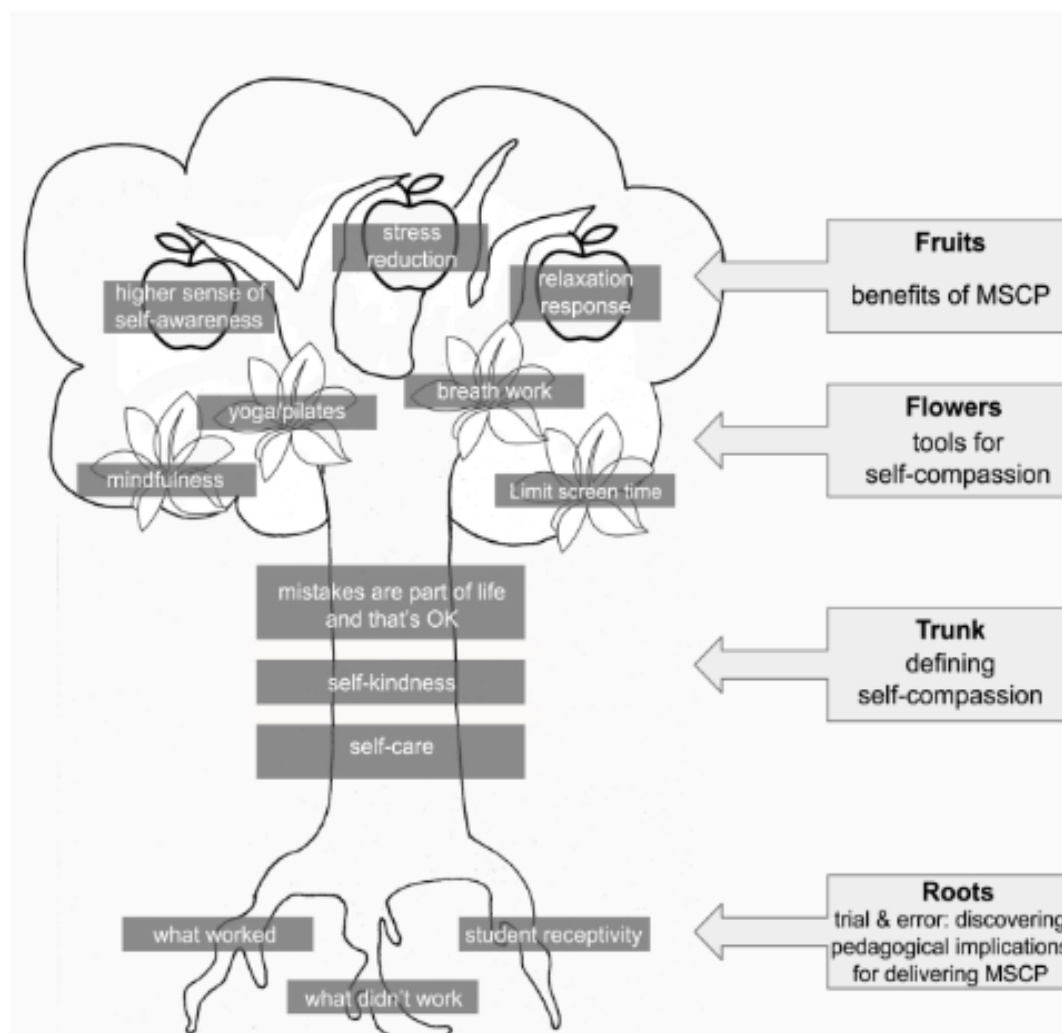
The findings have been organized through creating a metaphor of a tree and its components: roots, trunk, flowers, and fruits. Roots are the foundation of a tree, anchoring the tree into the earth for stability and to transfer nutrients to the entire organism. Like roots, the first theme (trial and error: discovering pedagogical implications for delivering MSCP) is about foundational concepts regarding instructor competency. Without basic pedagogy and comprehension of the

MSCP, proper delivery of this content would be difficult. Thus, the roots represent a base of support (i.e., the acquisition of the MSCP) for the teachers to effectively deliver this content to their students.

The second theme (students define self-compassion) represents the trunk of the tree and is based on the students' perspectives of the MSCP. The trunk is the core that provides further support for the crown of the tree which bears the fruits and flowers. Without the basic understanding of what self-compassion is, participants may not be able to identify the tools and benefits of self-compassion. With an enduring knowledge of self-compassion, students can recognize their thoughts and feelings with their experiences in order to better express how self-compassion affects their lives. Therefore, having a core definition of self-compassion creates a pathway to valuing the tools and benefits related to mindfulness and self-compassion.

The third theme (tools for self-compassion) represents the flowers of a tree. Tools of self-compassion help students bear the fruits (theme 4). Students discovered that the self-compassion tools can be used daily to manage their stress. As the fruit is the final component of the tree that contains the seeds, practicing MSCP helps students cultivate seeds of change within their lives (i.e., perceived benefits). The seed-bearing fruits (theme 4) represent the benefits of practicing MSCP on a regular basis (higher sense of self-awareness, stress reduction, and relaxation response). Figure 1 is a visual representation of the tree metaphor for further organization of the findings.

Figure 1. Findings of Themes and Subthemes Structured into a Metaphor of a Tree



The following provenances were used to track the data: instructor interviews (INST); Fall 2020 student interviews and questionnaires (IN20) (QU20), respectively; Fall 2021 student interviews and questionnaires (IN21) (QU21), respectively; and the Fall 2021 written assignment (WR). Questions that were used in the data collection and the participant the data came from are listed as "Q" and "P" respectively. An example to illustrate data from participant 7 from question 8 of the Fall 2020 interview would be listed as IN20Q8P7.

Theme 1 Roots: Trial and Error

The mindfulness workshop was seen to be beneficial for the instructors, as they were able to explore how to deliver MSCP and discover appropriate pedagogies that would be suitable for their students. The workshop gave the instructors the opportunities to receive and practice delivering MSCP. Instructors were also able to practice and fine-tune their abilities in delivering mindfulness practices in a constructive environment that encouraged feedback from the researcher and other instructor.

1.1. Discovering What Worked

Pauline Wentworth (pseudonym) discovered that the workshop worked well in helping her deliver mindfulness practices, “It was helpful for us to go through [the workshop], to walk through it and listen and be a participant—also to be the instructor and get feedback from everyone [in the workshop]” (INSTQ2P1). When asked what elements of the workshop were beneficial, Ms. Wentworth stated, “I think just walking through a few of them and listening to each other...the experiential part of it...that was the best part” (INSTQ2P1). Evelyn Jones (pseudonym) also discovered that experiential nature of the workshop helped acquire a new knowledge set indicating, “I learned different practices, like different meditation practices and how to word the prompts” (INSTQ2P2). Both instructors gained confidence in delivering the mindfulness practices from their participation in the workshop.

1.2. Acknowledging What Didn't Work

Both instructors found the mindfulness workshop helped them to determine which practices might not be suitable for their classes. Ms. Wentworth said, “When we tried one particular mindfulness practice it evoked some emotions that we weren't prepared for, [so] we decided not to use that script... it was a great learning experience” (INSTQ1P1). Ms. Wentworth realized that this practice may be too emotionally intense for students. “That one we practiced where everybody got teary-eyed. I did not do that one with the students...you learn refined techniques and get to practice on your own as well” (INSTQ1P2). Ms. Wentworth understood the impact the practice might have on students who are not prepared to be vulnerable and experience a practice that may induce intense emotions. Teachers using mindfulness need to take into consideration the emotional safety of students. Starting from simple practices and progressing to more difficult or intense techniques once students are ready is pedagogically important.

