

# CAHPERD

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California Association for Health, Physical Education, Recreation and Dance

Journal

Fall 2024 - Volume 10 - Issue 1

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# 2024-2025 CAHPERD Leadership

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# CAHPERD MISSION

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





# Editor's Message

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The Fall 2024 issue of the CAHPERD Journal marks the 15th 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 CAHPERD President James Clemmer 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 the following 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 Middle School Students' Interest in Specific Physical Education Activities. Our Helpful Tips section details Physical Education and Its Potential to Increase Physical Activity During Recess. 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 also highlights the new SHAPE America Physical Education National Standards and Frequently Asked Questions. 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 CSULB master's students Christopher Green, Nick Rahe, Tori Kohler, and Erica Murillo for their assistance with the formatting of this journal issue.

Melissa Bittner, Editor-in-Chief





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# PRESIDENT'S MESSAGE



**CAHPERD is 95 in 2025! It is humbling to think about what that means and what all of the previous leaders and members have done to ensure that CAHPERD survives – and thrives! As one reflects on what has transpired in that amount of time, it is impressive to think that CAHPERD was functioning through it all!**

U.S. implements numbered highway system; Earhart crosses Atlantic; Great Depression; FDR's "New Deal"; WWII; Brown vs Board of Education; Rosa Parks taking action; JFK; MLK Jr.; Vietnam War; Roe v. Wade; Personal Computers (PC's); Internet, World Wide Web, Amazon and Google developed; 9/11; Facebook founded; Hurricane Katrina; iPhone developed; Great Recession; First African American President; and a Pandemic. We have seen a lot since the turn of the century, and I can share with 100% assurance that I would not be the person I am today if I was not involved with CAHPERD.

CAHPERD is known as a lot of things to a lot of people, but I will take a moment to consider what it means to me. The first thing I think of are the amazing conferences I have attended over the past 16 years as a member, networking and "sharpening the saw" ensuring I do not get stuck with only what I know. With that, I have met some amazing leaders in and out of state through that networking from the conferences. Traveling to Speak-OUT day, attending trainings and conferences in other states, and staying connected has allowed me to form lifelong friendships. Secondly, I think about the Past-Presidents', BODs', and the Legislative Committees' shoulders I am able to stand on because of all of their hard work and dedication. It goes without saying that we all have felt their positive and resonating impact in our careers, whether we knew it or not, and that their actions were selfless and invaluable. Lastly, and most importantly, I think of the extended family that I get to see every year! Without these people, I know for a fact that I would not be as connected to CAHPERD and our professions as much as I am. Furthermore, this family and I have continued to correspond on multiple platforms and tried to see one another as much as possible...even more than our families in some cases.

Lol – shhh, don't tell anyone! All kidding aside, this amazing organization has become more of a "platform" to ensure that we stay in touch with some great people that we need in our lives. This platform has ensured that many feel included at our conferences and in our professions.

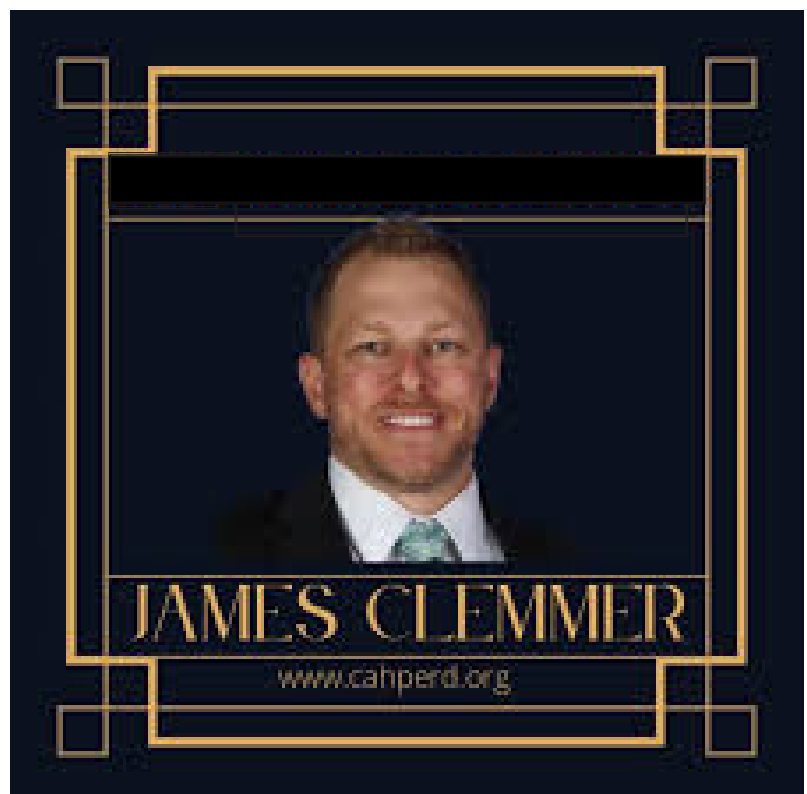


Additionally, not only do we want to feel included, but we want to make sure we do all that we can to remain cognizant of inclusivity FOR ALL! That is why we were excited to share our theme for this conference as Making Inclusivity Happen Tour. Far too often we hear about situations that arise where some are excluded for whatever reason. We have overcome so much in the past 95 years to even think about not moving forward with refinement and adaptation. Part of the theme is “Tour”, and I wanted this idea to not only last for the conference, but to highlight and recognize some of the great things that our professions, HPERD fields, are doing to help others feel welcomed. Feeling welcomed, supported, having access and gaining an education, and choosing to live a healthier lifestyle is what we strive for so that our youth, our future, can thrive.

In closing, we could not be more excited to see you at this joint conference in January! With CAHPERD and NAPEC combining their efforts, you will have access to a multitude of sessions, and high caliber keynotes, to grow your knowledge to ensure that you are Making Inclusivity Happen in your classroom, on your campus, and in your community.

With much gratitude,

James Clemmer  
#MakeInclusivityHappenTour  
#MIHTour







# Executive Director's Message

Dear CAHPERD Members and Supporters,

As we approach the end of another productive year, I am filled with gratitude and excitement for the strides we have made together in promoting quality health, physical education, recreation, and dance across California. Your dedication to our mission has been instrumental in creating meaningful opportunities for our students and communities. I want to take a moment to reflect on our accomplishments and share what lies ahead.

## Highlights of 2024

### 1. Professional Development Success

Since our last issue, CAHPERD hosted our highly successful annual conference as well as other workshops and conferences such as our National Adapted Physical Education Conference. These events brought together educators, advocates, and industry experts to share best practices, explore innovative teaching strategies, and foster a deeper connection within our professional community. Thank you to all who participated and contributed to making these events memorable.

### 2. Advocacy for Physical Education and Wellness

CAHPERD has continued to advocate for policies that prioritize physical and health education in our schools. Our collective efforts are creating lasting change in our state's educational landscape.

## Looking Ahead

As we move forward, CAHPERD is committed to expanding our reach and impact:

- **Enhancing Equity and Inclusion:** We aim to ensure that every educator and student has access to resources and opportunities, regardless of their background or location.
- **Growing Our Membership:** A stronger membership base means a louder voice for our advocacy efforts. Please encourage your colleagues to join CAHPERD and become part of our growing network.
- **Exciting Upcoming Events:** Mark your calendars for our 2025 CAHPERD and NAPEC Joint Conference. This event promises to be our most engaging and impactful yet, with dynamic speakers, interactive sessions, and opportunities to connect with fellow professionals.

## A Word of Thanks

I want to express my deepest appreciation to our members, board of directors, and partners for their unwavering support and collaboration. Together, we are creating a healthier, more active future for California's youth. Let's continue to inspire and empower through our shared commitment to excellence in health, physical education, recreation, and dance.

Wishing you a joyous and active season ahead!

Brent Powell Ph.D., CHES®

Executive Director

Professor of Public Health Promotion

Department of Kinesiology & Public Health Promotion

CSU Stanislaus

# LEGISLATIVE UPDATE



I would like to start off this report to remind you that your VOTE is important. It's a right that many in the world risk their lives doing. Every vote DOES count.

We are approaching the end of the 2024 Legislative season. Your CAHPERD Leadership Legislative team has been hard at work along with your Council Chair's. Our wonderful Lobbyist, Devon Ford with California Strategies, has kept us informed about Legislative Bills we care about.

The following is an update of the Bills that we have concentrated our efforts on this season.

AB19 - Bill Title: Pupil health: opioid antagonists.

2/9/24-Has failed to pass deadlines and are now inactive or dead.

AB 244 - Bill Title: Specialized Inclusivity Training for Childcare Staff Grant Program.

2/9/24-Has failed to pass deadlines and are now inactive or dead.

AB 257 - Bill Title: Encampments: penalties.

2/9/24-Has failed to pass deadlines and are now inactive or dead

AB1653 - Bill Title: Interscholastic athletic programs: emergency action plans: heat illness: guidelines. Approved by Governor October 08, 2023.

AB2229 - Bill Title: California Healthy Youth Act: menstrual health education.

10/3/24 - Chaptered, It has become law and will become enacted on January 1.

AB2429 - Bill Title: Pupil instruction: health education courses: fentanyl.

10/3/24 Chaptered, It has become law and will become enacted on January 1.

SB499 - Bill Title: Pupils: use of social media.ool facilities: School Extreme Heat Action Plan Act of 2023.

2/9/24-Has failed to pass deadlines and are now inactive or dead



SB1248 - Bill Title: Pupil health: extreme weather conditions: physical activity.

10/3/24 - Approved by Governor September 22, 2024. Filed with the Secretary of State September 22, 2024.

SB1283 - Bill Title: Pupils: use of social media.

10/3/24 - Chaptered, It has become law and will become enacted on January 1.

## Informational

ACA9 - Bill Title: Superintendent of Public Instruction: appointment. Assembly In committee: Set, first hearing. Hearing canceled at the request of the author. 4-27-2023

AB1188 - Bill Title: Transportation: bicycle safety handbook.  
Failed

AB1473 - Bill Title: School curriculum: health framework: physical education framework: compression-only cardiopulmonary resuscitation: automated external defibrillators.  
Presently the bill has been placed on a suspended file.

For more information on other Bills that affect your teaching, please attend the Legislative session at the Pasadena Conference in January.

I would like to Thank the Leadership Legislative Team of Tim Hamel (Fresno), Ken Dyar (Delano), Gabe Padayhag (San Diego), Kimberly Ohara-Borowski (Mammoth), and all the Past-Council Chairs for their commitment to our subject matters this season. As of this past June, we welcome all the new Council Chairs on the Legislative Team.

CAHPERD Leadership Legislative Team Co-Chair,  
Cindy Lederer (Napa County)

# The New SHAPE America Physical Education Standards: Frequently Asked Questions

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By Dan DeJager, NBC

Dan has been a CAHPERD member for 27 years. He was the 2018 CAHPERD High School Teacher of the Year, 2018 Western District High School Teacher of the Year, and the 2019 SHAPE America National High School Teacher of the Year. Dan served on the SHAPE America taskforce that revised the National Physical Education Standards.

## **Why are these standards important?**

Standards provide the framework for what our students learn in our physical education classes. Think of it like building a house. You have guidelines for how you should frame the house, but how the house looks on the inside or outside is up to you. These standards are a guide to what your students should be learning, but it's up to the teacher how students are taught or assessed. The standards will give you ideas of what should be covered in your curriculum, but it isn't the curriculum itself.

## **How many standards are there and what are they?**

In the previous version of the standards there were five overarching standards, with the new revisions there are now four physical education standards. Each new standard covers a learning domain. Standard 1 covers the psychomotor domain where students develop a variety of motor skills. Standard 2 covers the cognitive domain where students apply knowledge related to movement and fitness concepts. Standard 3 covers the social domain where students develop social skills through movement. Standard 4 covers the affective domain where students develop personal skills, identify personal benefits of movement and choose to engage in physical activity.

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## **Where is the fitness standard?**

Rather than having its own standard, fitness is incorporated throughout the standards. Here are just some ways fitness is integrated throughout: With Standard 1 students might learn movement skills to perform fitness-related physical activities. In Standard 2 students might learn concepts related to fitness. In Standard 3 students might implement safe behaviors in a fitness related setting. In Standard 4 students might set goals around fitness targets.

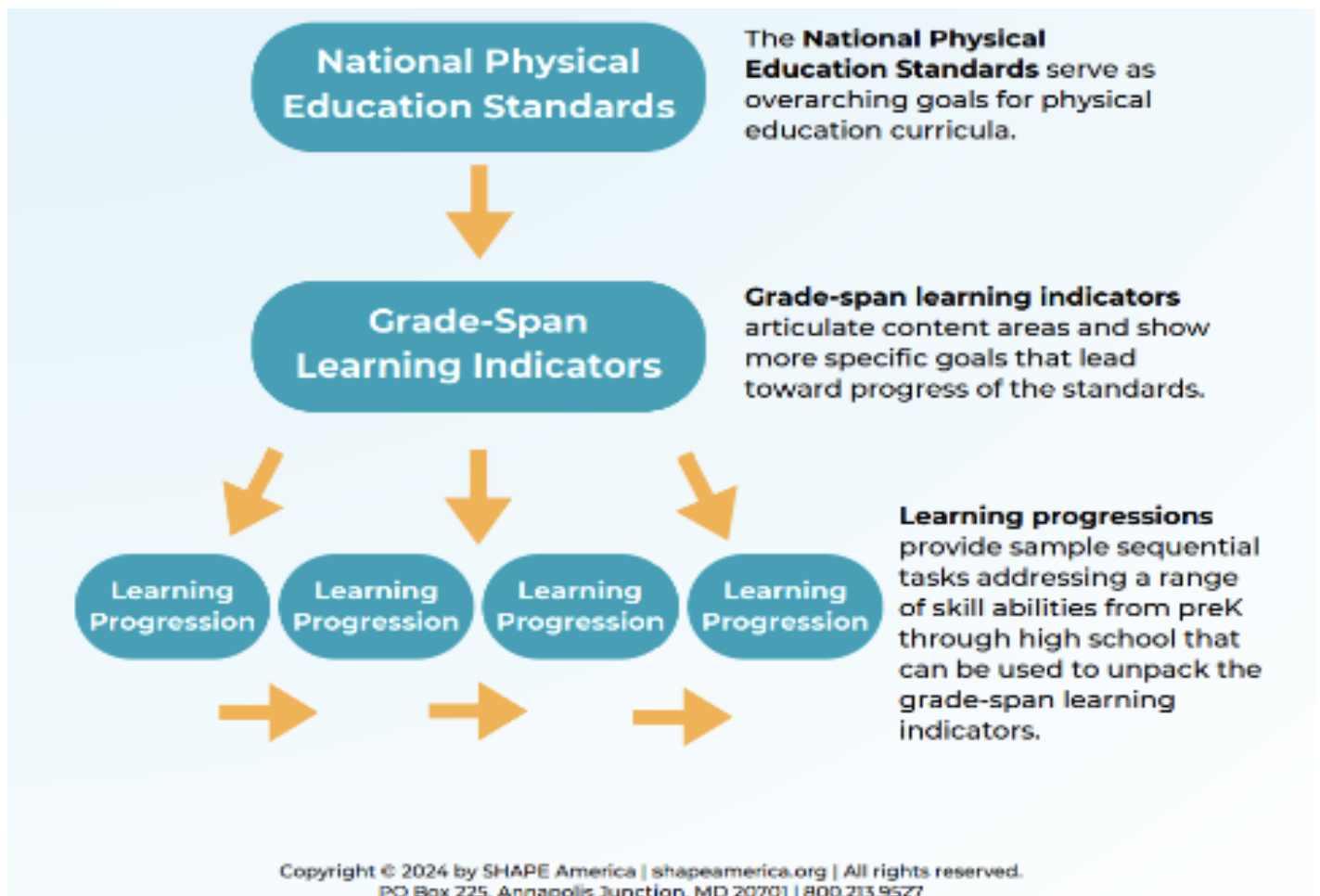
## How are the standards arranged by grade level?