1.3. Receptivity Coming from Students

Both instructors acknowledged that students were receptive to the MSCP. The instructors noticed students were eager to participate in the mindfulness practices. Each instructor believed that the practices helped students with stressful life situations. Ms. Wentworth found that the MSCP that utilized affirmations had been well received by students, “We did the affirmations, ‘may I be happy; may I be healthy; may I be safe.’ [The affirmations] are really helpful for the students to stay grounded, help them focus, and improve their academics” (INSTP1). Ms. Wentworth indicated, “From what I'm seeing [in my semester evaluations], almost everyone enjoys it, and they feel that [MSCP] helped their grades. They feel that it's helped them just do better in life. They're feeling more relaxed” (INSTP1). This led her to say, “I felt [the students] were very receptive” (INSTP1). Ms. Wentworth continued to state, “I think they like [MSCP]. Ms. Jones indicated a similar sentiment, “[Students] are open to experiencing it. I didn't sense any negativity” (INSTP2). She further stated, “I think [yoga and mindfulness] together, help students cope with their stress” (INSTP2). Ms. Jones noted on several occurrences that the yoga coupled with the mindfulness practices helped students to cope with the stressors they were experiencing and bringing into class with them.

The instructors felt they were able to effectively deliver MSCP. They also acknowledged certain practices may not be appropriate for their students. Overall, the mindfulness practices seemed to be a positive experience for both instructors and their students.

Theme 2 Trunk: Students Define Self-Compassion

An important aspect of this research was to ensure that students could conceptualize self-compassion. If students could accurately define and understand self-compassion, then a framework

would be established toward the value and identification of corresponding tools and benefits of self-compassion. Without knowing what self-compassion is as a core structure (trunk of the tree), the tools (flowers) and benefits (fruits) are more difficult to identify and become useful. Students were asked to define self-compassion in their own words. The students' responses emerged as the following themes: 1) mistakes are a part of life and that's OK, 2) self-kindness, and 3) self-care.

2.1. Mistakes are a Part of Life and that's OK

Accepting mistakes or situations in life that are beyond one's control can be considered a pathway toward inner peace and self-compassion. Acknowledging that pain, failure, and feelings of inadequacy are part of the human experience allows one to move toward self-compassion. Students voiced that it's okay to make mistakes and be imperfect as part of being human. They realized it's not the end of the world; there tends to be silver linings or even solutions to their mistakes, and they almost always can move past them. Non-judgmentally confronting these difficult feelings or situations with a gentle perspective can be helpful in understanding how to be self-compassionate toward oneself. One student embodied self-compassion with the following:

One of the ways that I practice self-compassion is to realize that [unfortunate] things do happen to all of us and to realize that it's not always your fault and to realize that things are not always in your control. Do the best you can do and let that be enough. (IN21Q1P10)

Acknowledgement that mistakes and uncontrollable events are a part of life is an expressed form of self-compassion. Another student pointed out an example of herself practicing self-compassion:

I think [self-compassion] is not [being] so hard on myself. For instance, if I did not do that great on a quiz, I don't beat myself up for it. I just say that I'll try to do better next time by trying to study more or understand the topic more. (IN21Q2P7)

This student acknowledged that receiving a low score could be handled in a positive manner, and that positive self-talk could be considered self-compassion. Another participant mentioned, "I think being self-compassionate would be me telling myself, it's okay. This is part of life. You got this and just keep moving forward" (IN21Q1P1). Linger on mistakes or events outside one's control will only perpetuate feelings of inadequacy and make one feel discouraged. Rephrasing or reframing our thoughts about an unfortunate circumstance can help with establishing equanimity, which is a proactive or healthy way to react to a difficult situation (i.e., self-compassion). By acknowledging that human beings are imperfect and make mistakes we let go of the pain and suffering associated with these life events toward a kinder gentler self.

2.2. Self-Kindness

Self-kindness is "actively opening up our hearts to ourselves," where we respond to our suffering with nurturing thoughts, support and encouraging words to put an end to self-criticism (Germer & Neff, 2019, p. 17). Students can learn to be gentle and kind to themselves despite going through difficult or challenging circumstances. This sub-theme was a discovery that the participants acknowledged the practice of self-kindness through loving themselves and telling themselves soothing and affirming phrases. A common response to failure or shortcomings is to condemn, punish, or belittle self. Whereas self-kindness is an action tendency used by the participants as a way to minimize their shortcomings when facing a situation that incites self-defeating or self-limiting thoughts. Students in this study were able to recognize how negative responses could be replaced with kind thoughts (i.e., acknowledging the embodiment of self-compassion). One student defined self-compassion as it related to self-kindness:

It's being kind to yourself; it's recognizing that you do have shortcomings. You do have insecurities and things that you're working on. Self-compassion is a practice or a mindset where you recognize these shortcomings, but instead of feeling defeated you take it as a learning moment, as room to grow. (IN21Q1P10)

Students who fall short or feel insecure can be encouraged to reframe their negative views on themselves with more of a positive mindset. In regard to body image and self-criticism, students accepted their imperfections by practicing self-kindness:

If you're unable to love who you are, you're going to have issues of your self-image. You might

feel like, oh, one of my ears is too big, or little, tiny details have been blown out of proportion. But if you sit back, be like, hey, no one's perfect. You're not perfect. They're not perfect, and be like, it's okay. You don't have to be perfect. You are you, and you should love yourself for being you. (IN21Q1P8)

Students who can love themselves despite their flaws demonstrate self-compassionate thinking. One student said, "Self-compassion can be just being patient with yourself, being kind to yourself, and acknowledging that you might not be where you imagine you would be" (IN21Q2P10). By giving themselves the space for forgiveness and patience in certain circumstances, students are able to practice self-kindness. Instead of judging themselves for not being where they want to be at that moment, students practice self-compassion and give themselves grace. Another student mentioned:

When I know I've messed up like it's not necessarily like, oh I messed up and I need to move on. Instead, it is, why was it hard for me? And what can I do to get past it and not necessarily getting frustrated with myself. (IN21Q1P3)

This acknowledgement of making a mistake is not necessarily dismissing the mistake. Instead, this student dives into self-reflection as a way to break down the scenario to reframe the situation in order to be more compassionate toward herself. Through this period of self-reflection, students are able to be more cognizant and aware of what they need. This is further explained by the following participant:

Being aware of myself, my needs, and making sure I am on top of my stuff. Acknowledging that I can't be in a million places, I can't do a million things at once. I have to take a break. Being gentle with myself and my feelings, and my time. (IN21Q1P4)

By giving themselves a break or timeout, students are able to be gentle with themselves and not push themselves too hard or past their limits. They're practicing self-compassion by noticing what they need to take care of themselves.

2.3. Self-Care

Learning to carve out time to utilize self-care techniques, even if it means just taking a quick break, can be a form of self-compassion. Taking actions and making decisions that promote and cultivate health is a broad definition of self-care (Bilodeau, 2021). For example, physical fitness and sound mental health can be improved with exercise, while having a healthy diet, practicing good hygiene, and preventing injury can also be forms of self-care (World Health Organization, 2009). This means that self-care can be any activity or ritual that nourishes and nurtures the mind and restores and rejuvenates the body. This sense of balance and alignment defines a state of equilibrium where one is able to effectively manage life with calmness and ease. Life's stressors become more manageable when utilizing self-care techniques that can invite clarity of mind and relaxation in the body. The students in this study indicated that self-care is a form of self-compassion. One participant's interpretation of self-care involved doing activities that nourish her, "Self-compassion is really taking care of myself—self-care, and just doing things that soothe me and help with how I'm feeling" (IN21Q2P4). Another individual went a step further and mentioned that self-care techniques are necessary to be able to take care of his body, "Self-compassionate means caring for myself, trying to think of ways to de-stress or take care of my body, physically, mentally, emotionally, physically" (IN21Q1P9). An important aspect for self-care is finding the time to practice healthy habits:

It's okay to work on myself.... I love helping people, but I do think that I need to set my time apart and be like, this is my time. This is time for me to mentally, physically, emotionally, gather myself, regroup, and take a deep breath. (IN21Q1P2)

Self-care requires setting aside the time to focus on nurturing behavior and giving oneself the necessary space to restore and regroup as a way to practice self-compassion. "Doing nice things for yourself every now and then and making that a habit" (IN21Q2P5). Self-compassion through self-care can be viewed as a restorative health strategy for students. As stated by one participant, "When I take a break from school and just do things that I enjoy, I can get back on track... ..taking time out to refresh and restore" (IN21Q2P7).

Overall, theme 2 illustrated that students were able to define self-compassion as a conscious realization that making mistakes is ok and part of life. Students also defined self-compassion as practicing forms of self-kindness (through thoughts and affirmations) and self-care (through action and

behavioral practice).

Theme 3 Flowers: Tools for Self-Compassion

The students in this study believed that their yoga/Pilates course provided an assortment of skills to practice self-compassion. Specifically, four sub-themes emerged as tools in helping students become self-compassionate: 1) elements of yoga/Pilates activity, 2) mindfulness, 3) breath work, and 4) limiting screen time and use of devices. Additionally, these tools made an impact on their ability to handle stress. Many students decided that they would like to continue implementing these tools in their lives once the course ended.

3.1. *Yoga/Pilates as a Tool*

Students understood the stress-reducing benefit of participating in a yoga/Pilates course. The following participant used yoga as a means to elicit equanimity, "When I am running to work, I am stressed and anxious and I'm trying to get there. The days when I have yoga, my whole day is just calm" (IN20Q6P2). While this student mentioned stress from work, another student mentioned using yoga to reduce stress from school, "I tend to get stressed and anxious very easily, especially in school. By participating in yoga, I felt myself able to relieve stress and... ..do something for my mental health and well-being" (QU20Q9P17). Regardless of the stressor present in the students' lives, yoga/Pilates helped them find peace and calmness within their busy schedules. One student realized that she could apply what she learned in class to her life outside of the classroom, "If I'm ever stressed and don't know how to handle it, I can just roll out my Pilates mat and do some of the exercises that I learned in class. [This] will help lower my stress levels" (WRQ3P18). A student from the yoga class explored postures that helped her when she felt stressed, "I can do yoga for a couple of minutes every day or when I feel stressed..." (WRQ3P19). One student acknowledged the benefits of the activity course when it came to stressful situations, "Pilates allows you to feel at peace and relieves you of any stressful thoughts intruding on your mind" (WRQ4P18). Overall, students did develop a positive affinity toward the yoga/Pilates course content as well as the mindfulness practices. As indicated by one student, "Pilates and mindfulness are a match made in heaven and something I want to continue doing it even if it's just for the mental break" (WRQ4P11).

3.2. *Mindfulness as a Tool*

Students learned that they could use mindfulness practices to help them lead healthier lives. One participant described the desire to use self-compassion practices as a method to manage stress, "I would likely use self-compassion techniques every day. Stressors from work and life are always present, so having techniques at hand to help manage [stress] is very much beneficial to my wellness" (QU21Q15P10). Another student also realized the importance of effectively managing stress through mindfulness, "It is very helpful when you have a lot going on. For me my main troubles are school, and a few family issues but I learned to de stress all of that with mindfulness" (QU21Q14P7). The following student developed a better sense of how to manage daily stress by participating in the mindfulness practices:

In the last 10 weeks I have seen the reflection on my mind and my body as a positive with mindfulness. Although I still have the same stress, I seem to manage it a lot better without even recognizing the habits I have developed. And because the habits have been so productive... ..it makes me productive and the best version of myself. (QU21Q15P2)

This student was able to build better habits from learning about mindfulness, which she believed would improve her daily life. One participant said, "I think [mindfulness practices] were beneficial. Times are stressful for many people right now and having time to dedicate to relaxation can be something that can have a substantial impact on wellbeing" (QU20Q13P8). The simplicity of mindfulness makes it easier for students to integrate self-compassion at any time of the day, "This class has shown me how to incorporate a little bit of mindful self-compassion into my day. This doesn't have to be a full blown 30-minute meditation and can be as simple as speaking kindly towards yourself" (WRQ3P12). The accessible nature of mindfulness makes it a great tool for students to utilize during stressful situations outside the classroom.

3.3. Breath Work as a Tool

Breathing techniques helped students take a moment to calm themselves down from the stressful they were bringing into the class. Students were able to pause, remain still, and focus on their breathing to help with feelings of being overwhelmed. The quick accessibility of utilizing breathing as a way to manage stress makes it an accessible tool for students to incorporate in their daily lives. As one student mentioned, "One of the concepts that I learned in class that I can try to incorporate into my daily routine is breathing. ...[breathing] has helped me find calmness and re-center myself" (WRQ1P20). She was able to reframe perceived stress and create a peaceful mindset by incorporating the breath in yoga class. As one student added, "If I start to feel like I am getting too stressed I can take a step back and take a few breaths to calm myself and then I can better think about what is going on" (WRQ3P15). The breath work brought mental clarity to this student. Another student indicated, "The breathing exercises... ...can be done at any time, and it has really helped me understand where my feelings of stress are coming from instead of simply freaking out and allowing my emotions to get in the way" (WRQ1P12). This student emphasized the simplicity and accessibility of using the breath at any moment when discomfort arose in her life. She used the breath as a tool to regain her bearings from recognizing being in a stressful state. The following student also acknowledged how breathing could be used to self-regulate, and felt compelled to use this tool beyond the course:

I know I can potentially be stressed, unmotivated, and angry. I know that those moments need for us to self-regulate, so I will be using breathing techniques in my daily life to better manage some bad situations I may run into. (WRQ3P3)

The students recognized the power of breath work. When asked by the researcher, "What did you learn to effectively manage stress," the participant responded by saying, "Breath, breath, and again breath, not enough importance on how one's breath can do wonders" (QU21Q14P8). Students benefited from the tool of breath work, as it was an important element for them to handle stressful situations. The breath was seen as an essential mental health tool.

3.4. Limiting the Amount of Screen Time on Electronic Devices as a Tool

Many students felt they spent too much time on electronic devices. The students believed that the time on their devices seemed to diminish their well-being and felt that it had little benefit to their day. They realized that screen time can be a distraction that could be minimized to make space for something socially and emotionally healthier. Most students acknowledged that the skills they learned in the yoga/Pilates class could replace the screen time and be a healthier alternative. One student said:

If I were to remove one thing from my everyday schedule for rest and self-care it would be being on my phone. At times I find myself scrolling for too long and realize that it has not benefited me in any way, shape, or form. (WRQ1P13)

This student realized that she spent a significant amount of time doing an activity that doesn't serve her. The student believed that the act of mindlessly scrolling through social media feeds took away from her well-being. She acknowledged that removing this from her day could create more space for using skills from her course. Another student mentioned how distracting social media platforms are:

I find myself picking up my phone more often than I would like to admit. There are so many platforms to use, and they are all so distracting. Whenever I remove them from my day, I find myself feeling happier and fulfilled. (WRQ1P21)

When these distractions are removed, well-being is perceived to improve for students. The following student adds that removing social media from her day could be replaced with meditation, "Instead [of checking my phone], I should meditate or start off my morning reflecting on the day and my feelings" (WRQ1P7). Students acknowledged the fact that time spent on social media and other electronic devices can be omitted from their day and be replaced with self-care practices. Another student said, "I do tend to spend a lot of time scrolling on my social media and I can definitely exchange some of that time for meditation" (WRQ1P16).