The standard indicators are arranged by grade level bands rather than by each specific grade level. There is a grade level band for PreK-2nd grade, 3rd-5th grade, 6th-8th grade and 9th-12th grade. By using grade level bands rather than specific grade levels, teachers can develop their program in a way that best meets the needs of the students they teach. Each indicator can then be unpacked into progressions.

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## What are the grade span learning indicators?

You can find grade span learning indicators under each of the standards. These grade span learning indicators give teachers a more specific learning target to teach towards. These indicators were designed to be developmentally appropriate for the grade levels of the students being taught. While the indicators are more specific than the overarching standards, they allow flexibility in curriculum choices to best meet the needs of the teacher and students.



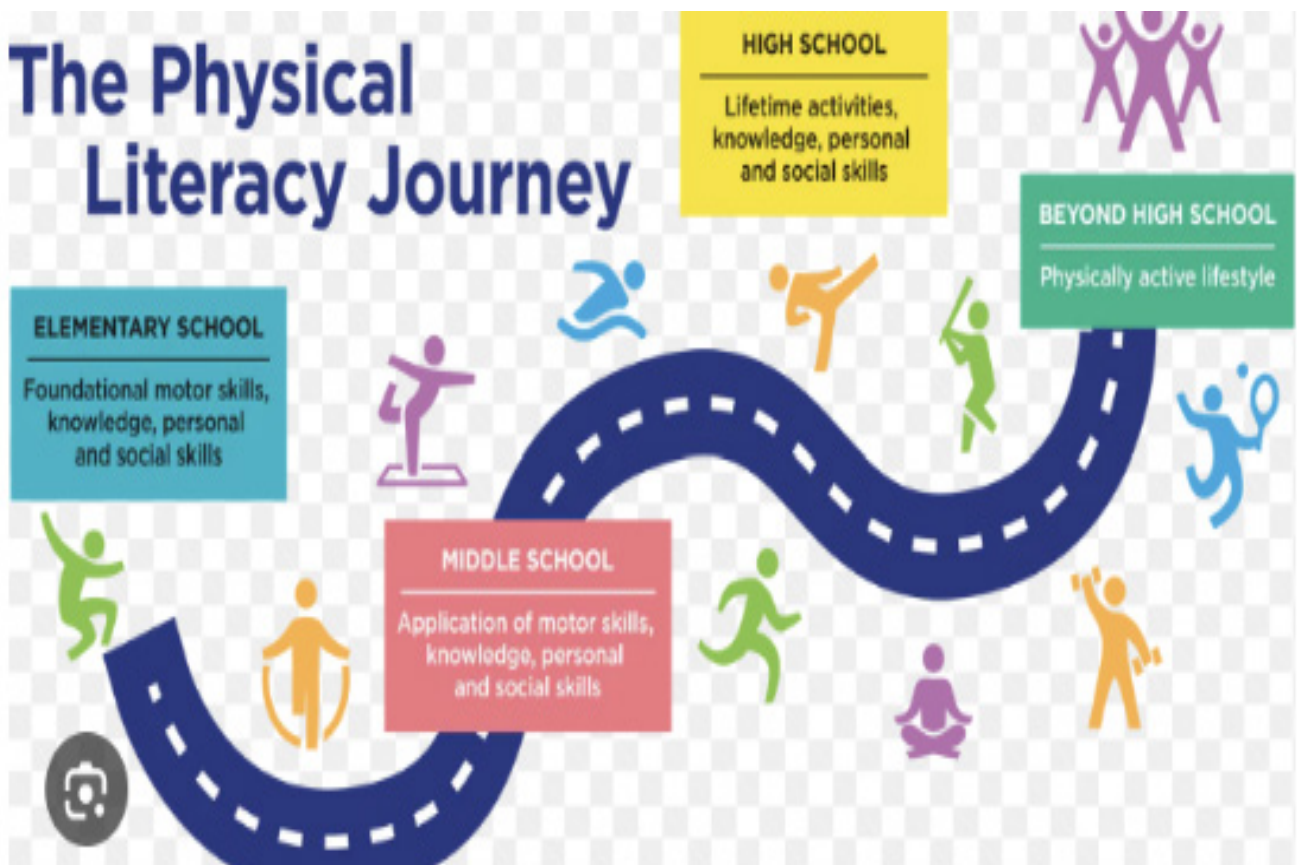
## So, what are the progressions?

Each specific indicator for a grade level band and standard can be unpacked into progressions to see what the indicator is "really made of". By unpacking the indicator and looking at what developmental sequence would assist the students in learning that indicator, the teacher can develop a curriculum and assessment plan that best supports the physical literacy journeys of the students they teach.

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## Physical literacy journey...what does that mean?

Physical literacy is not a target that our students will ever achieve with us because their physical literacy journey will continue throughout their lifetime. It is our job to support our students in their physical literacy journey by teaching them the movement skills and concepts, social skills, and goal setting and reflection strategies that will help them to be physically active for life.



## **Can you combine multiple progressions from multiple standards into one lesson?**

Absolutely...and you should. For example: If a high school teacher wants their students to be more successful when lifting weights, they will teach their students proper technique for exercises (Standard 1), how to design a workout plan (Standard 2), proper gym etiquette (Standard 3), and how to set appropriate goals around their personal interests when it comes to lifting weights (Standard 4). The standards go hand in hand to support student learning in a variety of ways.

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## **What is the bottom line?**

The New SHAPE America Physical Education Standards provide a set of guidelines that can be used in a way that supports all student and teacher needs and helps our students to be more physically active for life.

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## **How can I learn more about the SHAPE America National Physical Education Standards?**

To learn more and download the educator kit check out this link or scan the QR code:  
<https://www.shapeamerica.org/standards/pe/teachers-and-administrators.aspx>





# Physical Education and Its Potential to Increase Physical Activity During Recess

By: Chris Gentry  
CSU, San Bernardino

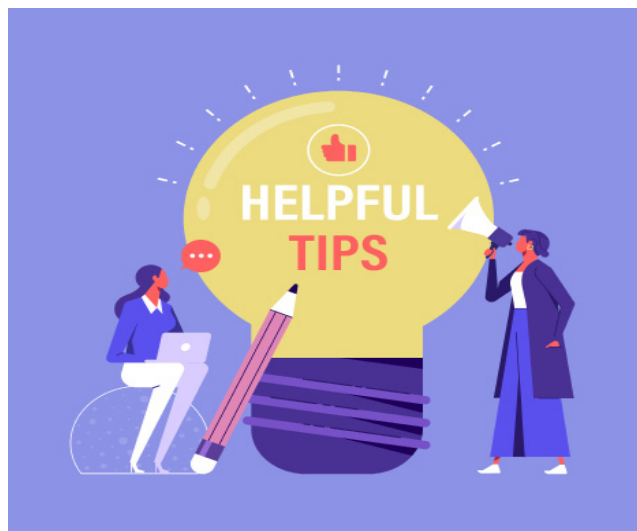
## Sixty minutes a day of physical activity for children...

While that is the goal set forth by many for our youth, many times this goal is not being met. The Comprehensive School Physical Activity Program (CSPAP), as well as many agencies and groups, list physical education as the foundation of those sixty minutes (Centers for Disease Control and Prevention [CDC], 2013). Since physical education teachers play such a pivotal role in providing and encouraging physical activity, it would make sense that part of our planning should consider how we can support other avenues of physical activity. One of those should certainly be recess. To be clear, I am not recommending that physical education meet the needs of recess. But, I am suggesting that there are likely several desired outcomes that physical education programs have that match the desired outcomes schools have for recess. When there is an overlap, it would seem beneficial for teachers to keep recess in mind. Multiple studies have found that recess physical activity increases when linked to physical education content (Vanluyten et al., 2023). The following are strategies that teachers may consider to encourage physical activity during recess.

## Using Recess Space, Playgrounds, and Equipment in Physical Education

Physical education teachers may consider utilizing recess spaces and equipment such as playgrounds, fields, or blacktop areas, if available, for certain lessons to help spark confidence, creativity, and interest. For instance, teachers that are focused on teaching fundamental skills or are guided by the Skill Theme Approach may consider using those spaces and equipment for lessons to further develop the skill themes (ex. Hopping, balancing, throwing) and movement concepts (ex. Directions: forward/backward, effort: bound flow/free flow, relationships: with objects (on/off)). For instance, a teacher may utilize the lines on the playground to discuss balancing and directions. Or a teacher may use the playground structures to demonstrate jumping on or off an object or when discussing movement concepts such as over or under. Student creativity should be encouraged when discussing these skills and concepts in these spaces. This may lead to additional creativity during recess as well.





**Considering Play (Or at Least Semi-Structured Physical Activity) in Physical Education:** Teachers who want to encourage play in recess should consider if there is a defining of and an opportunity for play in physical education. While some would say that play is not possible in class because physical education is structured, teachers should consider students' choices and voices in class. Increasing the student voice and choice in physical education may spark creativity and encourage play outside of class in settings like recess. CSPAP states that recess or physical activity breaks during school, "offer an excellent opportunity for youth at all grade levels to engage in free play or semi-structured physical activity during the school day and allows youth the opportunity to apply skills learned in physical education" (CDC, 2013, p. 14). Free and semi-structured play was underlined by me. Since physical education is the foundation of the sixty minutes, it should be the goal of teachers to consider play, or at least semi-structured play, within their classes and beyond.

**Student Designed Games/Activities:** Many teachers encourage student creativity in physical education. This may also include students creating, demonstrating, and explaining games they have created. The use of recess spaces and equipment may require students to engage with the spaces and equipment beyond what they would have outside of physical education class. This may encourage both the students creating the activities and the students participating to try something within the recess space that perhaps they normally would not have done on their own.

**Conclusion:** If one of our goals in physical education is to encourage physical activity outside of class, teachers should consider the other avenues for physical activity, like recess, when designing their programs. Again, while physical education may have many desired outcomes that are different than those of recess, it is important to consider where the two might overlap to encourage an increase in activity outside of our classes.

## References

Centers for Disease Control and Prevention. Comprehensive school physical activity programs: A guide for schools. (2013). *U.S. Department of Health and Human Services*. [https://www.cdc.gov/healthyschools/physicalactivity/pdf/13\\_242620-A\\_CSPAP\\_SchoolPhysActivityPrograms\\_Final\\_508\\_12192013.pdf](https://www.cdc.gov/healthyschools/physicalactivity/pdf/13_242620-A_CSPAP_SchoolPhysActivityPrograms_Final_508_12192013.pdf)

Vanluyten, K., Cheng, S., Roure, C., Seghers, J., Ward, P., & Iserbyt, P. (2023). Participation and physical activity in organized recess tied to physical education in elementary schools: An interventional study. *Preventative Medicine Reports*, 35, 1-5. <https://doi.org/10.1016/j.pmedr.2023.102355>

# DISCOVER & DISSEMINATE

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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:** Fisher, M., & Stuhr, P. T. (2023). Prioritizing mental health: Communicating with attending skills in our schools. *California Association for Health, Physical Education, Recreation and Dance Journal*, 9(2), 10-15.

**Background:** The aftermath of COVID-19 has left a drastic impact on adolescents' mental health. It does not help that we are living in a time where social media and technology are huge parts of adolescents' daily lives, which can also lead to anxiety and depression. As teachers, how do we know if our students are suffering from mental health issues? How can we help them overcome these issues? It is important for students to be healthy so they can learn and succeed in our classrooms.

**Purpose:** This article provides insight into the struggles students face with their mental health and how teachers can support managing mental health while also promoting academic achievement. The article is not an exhaustive list of strategies but rather an introduction of strategies all teachers can use to gain confidence and start building better teacher/student relationships.

**Findings:** Since the COVID-19 pandemic, mental health challenges have increased in the lives of students. During 2020-2021, 65% of school-aged students reported having challenges with their mental health by rating it as "poor". Suicide rates have risen by 52.2% between the years of 2000-2021 for individuals aged 10 to 24. Students clearly require more assistance with their mental health. To better support the students facing mental health challenges, schools can act intentionally through a holistic approach that includes building a strong human connection with the students. By doing so, schools can implement trainings for educators in the various attending skills. Attending skills are a set of various communication techniques such as emphatic listening, and open-ended questions for their students. These attending skills can help set a foundation for a strong relationship that students may be seeking for.

**Implications:** Teachers need to be better equipped with the skills to support students academically and mentally. As mental health issues have increased for students since COVID-19; there needs to be movement away from viewing mental and physical health as separate embodiments and movement towards viewing them holistically. Teachers are lifelong learners, and our learning does not stop at our subject areas. It goes beyond so that we can best support our students and build safe and caring environments that they trust and want to return to.

Submitted by: Maya Langarica, Celeste Villagrana, Eric Gutierrez Sanchez, Paul Kim, Melissa Bittner, & Amanda Young, CSU, Long Beach



## Abstract #2

**Article:** Malik, N. & Gentry, C. (2021). Sports nutrition for students with food allergies and intolerances: Navigating the complexities. *California Association for Health, Physical Education, Recreation and Dance Journal*, 7(2), 9-15.

**Background:** The prevalence of food allergies (FA) among children and adolescents, particularly in the U.S., is on the rise, leading to significant challenges for educators and coaches in providing appropriate dietary guidance. With the increasing incidence of FA reactions occurring at school, there is a pressing need to equip educators and trainers with the knowledge and resources to support students with dietary restrictions effectively.