The yoga/Pilates class provided students with tools to promote self-compassion. Mindfulness practices and breath work help students to embody self-compassionate thinking and follow healthier behavior. With the knowledge and acquisition of these four tools (elements of yoga/Pilates, mindful-

ness, breath work, and reduction of screen time), these students believed they could lower stress and create healthier lifestyles.

Theme 4 Fruits: Benefits of Mindful Self-Compassion Practices

Students were receptive and perceived authentic benefit from participating in the MSCP during the semester. Students seemed to describe the mindfulness portion of class as a positive experience that added value to their lives. Benefits from practicing MSCP ranged from taking time out to focus on 1) themselves and not on anyone else (i.e., acknowledging higher sense of self-awareness), 2) reducing stress, and 3) initiating relaxation.

4.1. Higher Sense of Self-Awareness

Students practicing MSCP felt more connected to themselves and developed a higher sense of self-awareness. Through mindfulness, students were able to reflect on their current situation and began to notice bodily sensations and mental chatter going on in the present moment. For example, one participant mentioned the awareness of their negative thoughts:

There's a knee-jerk reaction to have stress and anxiety coming in versus slowing down. You breathe and then you say, it's not that bad or there are ways to fix this. Don't be too hard on yourself. Keep moving forward. (IN21Q6P1)

Upon realizing the thoughts of negativity, the student was able to utilize mindfulness to shift into self-compassionate thinking. Likewise, the following student was able to transform what he was thinking with mindfulness. In doing so, he cultivated self-compassion for the situations he was fixating on, thus, reducing his stress levels:

The mindfulness helps you acknowledge your thoughts and emotions in the moment... ..and begin to do self-compassion. The mindfulness practice helped me realize I'm feeling very stressed out today.... Now, I can begin a process... ..I can take steps to help reduce that stress. (IN21Q6P10)

Another student was able to acknowledge that the time spent doing MSCP was a moment to focus on herself, understanding that she only has to be aware of this moment, "It's just me: I don't have anybody else surrounding me. It's my time... it's those 15 minutes where it's for myself...I need this. I need to reload, reset, restart" (IN21Q6P2). Another student similarly pointed out, "[mindfulness] helped me focus on my breathing and focus on me, totally on me, because I feel like I don't think of myself at all, but for others. That really helps me get in tune with myself" (IN21Q6P4). Students benefitted from generating a better sense of present moment awareness because they were able to nonjudgmentally observe what they were thinking and stay more grounded in the here and now, rather than getting caught up in something that had happened in the past or an item going to occur the future.

4.2. Reduction of Stress

Many students found the MSCP as a tool to reduce stress. The act of mindfulness allowed students to be more compassionate toward themselves and their situations, which ultimately led to the reduction of stress, "I think the mindfulness made me feel more compassionate towards myself because it helped me de-stress with schoolwork. ...it allowed me to give me some time to myself" (IN21Q6P7). Another student discussed the multitude of work she must deal with, but slowing down through mindfulness has helped her get through the day with less stress:

I still have the same amount of work to do but the class just made me realize that it's okay to slow down; it's okay to take a minute and just breathe and think about things. I don't need to be so stressed about some things. I learned how to slow down. I still have a lot on my plate, but I feel like I deal with it better. I know how to manage better now. (IN21Q8P4)

Engaging in mindfulness helped her reframe her situation, to not move so fast, and to become more present by taking time to breathe and pause for a moment. The participants in this study discovered that MSCP helped them become calmer, which improved their perception in tackling the rest of the day. The students felt that utilizing mindfulness reduced stress and added more positivity into living life.

4.3. Relaxation Response

Through mindfulness, students could relax their minds and bodies and let go of control. The mindfulness practices helped them become relaxed and loosen the grip of incessant thoughts or the effect that other people had on them. For the following student, she was able to reach a peaceful state of mind by relaxing herself through mindfulness, "I felt fully relaxed. I felt like I was finally in a peaceful state so you can take your mind off of what's been going on..." (IN21Q6P11). This participant was able to let go of over-thinking and focus on a calm, clear mind. Another student also felt at peace and was able to focus on his breath during mindfulness in order to relax:

I learned that I enjoyed [mindfulness] and that it is necessary for me to take the time and just relax. It is good for everyone to just take time, and just be at peace. It did benefit me to take that time away and focus and meditate on my breath. (IN21Q7P5)

Taking time out to practice mindfulness, even for just a few minutes, was beneficial for students to reach a state of equanimity. Mindfulness helped students focus on relaxing, instead of other situations and people:

I was able to relax for a minute, and I walked out of class and felt very calm, which is really nice.

I feel like it let me focus on just myself and what I'm doing. I just check in with only myself, and I don't care about everything around me. (IN21Q8P11)

Mindfulness helped this student focus on the present moment, empowering her to feel calmer and more relaxed. The MSCP helped create opportunity for students to enter into a state of relaxation, and for them to realize how important it was to experience this state of mind.

Students in this study were aware of the rejuvenating benefits that the MSCP produced. Students cultivated a higher sense of self-awareness, were able to reduce their stress, and became more relaxed. Students felt that MSCP were a crucial component toward their quality of life and overall well-being.

Discussion

One purpose of the study was to examine instructor perception on the mindfulness workshop and to discover the instructors' perceptions on delivering the MSCP to their students. Additionally, the aim was to explore the students' perceived benefits from receiving MSCP. The four themes that emerged from this study represent a metaphor of a tree, which includes the roots, trunk, flowers, and fruits (figure 1). The students in this study perceived the MSCP as impacting their sense of self-awareness, reduction of stress, and experiencing relaxation.

Mindful Self-compassion Training Workshop

There was evidence that the instructors benefitted from attending a workshop led by the primary researcher. Both instructors in our study (Wentworth and Jones) found the workshop to be highly useful and relevant, as they learned what worked and what didn't in regard to teaching MSCP. This finding aligns with other types of studies where professional development training on mindfulness was advantageous for teachers using these practices (Crane et al., 2020; Marx & Burroughes, 2019). Going through the workshop helped the instructors become more confident in delivering MSCP because they had the chance to practice and reflect on the content and their pedagogical decisions for delivery to their students.

Through participating in the mindfulness workshop, both professors received feedback after they each delivered a MSCP to the group. Being trained in leading mindfulness practices was found to be advantageous for both instructors in helping them develop stronger content knowledge and pedagogical delivery. Wentworth and Jones utilized the feedback at the workshop to adjust their delivery of the MSCP to their students. After practicing their delivery of one MSCP during the workshop, Wentworth and Jones eliminated a practice from the curriculum, as they realized a potential emotional safety concern (i.e., potential to elicit an intense emotional or traumatic experience).

Reaction to the Mindful Self-compassion Practices

Practicing self-compassion alone may not necessarily reduce stress (Kroshus et al., 2021). However, the combination of yoga/Pilates and MSCP in this current research did help induce an overall feeling of relaxation and stress reduction. Infusion MSCP with yoga/Pilates may be an intriguing strategy to help students develop self-compassion towards stress reduction and improved relaxation. Students also indicated they would utilize other tools, such as MSCP, for stress management in situations outside the class. Our study aligns with other findings which indicate that students who practice mindfulness would be able to lower stress levels (Kanchibhotla et al., 2021).