**Purpose:** This article is addressing the complexities of sports nutrition for students with food allergies and intolerances, offering insights and practical guidance for educators and coaches. By looking into general dietary recommendations, differentiating between FA and food intolerances, and highlighting important considerations in providing dietary guidance, the authors seek to empower educators to support students' health and well-being.

**Findings:** The article emphasizes the importance of complete avoidance of trigger foods, comprehensive management approaches, and the provision of reasonable accommodations for affected students. According to Malik and Gentry, "most allergenic foods are rich protein sources" (2021). Protein is essential for youth growth so making accommodations for students with those particular FAs is critical. The article also provides practical recommendations for navigating dietary restrictions, including reading food labels, managing cross-contamination, and advocating for students' dietary needs.

**Implications:** Physical educators and coaches play a crucial role in promoting students' health and well-being, it is essential all school personnel to be well-informed about food allergies and intolerances. The insights and recommendations from this article can inform curriculum development, educator training programs, and school policies to create a safer and more inclusive environment for students with dietary restrictions.

Submitted by: Israel Bernal Hernandez, Tori Kohler, Christopher Green, Melissa Bittner, & Amanda Young, CSU, Long Beach



## Abstract #3

**Article:** Butler, J. (2007). Danish longball: A novel game to introduce the batting / fielding games category. *Physical and Health Education, Autumn*, 29-33. Retrieved June 20, 2024 - from WordPress. <https://ubcpete.files.wordpress.com/2008/07/danish-longball.pdf>

**Background:** Without proper pedagogical organization, teaching the fundamental motor skills of striking and fielding can create lower opportunities to respond (OTRs) and leave students with lower amounts of engagement and missed physical activity time. In this practitioner article, the game of Danish Long Ball (DLB) is introduced to those instructors and coaches looking to increase OTRs for striking and fielding. If not properly modified, games such as baseball, softball, and kickball can leave many participants disengaged and create situations where students are not physically active for at least 50% of the class time. DLB has the potential to reduce wait time for students with several pedagogical modification such as, smaller teams, fewer bases, one pitch per batter, and less equipment required.

**Purpose:** The purpose of this article is to raise awareness for a game (DLB) that helps support the growth of novice individuals when learning the skill themes of striking and fielding. DLB introduces striking, fielding, tagging, running and many other fundamental motor skills that transition to sports such as baseball and softball. In addition, DLB can help students develop techniques and tactics like those found in other striking games. DLB promotes offensive and defensive decision making along with teaching the motor skills of striking and fielding in a simplified way. The simplified rules provided in the article help educators develop an inclusive game that creates higher OTRs in comparison to other striking sports (e.g., baseball and softball). The added opportunities to perform allows students to build confidence with these fundamental motor skills through high repetitions.

**Implications:** DLB is a novel and innovative game that can assist physical educators in keeping students engaged in a striking game with ample OTRs. DLB can be implemented with novice students or modified to challenge more skilled participants. If you are looking to keep students engaged during a striking unit, then DLB might prove to be a useful game to implement with your students. An additional resource for DLB can be found at this site: <https://www.youtube.com/watch?v=hNP2kBfEQxs>.

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



## Abstract #4

**Article:** Townsend, R. C., Huntley, T. D., Cushion, C. J., & Culver, D. (2021). Infusing disability into coach education and development: a critical review and agenda for change. *Physical Education and Sport Pedagogy*, 27(3), 247–260. <https://doi.org/10.1080/17408989.2021.1873932>

**Background:** Parasports are an integral part of the advancement and inclusion of all disabled athletes in athletics and have been a gateway for creating policies and programs that are centered around improving the quality of sports. Coaches are educated and informed about the knowledge of their sport to exchange information that could positively impact their athletes. However, there is a desolate amount of information surrounding proper curriculums, practices, and general knowledge about coaching disabled athletes. To improve the coaching learning literature surrounding para-athletes, there are two overall categories to consider: ‘Categorical’ approaches to training and ‘Inclusion and Infusion’ education models.

**Purpose:** The aim of this critical review was to determine a sound approach to reforming coach education using strategic and inclusive approaches that highlight existing knowledge about disabilities with a focus on using this information to organize impairment-specific programs, curriculums, and practices to make coaching more comprehensive.

**Discussion:** The field of coach education is an ever-changing practice that has yet to yield absolute results for developing a soundproof system of education within current coaching literature. Current discussions such as this critical review are published so that they mark a starting point in the growing field of coach education.

**Implications:** With the literature surrounding coaching development for athletes with impairments being limited, there is a large complexion of unknown ways to go about reforming and educating coaches. Furthermore, the small pool of coaches that occupy para sports has resulted in a decrease in socialization among coaches and athletes with disabilities. With this said, this article exposes more coaches to the knowledge about various impairments, shares best practices, and provides readers with solutions on how to change perceptions about coaching individuals with disabilities. Along with exposure to more knowledge, infusing current pedagogical concepts and strategies into coaching education curricula and programs will provide opportunities for coaches to create potential solutions surrounding para sport coaching in real-world situations.

Submitted by: Elise Ortiz and Paul T. Stuhr, California State University San Marcos



## Abstract #5

**Article:** Kaufmann, K. (2011). Movement as a Metaphor: How persistence, the tao, and the wisdom of the ostrich helped build school dance programs. *Journal of Physical Education, Recreation & Dance*, 82(5), 37-45.

**Background:** Dance education within the K-12 public school curriculum is highly underrepresented when compared to other conventional, lecture-based subject-matter. Yet, it has been shown to play a vital role in students' learning and development. Physical education and other associated educational concepts (e.g., motor learning, biomechanical principles, social and emotional learning) can help promote student comprehension, critical thinking, and physical literacy. However, many public-school systems fail to provide adequate opportunities for students and to participate in physical education and specifically dance education programs.

**Purpose:** The author sought to use her professional dance experience to advocate for, design and implement dance programs within the Montana K-12 public school system. The primary purpose of her work was to ensure that dance and dance educators have opportunity to play a part in adapting to a new and changing educational landscape. The article encourages all dance teachers to seek ways to energize the classroom environment, ways to create change and help improve the educational system. Emphasis is placed on the assertion that growth of the arts would provide children with a more balanced education, which plausibly could lead to increased high school completion rates, a reduction in poverty, and preparation for future employment.

**Results:** After years of advocating for dance education in the Montana public school system, MoDE: Montana's Dance Education Project, was created and implemented in seven K-12 public schools within a county school district. The first year included over 500 available dance education classes for K-12 students to participate in. The next year, over 1,200 students and 50 dance teachers participated in the program. Three years after its creation, seven schools are still involved with the program with approximately 1,000 participating students. The success of the program generated a demand for state certified dance teachers. This project positioned opportunity for the state and educational institutions to create new programs and jobs for aspiring dance professionals.

**Implications:** The article discusses the positive impacts that dance education can have on K-12 student learning and development, especially kinesthetic learners. Students who engage in dance may find that the experience gives them a sense of fulfillment and provides excitement to attend school. Dance as an art enables students to foster open-mindedness, build confidence, increase empathy for others, and develop a healthy work ethic, promoting important social and emotional skills. From an interpersonal perspective, dance introduces a new way for students to communicate; a way that requires the reading of body language over spoken language. Academically, teaching educational concepts through dance has been shown to improve test scores by improving long-term recall, decrease drop-out rates and strengthen a student's ability to connect past and present material.



## Middle School Student's Interest in Specific Physical Education Activities

David Correa, MA, Melissa Bittner, PhD, Grant Hill, PhD, Pam Penn, MA (CSU, Long Beach)

### Abstract

Physical education teachers are often challenged with how to effectively motivate students to be more fully engaged in activities. Considering student preferences when developing a curriculum can better ensure that students of any demographic will participate to their fullest potential. Three hundred and seventeen middle school participants completed the Student Interest Survey selecting from a list of 56 physical activities to include in their PE curriculum. Responses were collected and frequencies for each of the activities were determined. Percentages were used to compare preferences by gender, grade level, and ethnicity. Males generally favored activities that emphasized competitiveness and team sports (i.e., soccer, basketball). Females generally preferred activities that were more individual (i.e., roller skating, archery). For grade levels, 7 of the 10 activities in the top 10 were similar across 6th, 7th, and 8th graders suggesting a general consistency of selected activities. Differences in preferences were also observed for ethnicity. Using a survey in PE allows educators to incorporate curriculum activities that are preferred by students, potentially promoting higher engagement and participation. This approach fosters a more inclusive and effective learning environment by accommodating diverse interests and may enhance overall student satisfaction with PE programs.

### Introduction

School-based physical education (PE) in the US provides significant benefits, including improved physical health, enhanced mental well-being, and the development of social skills (Goh et al., 2022). It also fosters teamwork and leadership through group activities, enhancing social connections. Furthermore, PE is linked to better academic performance, as physical activity can improve concentration and cognitive function (Donnelly et al., 2016). Research underscores the positive impact of PE on academic outcomes and long-term health habits (Centers for Disease Control and Prevention, 2021). By instilling lifelong fitness habits, PE may contribute to a healthier society and can prepare students for active, fulfilling lives (Siedentop et al., 2022).

Despite its benefits, schools encounter significant barriers to providing quality PE. These barriers include inadequate funding, which limits resources and opportunities, and restricted class time due to academic priorities (Hills et al., 2015). Additionally, issues related to inclusion, as well as cultural and gender attitudes, can impact participation and engagement in PE programs. Student motivation also plays a critical role; when students are not encouraged or supported, their involvement can diminish (Hills et al., 2015). Addressing these challenges is essential for fostering an effective and inclusive PE environment that promotes lifelong health and well-being. As these challenges persist, it becomes increasingly vital to understand the specific obstacles faced by urban educators, who often operate under particularly difficult circumstances.

Teachers in urban schools face unique challenges that complicate the delivery of effective PE. Resource limitations, including inadequate facilities and equipment, hinder the implementation of comprehensive PE programs (Cothran & Ennis, 2017). Financial constraints can hinder access to gyms and equipment, significantly affecting students' ability to participate in physical education (Ding et al., 2017). Urban educators often navigate larger class sizes, which can reduce individual attention and support (Darling-Hammond, 2020). Such barriers impede the effective implementation of PE programs, restricting opportunities for students to engage in regular physical activity, which is essential for their health and academic success. In addition to these resource challenges, limited class time due to academic priorities further exacerbates the difficulties faced by PE programs.

Limited class time due to academic priorities in schools can significantly hinder PE programs, leading to decreased opportunities for students to engage in regular physical activity (Benson et al., 2017). As schools prioritize core academic subjects, PE often receives less attention, resulting in reduced class frequency and duration. This shift not only impacts students' physical fitness but also affects their overall well-being and engagement. The lack of adequate PE can contribute to various health issues and diminish students' enthusiasm for lifelong fitness (Kirk & McDonald, 2018). Addressing these time constraints is essential for fostering a more balanced and health-oriented educational environment. However, even with adequate time allocated, issues such as bullying can further undermine student engagement and the overall effectiveness of PE programs.

Bullying in PE significantly hinders student engagement and inclusion, creating a hostile environment that undermines participation (Smith et al., 2020). Students who experience bullying often feel isolated and are less likely to engage in physical activities (Benson et al., 2019). The competitive nature of PE can exacerbate bullying, particularly among students with differing skill levels, leading to negative experiences (McMahon et al., 2018). To combat this, effective interventions and supportive teaching practices are essential for fostering a safe and inclusive environment (Cothran & Ennis, 2021). Addressing bullying in PE is vital for promoting student well-being and participation. In addition to bullying, the cultural dynamics present in PE classes play a significant role in shaping students' experiences and their overall engagement.

Students' experiences in multi-ethnic PE classes are significantly influenced by cultural dynamics, impacting their participation and enjoyment (Gomez et al., 2021). Positive cultural interactions can enhance student engagement and foster a sense of belonging, encouraging diverse participation (Woods et al., 2019). Conversely, cultural misunderstandings or biases can lead to exclusion and diminished motivation, hindering the overall experience (Benson et al., 2020). Effective teaching strategies that promote cultural awareness and inclusivity are essential for creating a supportive environment (Tinning, 2017). By addressing these dynamics, educators can enhance the physical education experience for all students, ensuring equitable access and enjoyment. Similarly, the social dynamics of PE, particularly among girls, also play a crucial role in shaping participation and experiences within these culturally diverse settings

The social dynamics of PE, especially among girls, highlight how friendship and physicality intertwine to impact participation and experiences. Positive peer relationships can enhance motivation and engagement, encouraging girls to participate more actively (Richards et al., 2018). Conversely, social pressures and competition can lead to feelings of exclusion or anxiety, negatively affecting their experiences (Carter et al., 2020). Additionally, supportive friendships can foster a sense of belonging and enjoyment in physical activities, promoting overall well-being (Parker et al., 2021). Understanding these dynamics is crucial for creating inclusive environments that cater to the social needs of all students.

Hill and Cleven (2005) explored gender differences in PE curriculum preferences, finding that males often favored competitive and team sports-oriented activities, whereas females showed a preference for activities emphasizing fitness, dance, and individual skill development. These differences highlight gender-specific interests



Psychological barriers, such as low motivation and self-efficacy, can significantly deter participation in PE (Schunk & Zimmerman, 2019). Students lacking confidence often feel overwhelmed, leading them to avoid PE classes altogether (McAuley & Rudolph, 2019). Furthermore, negative past experiences can erode motivation and create a cycle of disengagement (Hagger et al., 2020). To combat these issues, educators must implement strategies that enhance self-efficacy, including providing positive feedback and opportunities for success, to create a more engaging environment (Bandura, 2018). Tackling these psychological barriers is vital for encouraging lifelong physical activity among students.

PE teachers frequently grapple with effectively motivating all students to engage fully in activities. Taking student preferences into account when developing the curriculum can be a highly effective approach, ensuring that students from diverse backgrounds can participate to their fullest potential. In addition to adhering to state standards for PE, teachers can gather input from students regarding which activity units they would like to see offered. This allows PE teachers to tailor their curriculum to be more relevant and meaningful. Incorporating student interests into the yearly curriculum can enhance engagement and motivation, ultimately fostering a more inclusive and enjoyable learning experience (Pangrazi & Beighle, 2019).

Research supports the importance of considering student preferences; for instance, Kahn (2013) conducted a survey among middle school students to create a more engaging PE curriculum based on their interests. The results indicated that team sports were highly favored by students. Similarly, Greenwood and Stillwell (2001) explored PE activity preferences among middle school students, revealing significant interest in basketball, bicycling, roller skating, soccer, and volleyball. Conversely, activities such as folk dance, square dance, shuffleboard, and badminton were less popular.