Self-compassion involves acknowledgement that being human comes with being flawed and imperfect, and that we can learn from our mistakes (Neff & Germer, 2013; Neff & Vonk, 2009). Our study illustrates that students understand that mistakes are a part of life, and that's okay. Consistent with other empirical research, the participants in this study related the use of MSCP as a way to cultivate self-compassionate thoughts and feelings (Dariotis et al., 2016a; 2016b; Thomas & Centeio, 2020; Villate, 2015). The participants in our study perceived a higher sense of self-awareness from the MSCP and lower perceived stress.

One interesting finding pertained to the idea that students would like to continue to practice mindfulness and other elements of the yoga/Pilates class by minimizing screen time on electronic devices. Many students voiced their opinions that they spent too much of their time using electronic devices and scrolling through social media platforms and planned to be more conscious in reducing and monitoring their time.

Limitations

Using case study methods does create some limitation, as these findings lack generalizability. Thus, the benefits from the use of MSCP may not extend outside and beyond the scope of these particular participants. However, "some of the best and most famous case studies have been explanatory case studies" that do serve to illuminate what and how best practice could be in similar contexts (Yin, 2014, p. 7). Another limitation with transferability toward similar populations was the lack of specific demographic information collected about the university students (e.g., age, race, gender).

Access to a skilled and experienced mindfulness instructor to lead the instructors through the mindfulness workshop presented as a limitation. Although instructors benefitted from the workshop, the researcher who led the workshop had some experience teaching mindful self-compassion practices but was not considered an expert on this topic. Another limitation is that data were only collected for a one-semester course in which the classes were only offered once or twice a week. The low number of classes and low frequency in completing the self-compassion practices may have limited the potential of these techniques. Finally, the offering of the written assignment as voluntary extra credit versus a required assignment may have also impacted the responses obtained from this data collection method.

Implications and Final Remarks

Further research and replication studies should be conducted to address the limitations of this study. Recruiting an instructor who is highly experienced in MSCP to lead the mindfulness training workshop is also suggested. The mindfulness workshop for the instructors was an excellent opportunity for these teachers to practice their delivery of the mindful self-compassion practices. Instructor training on how to deliver MSCP helped the participants practice and acquire self-care techniques toward better health and well-being. We recommend other yoga/Pilates instructors receive similar professional development as a means to introduce MSCP and as a potential way to create or modify instructional tasks for students. Implementing MSCP for other subject areas outside of yoga/Pilates should also be considered. This study sought to explore the benefits of self-compassion within the lens of mindfulness and yoga. Students found the MSCP helpful for managing stress while acknowledging self-compassion and use of self-care techniques. The findings add to the body of

research pertaining to the link between self-compassion and stress-relief through mindfulness while participating in yoga/Pilates.

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Section Editor – April Karlinsky

Learning in Pairs

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Individual training sessions have traditionally been considered the most beneficial way to train people learning motor skills, as they allow both the instructor and learner to provide one another with undivided attention. However, social practice conditions, particularly practice in pairs (also known as dyads), have received increasing empirical investigation in more recent years. Imagine, for example, you are instructing your students to practice their yoga moves – does it help or hinder their individual performance and learning to be doing this with a partner? Potential moderating variables could include psychological factors, such as motivation and social comparison, and more performance-related factors such as the adoption of new strategies through discussion and watching. Given the potential efficiencies that are associated with paired practice, such as the sharing of equipment, facility space, and instructor time, clarifying if and how one best learns in pairs is a topical and important issue, not just for researchers but for the wide range of practitioners involved in physical education, sports training, recreation, dance, and other movement-related disciplines. Although study results are still tentative and sometimes conflicting, emerging evidence is beginning to show that paired training seems to be at least as effective as individual training while offering a practical option well-suited to group learning scenarios.

As a variety of forms of paired practice exist, I have organized this article based on the type of paradigm used. A number of practical tips for applying good practice principles to the design of paired learning activities are also included.

Observational Learning



In observational learning, only one partner physically practices while the other partner only watches. Although engaging in some physical practice is typically more beneficial than purely observing, in situations where individuals may not be able to physically participate (e.g., injury, illness), observational learning is a helpful alternative. Watching the skill acquisition process allows the observer to engage in cognitive activities akin to the individual observed, including performance evaluation, error detection, and consideration of potential corrective responses. These activities contribute to the observers picking up action strategies that could be used to “solve” the requirements of the motor skill. In addition, the observation of a motor skill is now thought to trigger mirror neurons that under certain conditions lead to similar adaptations in the observer as physical practice.

Practice Tip - Make sure that the observer is engaged during the period of observation. This can be accomplished by asking the observer to provide their partner with practice instructions or to constantly monitor their progress. Beware that there can be costs associated with watching someone else, as bad practice habits can potentially be transmitted.

Turn-taking



In turn-taking, partners take turns physically practicing and watching one another. The benefits of turn-taking relate in part to the opportunity for rest between training or practice trials (also referred to as ‘distributed practice’). There is also the opportunity for active observation of the other partner during the rest period as well as the chance to engage in discussions with one another. These opportunities for discussion seem to be particularly important for sharing knowledge/strategies that might not be easily recognized and for the more challenging activities.

Practice Tip - Consider this form of paired practice for activities that are easily fatiguing. In these circumstances, rest periods are important on their own, but by alternating practice with a partner learners can be encouraged to engage in active observation during the rest period. Taking turns practicing with a partner also helps when there are various strategies or components which could be conveyed by watching another learner (e.g., how to approach the soccer ball and where to aim when performing a penalty kick).

Concurrent practice



In concurrent practice, the paired learners physically practice at the same time. This can potentially reduce the cost of instructor time and associated expenses, such as access to training facilities. Concurrent practice frequently occurs in yoga, dance, and martial arts or team-based sports where drills are performed at the same time. Concurrent practice allows for introducing the opportunity for immediate social comparisons. Social comparisons have been shown to be important to encourage effort, particularly for learners with low-to-average levels of motivation. However, the act of concurrent observation when physically performing can increase the difficulty of the practice, and thus it may be more suitable to introduce concurrent practice after learners have at least a basic capability to perform the task.

Practice Tip – Concurrent practice is an opportunity to introduce a cooperative or a competitive practice condition. In cooperative practice, partners help to encourage motivation and engagement through social connectedness. In contrast, competitively practicing with a peer can impact on motivation by prompting learners to set goals and to perform closer to (or better than) their co-learner. As it can be challenging to both observe and perform simultaneously, concurrent practice may be more effectively introduced later in the learning process. It is especially important to expose learners to concurrent conditions when they will ultimately need to perform simultaneously with others.

Conclusion

There are currently many unanswered questions with respect to when and why paired practice leads to motor learning benefits compared to individual practice. However, learning in pairs seems to be at least as effective as individual training, while conferring some efficiency-related advantages. Relevant practitioners should therefore consider paired learning as one more option within their teaching toolbox.

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Karlinsky, A., Welsh, T. N., & Hodges, N. J. (2019). Learning together: Observation and other mechanisms which mediate shared practice contexts. In N. J. Hodges & A. M. Williams (Eds.), *Skill Acquisition in Sport: Research, Theory and Practice* (3rd ed., pp. 141–162). London, UK: Routledge Press.

Discover & Disseminate

Section Editor - Paul T. Stuhr

The entire CAHPERD editorial board is delighted to unveil the 7th 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: Kaefer, A., & Chiviawowsky, S. (2022). Cooperation enhances motor learning. Human Movement Science, 85. <https://doi.org/10.1016/j.humov.2022.102978>

Background: A motivational factor recognized to benefit motor performance and learning is relatedness support. Relatedness represents the need to experience satisfaction from interpersonal acceptance and closeness with others and is considered a necessary psychological need for optimal well-being. To date, studies observing the effect of relatedness on motor performance and learning have manipulated the interactions between an instructor and research participant. As it would be useful to identify other conditions of practice that could potentially encourage the positive benefits of social relationships, this study examines the impact of relatedness on motor learning by utilizing a cooperative versus competitive learning context.