PE teachers face challenges in motivating all students to engage fully in activities. Incorporating student preferences into the curriculum can significantly enhance participation, ensuring diverse backgrounds are considered. Teachers can solicit input on preferred activities, aligning the curriculum with student interests to foster a more relevant and enjoyable learning experience (Pangrazi & Beighle, 2019). Creating a PE curriculum for students based on their interests may be extremely valuable in regard to increasing participation from all students, regardless of skill level because students may be more stimulated and engaged in the activities. It could also lead to PE teachers striving to make some units more creative and exciting or also determine to take some units completely out of the PE curriculum entirely. However, much of the research on PE choice is dated, consequently it appears important to determine the current status of student activity preferences.

### Purpose of Study

Creating a curriculum that allows for student input may greatly increase class participation, individual motivation, and a long-term commitment to engage in specific activities. The purpose of the study was to determine student interest in specific PE curriculum activities. Having students complete a choice survey may help PE teacher create a more meaningful PE curriculum that could be tailored to their students' personal preferences. This appears to be particularly important because students will take complete control of their physical activity participation once they leave school.

### Methods

After obtaining university institutional review board approval for this investigation, convenience sampling was used to recruit middle school students from one school in southern California, which is representative of the region and state. Three hundred seventeen middle school participants aged from 11 to 14 years old from a public school in southern California were sent the survey. A total of 257 surveys were completed. Of the respondents, 123 were female and 128 were male. Regarding ethnicity, 70% identified as Hispanic, 19% Asian, 6% African American, 4% White, and 0.4 % Filipino. There were 102 participants in 8th grade, 91 in 7th grade, and 63 in 6th grade.

### Instrumentation

The Student Interest Survey was evaluated by 10 PE experts who were current PE teachers or faculty members at a university and have more than 10 years of experience related to PE to establish face/content validity. After updated edits and consensus from the experts, the final Student Interest Survey included 68 total questions with three subsections: Demographics, PE Experience, and PE Sports and Activities. The demographic section included items such as age and ethnicity.

The PE Experience section had three questions and used 5-point Likert scale (1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree). For example, participants answered questions such as “Is PE is my favorite class?” The PE Sports and Activities subsection asked participants to review a list of 56 activities, based on California state standards, and select the activities they were most interested in learning about and participating in during their PE class. Questions were asked using on a “Yes” or “No” format. There were six general categories of sports and activities. Categories included: Games & Sports, Individual Performance, Outdoor Pursuits, Fitness Activities, Dance & Rhythmic, and Aquatics.

### Data Collection Procedure

The Student Interest Survey was distributed to participants through Google Classroom. The survey took less than 15 minutes to complete.

### Data Analysis

Frequency analysis was used to determine which units were preferred by students in physical education. Discrepancies of 15% or over for gender, ethnicity, or grade level for any items were reported.

### Results

Overall physical activity preferences based on all students were gathered and presented on Table 1. The top three most prevalently selected activities included (1) 78.7 % walking, (2) 66.4% dodgeball, and (3) 65.6% volleyball.

**Table 1**

*Percentages of Middle School Students Selecting Specific Activity Units to Be Included in the Physical Education Curriculum*

<b>Overall Ranking (N = 257)</b>		
	Frequency	Percentage
Walking	199	78.7%
Dodgeball	168	66.4%
Volleyball	166	65.6%
Self-Defense	165	64.7%
Soccer	159	62.1%
Running/Jogging	157	62.1%
Swimming	152	59.4%
Biking	150	59.1%
Bowling	148	58.7%
Archery	147	57.6%
Skating (Ice/Roller)	140	55.3%
Hiking	136	53.8%
Basketball	129	51.2%
Badminton	128	50.6%
Kickball	121	47.6%
Rock Climbing	119	46.5%
Weight Training	112	44.1%
Tennis	109	44%
Parachute	109	43.3%

	Frequency	Percentage
Golf	99	38.8%
Baseball	96	38.4%
Table Tennis	95	37.8%
Fencing	94	37.2%
Kayaking	94	37%
Diving	93	36.8%
Canoeing	87	34.1%
Core Training	87	34.4%
Football	85	33.2%
Rope Course	84	33.3%
Track & Field	82	32.9%
Surfing	81	32%
Floor Hockey	79	31.2%
Softball	79	31.1%
Wrestling	77	30.2%
Rope Jumping	75	29.4%
Latin Style Dance	65	25.7%
Indoor Cycling	63	25%
Water Polo	61	23.9%
Gymnastics	59	23.2%
High Intensity Interval Training	58	22.7%
Partner/Social Dance	51	20%
Yoga	51	19.9%
Hip Hop Dance	42	16.9%
Disc Golf	37	14.5%
Creative Rhythmic Movement	33	13.3%
Pickleball	31	12.2%
Ballet	30	11.8%
Artistic/Synchronized Swimming	29	11.6%
Racquetball	29	11.5%
Cardio Dance	27	10.5%
Aerobic	27	10.7%
Water Aerobics	20	8%
Line Dancing		

For gender results, shown on Table 2, both male and female participants similarly ranked six activities between their top ten. These activities included: dodgeball, walking, self-defense, running/jogging, bowling, and biking. Males selected soccer as their top activity with 82% wanting to participate in the activity. Females selected walking as their top activity with 86% wanting to participate in the activity.

**Table 2**

*Comparison of Middle School Physical Education Activity Choices by Gender*

Activity (Rank)			Total Sample		Boys		Girls					
	%	(n)	Yes	No	Yes	No	Yes	No				
Walking	78.7	(199)	22.6	(58)	73.4	(94)	26.6	(34)	85.4	(34)	14.6	(18)
Dodgeball	66.4	(168)	34.6	(89)	75.0	(96)	25.0	(32)	58.5	(32)	41.5	(51)*
Volleyball	65.5	(166)	35.4	(91)	53.9	(69)	46.1	(59)	78.8	(59)	21.1	(26)*
Self Defense	64.7	(165)	35.8	(92)	71.1	(91)	29.0	(37)	60.1	(37)	39.8	(49)
Soccer	62.1	(159)	38.1	(98)	82.0	(105)	18.0	(23)	43.9	(23)	56.1	(69)*
Running/ Jogging	62.1	(157)	38.9	(100)	65.6	(84)	34.4	(44)	59.3	(44)	40.7	(50)
Swimming	59.4	(152)	40.9	(105)	66.1	(85)	33.6	(43)	54.4	(43)	45.5	(56)
Biking	59.1	(150)	41.6	(107)	62.5	(80)	37.5	(48)	56.9	(48)	43.1	(53)
Bowling	58.7	(148)	42.4	(109)	63.2	(81)	36.7	(47)	54.4	(47)	45.5	(56)
Archery	57.6	(147)	42.8	(110)	57.0	(73)	43.0	(55)	60.1	(55)	39.8	(49)
Basketball	51.2	(129)	49.8	(128)	61.7	(79)	38.2	(49)	40.6	(49)	59.3	(73)*
Weight Training	44.1	(112)	56.4	(145)	58.6	(75)	41.4	(53)	30.0	(53)	69.9	(86)*
Skating (Ice / Roller)	55.3	(140)	45.5	(117)	40.6	(52)	59.3	(76)	71.5	(76)	28.5	(35)*
Badminton	50.6	(128)	50.2	(129)	47.6	(61)	52.3	(67)	54.4	(67)	45.5	(56)

*Note.* \* = 15% or more difference

Table 3 demonstrate results by grade level. All three grade levels selected 7 of the same activities within the top 10. These activities included volleyball, soccer, dodgeball, walking, self-defense, biking, and swimming.