Purpose: To verify the effects, if any, of cooperative and competitive structured practice contexts on motor performance and learning.

Methods: The study was conducted over two consecutive days. On the first day, adolescents were paired and tasked with learning to accurately hit a ball with a tennis racket toward a target, under either cooperative, competitive, or control conditions. In the cooperative group, the pairs of participants were advised that they were part of the same team and that the score that each partner achieved would be added to form the pair's score. In contrast, the pairs assigned to the competitive group were advised that their objective was to competitively outscore their partner. Pairs assigned to the control group only received the general instructions about the task and were not advised to cooperate or compete with one another. Learning was tested individually the following day along with self-rated questionnaire measurements of the participants' motivation, affect, and perceived self-efficacy.

Results: Enhanced motor performance and learning, as well as higher scores in intrinsic motivation, positive affect, and perceived self-efficacy were seen in the cooperative group relative to the competitive and control groups.

Implications: Understanding the positive impact of social relatedness on motor performance and learning will help professionals promoting active and healthy lifestyles better identify and utilize those practice conditions, such as cooperative learning, that result in greater positive interpersonal relationships and higher goal achievements.



Abstract #2

Article: Lopez, L. M. G., & Kirk, D. (2022). Coaches' perceptions of sport education: A response to precarity through a pedagogy of affect. *Physical Education and Sport Pedagogy*, 27(4), 353-367, DOI: 10.1080/17408989.2021.1891211

Background: Socially vulnerable and at-risk students are those who face various hardships and barriers in life (e.g., health concerns, drug abuse, domestic violence, among other factors). A quality physical education program can be a positive impact to help overcome some of the disadvantages these students face. Creating a physical education curriculum that embodies an ethic of care can be viewed as a pedagogy of positive affect. Curriculum models, such as Sport Education (SE), have been asserted as a viable pedagogical tool to help students build a sense of belonging and care, and create opportunities that impact a variety of positive socio-emotional skills in and outside the classroom.

Purpose: The aim of this study was to explore coaches' perceived use of the SE model involving students with socially vulnerable backgrounds. The researchers also wanted to gather the coaches' perspectives with regard to the perceived learning of the children. Additionally, the researchers wanted to examine the contextual factors that influenced the implementation of SE.

Methods: Qualitative and post-positivist methods were employed while the coaches taught 36 one-hour SE lessons using a physical activity net game called ringo. The study took place in Spain with 120 children, ages 6-16 years. The 36 lessons included SE features such as a season, team roles, festivity, and a culminating event. Data were collected from three coaches through the use of focus groups and open-ended questions. The transcriptions of the focus groups were then analyzed and coded, and themes were discovered.

Findings: Three primary themes emerged. The coaches lack some of the necessary pedagogical strategies for inclusive and effective engagement during competition. SE gave the coaches a method to model a pedagogy of positive affect and care with the children. Learning the SE model took time for the students to learn, however the coaches did perceive the model to be advantageous for developing social and emotional learning skills (e.g., responsibility).

Implications: Gathering a group of children together to play sports is not enough alone to teach behavior associated with social and emotional health. Beyond the games and competition, an effective curriculum or program and caring coaches are absolutely necessary to promote the opportunity for prosocial behaviors to develop. In this study, SE was perceived as a viable model to help vulnerable and at-risk children have an authentic and beneficial sporting experience. Pre-service programs and in-service physical educators should consider the use of a pedagogy of positive affect (e.g., SE, Teaching Personal and Social Responsibility, Adventure-based Learning) as a foundational tool to support all students.

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



Abstract #3

Article: Grube, D., Little, S., & Stringer, A. (2023). The top 10 things a beginning health and physical education teacher needs to know. *Strategies*, 36(1), 14-18, DOI: 10.1080/08924562.2022.2146616

Background: What do new teachers in health and physical education (HPE) need to know? Based upon feedback collected from selected HPE teachers, this article explored and compiled ten topics new teachers should consider and reflect on in order to further their professional growth toward success teaching in the field. These ten items can offer new HPE professionals a blueprint and an opportunity to further investigate their own teaching practices toward effective teaching.

Purpose: Based upon the inspiration from a state conference the aim of this article was to help inform new teachers of some of the more salient best practices in the fields of HPE.

Impact: The ten pieces of advice included: personal well-being, assessment/grading, instructional strategies, resources, developmentally appropriate practices, planning, content knowledge, culturally responsive teaching, relationships, and classroom management. Each topic offered qualitative data collected from the selected teachers, and suggestions/tips regarding the teaching practice. Of particular interest were the topics of relationships, classroom management, and content knowledge. Learning methods that are intentional with developing social relationships with students can go a long way, not only for student engagement and interaction with content, but also in terms of teacher fulfillment. There is clear empirical evidence that effective teachers know how to manage their classroom in ways that are perceived by the student as positive and caring. Utilizing a curriculum model such as Teaching Personal and Social Responsibility, Sport Education, or even Adventure-based Learning can be useful in creating a warm and inviting classroom environment during which rules, routines, and expectations can be introduced and practiced by students. Expert teaching requires a strong command of content, therefore can lead to stronger comprehension of content and positive feedback from students. Beginning teachers should have a clear idea of their own strengths and weakness with regard to what they know pertaining to the field of physical education. New teachers can work towards increasing their content knowledge by identifying resources (textbooks and the internet), mentors, and other professional development opportunities. Reflection that is consistent and intentional is also a tool for teaching effectiveness.

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

CAHPERD AWARDS



Name: Robert D. Rivera

School/District/SELPA/University: California State University, Long Beach

How long have you been a CAHPERD member? What benefits do you get from being a member? I have been a CAHPERD member for 2 years. Being a CAHPERD member has allowed me to read about what's going on in the world of teaching and the best practices being used in the classroom. Last year was my very first time attending a CAHPERD conference and I was excited I was able to network with highly experienced teachers and other university students. CAHPERD also offers information about issues such as Advocacy, APE guidelines, and how to continue to promote a healthy lifestyle.

What are unique aspects or characteristics of your program that you would like to share with CAHPERD members?

Being a student at California State University, Long Beach I have had the pleasure of being taught by teachers who have so much passion for students. Teachers like Dr. Melissa Bittner and Dr. Amanda Young create an environment that is both challenging and exciting. I have been a part of real teaching experiences from teacher observations, from teaching at our after-school program ASAPP to working in our summer camp (Camp Nugget) all of which allow P.E.T.E students to truly put theory into practice (UDL, Behavior management, differentiation, accommodation/modifications).

What is a favorite instructional tip/technique/activity that you've learned?

"try new things" As Dr. Bittner and Dr. Young would say, this is something I have learned to use in my lesson plans. If I am good at teaching fitness, try teaching dance. When a person is willing to try new things, they open themselves up to growing and developing into a highly qualified professional in education.

Give a shout out to your mentor(s)! Who is it/how have they helped you?

I have had the pleasure of having two mentors that have guided me, pushed me, supported me, and revealed my strengths as a future teacher, Dr. Melissa Bittner, and Dr. Amanda Young. When I first came back to school to pursue a career in teaching, it was Dr. Bittner who helped me with my educational plan. She has never hesitated to answer my calls or emails and has allowed me to gain confidence in myself by becoming her student assistant, working at Camp Nugget, helping write an article with her, and developing an understanding of teaching APE by working at our after-school program for students with disabilities (ASAPP). Dr. Bittner understood my background as an undergraduate (not having a high GPA) but also understood my determination to become a teacher. I continue to talk to Dr. Bittner with regard to my journey and she has been able to provide me with good insight and continued support.

Dr. Amanada Young has also given me great guidance and support. I have taken multiple classes with Dr. Young, been able to see her teach firsthand, and have often called her to ask for advice for other classes. She has pushed me to get out of my comfort zone, has helped me find my teaching voice, and has reminded me to enjoy the little victories in teaching. When I am feeling overwhelmed or as if I can't do it, Dr. Young has been there to encourage me to keep going and to remember my "why".



Awards Continued



Name: Cindy Lederer

School/District/SELPA/University: Fairfield-Suisun USD (Retired)

What are unique aspects or characteristics of your program that you would like to share with CAHPERD members?

I strongly feel that Elementary Physical Educators should control all aspects of their playground because it's your classroom. The games, the recess equipment, playground rules and the play structure is used as a warm up station on a regular basis.

How long have you been a CAHPERD member? What benefits do you get from being a member?
Since the early 1990's

What is a favorite instructional tip/technique/activity that you've learned?

Got to have a strong classroom management system. I love it when the "whole school site" understands.....When Music is on you can move - when music is off everyone FREEZES.

What is a favorite behavior management tip/technique that you've learned?

People positions - you say a word and the kids do a certain position associated with that word.

Give a shout out to your mentor(s)! Who is it/how have they helped you?

Rudy Benton - class management, Cliff Carnes - home made equipment & GAMES, Robin Reese - assessment, Diane Wilson-Graham - ed code & making me think why, Heather Decker - perseverance, Barbara Ann Buckalew - organization calmness, Barbara Aiken - devoted friend, Superintendent Kris Cory - very student based, Teri Drain - innovative lessons, Wendy Jones - skill based knowledgeable, Brent Powell - honesty, Matt Bassett - innovative, tech & lesson design, Julie Kuehl-Kitchen & Tim Hamel - connection to students and enthusiasm, Joanie Verberber - example of an overall great person, Seth Martin - Tech, lesson design and innovative, Betty Hennessy - detail oriented, Kathleen Cordes - subject matter knowledge, Susanne Chambers-Johnson - subject matter knowledge, Anne Rosser & Keith Johannes - how to stay active in our association and knowledge, Robin Ballard - honesty and localness, ZáNean McClain - professionalism, Pat Vickory - creative lessons



Awards Continued



Name: Ruben Guerrero

School/District/SELPA/University: CSU, Long Beach

How long have you been a CAHPERD member? What benefits do you get from being a member?

1 year member, the benefit is the consistent information when it comes to physical education teacher education. Having the constant support has been instrumental in my educational development.

What are unique aspects or characteristics of your program that you would like to share with CAHPERD members?

CSULB Physical Education Teacher Education goes above and beyond preparing us for the classroom/field. The characteristic of our program/department is that we will be fully prepared entering our professions.

What is a favorite instructional tip/technique/activity that you've learned?

One of my favorite instructional tips is the instant activity. So helpful when it comes to a restless or undisciplined class.

What is a favorite behavior management tip/technique that you've learned?

My favorite behavior management is the group clap to get the groups' attention. An expression could lead to the clap, like a single word, like "CLASS" then they clap, or statement like "If you can hear me, clap once," then the class claps. I like how it works in the field.

What is a favorite assessment tip/technique that you've learned?

One of the assessments I like is having students self assess. Give them a chance to think about their activity and their position in the activity. That self reflecting aspect is appealing to me.

Give a shout out to your mentor(s)! Who is it/how have they helped you?

CSULB professors are the best, such as Professors Dr Galvan, Dr Young, Dr Bittner, Dr Neese, Ingram, Lenzen, just to name a few. They all have played a role in my development.



Awards Continued



Name: Hannah Williamson

School/District/SELPA/University:

Intern at Yuba County Office of Education, School: CSU Chico

What are unique aspects or characteristics of your program that you would like to share with CAHPERD members?

CSU Chico has such amazing faculty. They are supportive in every way you can imagine, and they push you to places you never thought you could go. There are so many unique hands-on opportunities during the program that prepared me for when I was ready to go out on my own.

At the county I work at, I serve students from 5-22 years of age. I am an itinerant teacher and go to 9 different schools. Learning how to adapt equipment and make it more easily transferrable has been very helpful.

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

This year as an intern, a lot of the teachers and paraprofessionals have really challenged me. They see a new, young teacher and they think they can just sit there while I do the whole session by myself, and 10 students with moderate/severe disabilities. I made a handout that had my expectations for them during APE. Some teachers threw the paper away and others supported me as needed. Next year, I am going to have a written contract that all classroom staff will sign and I will uphold them to those standards. I love teaching the content to the students but when I am spending the whole session running after students, it can be frustrating!

What is a favorite behavior management tip/technique that you've learned?

When I was a paraprofessional, I loved challenging behaviors. I still do but I don't see them as often in APE. Always having visuals, token boards, a visual schedule of what we are doing in APE that day, and first then cards have been a life saver for all of my classes.

Give a shout out to your mentor(s)! Who is it/how have they helped you?

My parents: They are both such amazing role models and I could not have gotten where I am today without their hard work and support. They have instilled me to fight for what is right and never give up on things my mind is set on. Thank you for everything!

Marci Pope (CSU Chico, State Council of APE, and many other roles): You have guided me and pushed me over the last four years, and I can not thank you enough for encouraging me to be part of the SCAPE committee with you. I have learned tremendously, and met so many amazing people due to your connections. Thank you for the continued support and guidance as I move into this field.

Rest of the CSU Chico Kinesiology Faculty: Thank you so much for the guidance and support during my undergrad, masters program, and credential. All of you have had a great impact on how I plan on teaching my students today, tomorrow and 10 years from now. Your generosity and knowledge was very vast and I greatly appreciate all of you for sharing it with me.





CAHPERD Spotlight

Name: Eric Rado

School District/SELPA: San Mateo County Office of Education

Describe your position and years taught: Adapted Physical Education Teacher.

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

I have students who are pushed into General PE, and I only see them once a week according to their IEP. The difficulty is making sure that their needs are being met when I am not there. This requires good communication and extra implementation with General PE teacher and Support Staff as needed.

What is a favorite assessment tip/technique that you've learned?

Start the assessment with what the student might enjoy the most first, as opposed to the first task. When appropriate, give movement breaks, and space out the assessment. Many students with disabilities need extra time to grease the groove to show their skills.

Give a shout out to your mentor(s)! Who is it/how have they helped you?

First, My PE Teachers from the great state of Michigan!

- John Witkowski: Gill Elementary PE Teacher - Special Teams Coach, Farmington Hills Harrison Football
 - Ryan Baker: Power Middle School PE Teacher - Football Coach - Farmington & Farmington Hills Harrison
 - Joe Pesci: Farmington High School PE Teacher - Football Coach - Farmington & Farmington Hills Harrison
 - Tony Moreno, Julie Jahn, Roberta Faust: Eastern Michigan PE Professors. Inspired me to think outside the box.
 - Kim Morrow: Was her student teacher for Elementary PE - Hillside Elementary, taught me how to manage class behavior.
 - John Kostrzewa: Was his High School PE Teacher - Northville High School - Allowed me to run his weight room during the Strength and Conditioning Classes.
 - Greg Smith: My first Principal. Worked for him teaching the Farmington Public Schools Intro to PE Class during the summers of 2014,15, & 16 at North Farmington High School.
 - Dr. Suzanna Dillon: Wayne State PE Masters Student
 - Dave Potter and Lisa Berg: Field Supervisors during program.
 - Ray Maleyko and Jon Herstein Inspired me to go into Adapted PE watching their work as I subbed in Farmington Public schools in Undergrad.
 - Brigit Danz, My mentor teacher and colleague at the San Mateo County Office of Education
 - My Mother and Father. Mom taught Special Education, Social Studies for Almost 40 years. Dad worked in Maintenance for a High School growing up.
- I literally grew up in the Public Schools, that is my comfort zone.





CAHPERD Spotlight

Name: Karen Hughes

School District/SELPA: Fremont Unified School District

Describe your position and years taught: I have been a Physical Education Specialist for 32 years. I started my teaching journey as a part time Adapted PE teacher and then filled out my week teaching regular ed PE at two different schools. Four years into my career, one of the regular education PE teachers retired and I have called Mission Valley home for the duration of my career.

What are unique aspects or characteristics of your program that you would like to share with CAHPERD members?

I am very proud of the mainstreaming that goes on within the Physical Education program. All student are involved in all aspects of class with modifications as needed. Along with the general education population at our school, the SDC program is fully integrated.

I am also very proud of the dance program at our site. The program culminates in a school wide event promoting a sense of community within our school.

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

Meeting the needs of all students has made me rethink delivery of specific skills as well as which activities to include. The challenge of modifying teaching strategies from class to class is important in overcoming this challenge so that all students are successful. I have also had to work on keeping the curriculum fresh and relevant. I have done this by adding new activities and trying new delivery methods as well as continuing my education by attending professional development.

What is a favorite instructional tip/technique/activity that you've learned?

I love checking for understanding by having the students instruct me in performing the skill or body position previously taught. They have to use academic language and not use the phrase "like this" with a demonstration. I also believe in teaching the "why" of something. The students are so much more engaged when they understand the importance of the learning target.

Give a shout out to your mentor(s)! Who is it/how have they helped you?

I would like to thank Kate Cox, Will Potter and Kate Suebert. They have all helped in their unique ways. They have been a great source of information including curriculum, lesson planning and technology. They, as well as the members of EPEW, have been a great support system for bouncing ideas, working out kinks, and making me a more confident teacher.





CAHPERD Spotlight

Name: Betsy Erickson

School District/SELPA: Washington Unified School District

Describe your position and years taught:

Physical Education 29 years

I taught grades 6 - 8 for 14 years at a comprehensive middle school - Golden State Middle School.

I taught grades 4 - 8 for 9 years at Elkhorn Village School (a K-8 school)

I currently teach 9th grade Individual Activities at River City High School, finishing my 6th year.

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

The greatest challenge I believe I have faced is the lack of motivation in so many students. There is much more to it than that though. By the time I get students in 9th grade, the fear of failure is so real! Is it lack of motivation, or a lack in their belief in themselves? Can the student see past 9th grade, and into what they want to be able to do as an adult? I am not asking for career goals, or lifetime goals, but many of my students just can't see past the next three months, or don't want to look. Making my class a safe space goes a long way in helping to combat this challenge. Once we have set the foundation, the routines, the expectations, the students begin to accept each other and me and then eventually are willing to try different things. Building relationships with students is a huge part of our job.

What advice do you have for future CAHPERD teachers?

Visit as many classes as you can and watch as many different teachers in different settings as you can. I learned so much subbing in different classrooms and trying different behavior management systems before developing my own. Attend as many conferences and go to different types of sessions. Don't be afraid to try something new in front of your students. It is ok to let them know it is outside your comfort zone. If you try something, and it is not a success, it's ok for them to see that too.

Give a shout out to your mentor(s)! Who is it/how have they helped you?

Linda Wilkinson for having the faith in me to give me my first job. The development of the teacher I am today was through her. The use of the Framework, and later the PE content standards would be due to her diligence and instruction.

Sarah Mankewich and the entire PE department at River City High School (including the recently retired Don Brown). The collaboration that happens daily is amazing. The conversations on how to make a lesson better, or to celebrate a lesson that went well are needed for developing ourselves as teachers. The encouragement they have given me to go outside my comfort level has been immense!

Teachers/Staff of WUSD: There are so many people in our district who have contributed to the development of me as a teacher and as a person. They have seen potential in me that I did not.





CAHPERD Spotlight

Name: Austin Olson

School District/SELPA: Pacific Trails MS, San Dieguito Union High School District

Describe your position and years taught: Physical Education Teacher 20 years

What are unique aspects or characteristics of your program that you would like to share with CAHPERD members?

We have built a Social Emotional Learning curriculum that we have had a lot of success with. We have a great peer evaluation system in place that helps with classroom management. (It would take way too long to type this out). I will be presenting on both these topics at the CMSPEW and at the EPEW.

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

Learning different ways to motivate students to move in our class.

What is a favorite instructional tip/technique/activity that you've learned?

Get to know every student's name within the first two weeks. I consider it my boot camp to learn on the names because I'm not good at it. I make videos the first day of class that I study. I also sent out a weekly video message to keep the parents up to date on what we are doing each week (they LOVE it).

What is a favorite behavior management tip/technique that you've learned?

Peer Evaluations and Parent Communication

What is a favorite assessment tip/technique that you've learned?

Using Chromebooks for the students to show me evidence of skills they learned and are now using in small sided games.

What advice do you have for future CAHPERD teachers?

Go watch other teachers teach in your area. You will always learn something that you can bring back to your site.

Give a shout out to your mentor(s)! Who is it/how have they helped you?

- Dennis Gildehaus - PB Middle School (I went and watched him teach and go back each year to visit. He is the best I have seen and he is so helpful with try to help me become a better teacher.
- Paige Metz - She is an amazing leader for all of our San Diego PE Teachers. She comes out and watches me teach and gives tremendous feedback.



CALL FOR PRESENTERS

I am pleased to announce that the 2024 California Association for Health, Physical Education, Recreation and Dance (CAHPERD) conference is scheduled for **February 1-3 2024** at the **Hyatt Regency Orange County**. We are now accepting proposals for the 2024 CAHPERD Conference.

The theme of the 2024 conference is **“Everybody Moves”**. This theme celebrates how we move individually and how we move collectively as a community of educators. No matter your age, ability, ethnicity, sexual orientation or gender identity, we all move. We move differently and yet we all move with one goal in mind, the health and well-being of our students. No matter how big or small, all movement matters. Everybody Moves.

This premier event provides opportunities to bring folks together from various organizations and education agencies to provide access to, and experience of, a range of innovative theories and practices relevant to health, physical education, recreation and dance.

CAHPERD invites presenters to consider submissions on diverse topics and grade levels that may include, but not limited to the following categories:

- **Health Education** (comprehensive sexual health education, mental health education, nutrition education, skills-based health education, and current trends of substance use among youth, including Fentanyl)
- **Physical Activity** (dance, before/after school programming, coaching, sports, recreation, unified sports, adventure education, and athletics)
- **Physical Education** (adapted physical education, standards-based physical education, assessment and grading practices, engagement strategies, inclusion in general physical education, unified physical education and Universal Design for Learning)
- **Diversity, Equity, and Inclusion** (social justice issues, meeting the needs of youth with intersectional identities, LGBTQIA+, trauma-informed education, and critical race studies)
- **Professional Learning** (collaborating with community-based organizations and local health departments, advocacy efforts, methods to highlight programs, the use of technology to enhance curricula, and other engagement strategies across the education sector)

Please click on the link on the CAHPERD website for the Electronic Proposal Form.

Be sure to review the **2024 Guidelines for Presenters** prior to completing the form. Submission of a proposal indicates that you have read and agree to all terms outlined in those guidelines.

More details about the conference will be posted to the CAHPERD website as they become available.





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