**Table 3**  
*Comparison of Middle School Physical Education Activity Choices by Grade Level*

Activity (Rank)			7th grade		8th grade		9th grade					
	Yes	No	Yes	No	Yes	No	Yes	No				
	%	(n)	%	(n)	%	(n)	%	(n)				
Walking	72.1	(44)	27.9	(17)	85.3	(76)	14.6	(13)	74.2	(75)	25.7	(26)
Dodgeball	55.7	(39)	36.1	(22)	77.5	(69)	22.5	(20)	60.4	(61)	39.6	(40)
Volleyball	65.5	(40)	34.4	(21)	74.1	(66)	25.8	(23)	57.4	(58)	42.6	(43)
Self Defense	55.7	(34)	44.3	(27)	67.4	(60)	32.8	(29)	66.3	(67)	33.7	(34)
Soccer	60.6	(37)	39.3	(24)	62.9	(56)	37.1	(33)	60.4	(61)	39.6	(40)
Running/ Jogging	63.9	(39)	36.1	(22)	67.4	(60)	32.6	(39)	54.4	(55)	45.5	(46)
Swimming	52.4	(32)	47.5	(29)	65.1	(58)	34.8	(31)	57.4	(58)	42.6	(43)
Biking	54.1	(33)	45.9	(28)	58.4	(52)	41.6	(37)	60.4	(61)	39.6	(40)
Bowling	50.8	(31)	49.2	(30)	64.0	(57)	36.0	(32)	54.4	(55)	45.5	(46)
Archery	49.1	(30)	50.8	(31)	59.5	(53)	40.4	(36)	59.4	(60)	40.6	(41)
Basketball	50.8	(31)	49.2	(30)	53.9	(48)	46.1	(41)	47.5	(48)	52.5	(53)
Hiking	55.7	(34)	44.3	(27)	52.8	(47)	47.2	(42)	50.5	(51)	49.5	(50)
Skating (Ice /Roller)	50.8	(31)	49.2	(30)	55.0	(49)	44.9	(40)	55.4	(56)	44.6	(45)
Badminton	29.5	(18)	70.5	(43)	33.7	(30)	43.8	(39)	74.2	(75)	25.7	(26)*

Note. \* = 15% or more difference

For ethnicity, the data is shown on Table 4. The data indicates each ethnicity selected 5 of the same activities in their top 10. The top selections included walking, volleyball, dodgeball, self-defense, and archery.

**Table 4**

*Comparison of Middle School Physical Education Activity Choices by Ethnicity*

Activity (Rank)	Latinx, Hispanic, or Spanish				Black or African American				Asian or Asian American			
	Yes		No		Yes		No		Yes		No	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Walking	77.7	(143)	22.3	(41)	80.0	(13)	20.0	(2)	75.0	(36)	25.0	(12)
Dodgeball	59.7	(110)	40.2	(74)	73.3	(11)	26.7	(4)	79.1	(38)	20.8	(10)*
Volleyball	63.0	(116)	37.0	(68)	86.6	(13)	13.3	(2)	70.8	(34)	29.2	(14)*
Self Defense	63.0	(116)	37.0	(68)	73.3	(11)	26.7	(4)	62.5	(30)	37.5	(18)
Soccer	66.8	(123)	33.2	(61)	40.0	(6)	60.0	(9)	47.9	(23)	52.1	(25)*
Running /Jogging	58.7	(108)	40.8	(75)	66.6	(10)	33.3	(5)	66.6	(32)	33.3	(16)
Swimming	57.6	(106)	43.4	(78)	46.6	(7)	53.3	(8)	64.5	(31)	35.4	(17)
Biking	59.2	(109)	40.8	(75)	60.0	(9)	40.0	(6)	50.0	(24)	50.0	(24)
Bowling	53.8	(99)	46.2	(85)	53.3	(8)	46.7	(7)	68.7	(33)	31.3	(15)
Archery	55.4	(102)	44.6	(82)	66.6	(10)	33.3	(5)	56.2	(27)	43.8	(21)
Basketball	49.4	(91)	50.5	(93)	73.3	(11)	26.7	(4)	45.8	(22)	54.2	(26)*
Hiking	54.8	(101)	45.1	(83)	66.6	(10)	33.3	(5)	43.7	(21)	56.3	(27)*
Skating (Ice /Roller)	52.1	(96)	47.8	(88)	73.3	(11)	26.7	(4)	64.5	(31)	35.4	(17)
Badminton	42.9	(79)	57.1	(105)	46.6	(7)	53.3	(7)	77.0	(37)	22.9	(11)*
Kayaking	32.6	(60)	67.4	(124)	66.6	(10)	33.3	(5)	43.7	(21)	56.3	(27)*
Hip Hop	18.8	(31)	83.2	(153)	66.6	(10)	33.3	(5)	16.6	(8)	83.3	(40)*

Note. \* = 15% or more difference



## Discussion

The purpose of the study was to determine student interest in specific PE curriculum activities. The rankings of these PE activities show a variety of students' interest, with Games & Sports and Fitness activities being most preferred. However, differences in gender, ethnicity and grade level were identified.

Regarding gender, the majority of activities selected were similar between male and female participants (i.e., 6 of the top 10 activities). Males, however, were more likely to favor activities that emphasized competitiveness and team sports (i.e., soccer, basketball). In contrast, higher percentages of female participants selected individual activities (e.g., roller skating, archery). These preferences can influence participation rates and engagement levels during PE. Understanding and accommodating these differences are crucial for promoting inclusive physical activity opportunities that appeal to both genders, encouraging lifelong participation and overall health benefits (CDC, 2021; NASPE, 2018). Noticeable discrepancies occurred more frequent based on gender results. Results displaying that six different sports and activities that showed a 15% or more difference on what males and females preferred. Four of which being team sports (dodgeball, volleyball, soccer, and basketball) along with weight training, and skating (ice/roller).

Reviewing the results, it was not as out of the norm to see a number of sports and activities in the top 10 of each category. This is due to the fact that these were activities that students had the most experience because they were being offered in their regular PE curriculum. Though, within each category, they each selected different activities that were reflective of that specific group. Which also proved that those sports were directly correlated to each group or these activities were the easiest for them to access outside of the school environment. Ethnicity influenced physical activity preferences, with variations observed in activity types and levels of engagement. For instance, research indicates that White individuals often participate more in structured sports and recreational activities, while Hispanic and African American communities typically engage more in informal activities like walking or dancing (Marquez et al., 2018). These differences stem from cultural norms, accessibility to facilities, and socio-economic factors impacting participation rates. Tailoring PE curriculum to consider ethnic preferences and barriers can enhance inclusivity and promote healthier lifestyles across diverse populations (CDC, 2021).

Physical activity preferences also varied across different age groups. According to van Sluijs et al. (2021), youth often engage in structured activities like sports and playground games, focusing on skill development and social interaction. Young adults tend to participate in recreational sports, fitness classes, and outdoor activities for health and enjoyment. These preferences were similar to results of this study that demonstrated similar activity preferences of 6th, 7th, and 8th graders, with 7 of the 10 top selected activities selected by all grade levels. Understanding these age-related preferences helps tailor physical activity programs to meet diverse needs and promote lifelong participation (CDC, 2021; Nelson et al., 2007).

While student preferences are essential to consider, it is crucial that PE programs adhere to state standards, offering a variety of activities that cater to diverse interests and skill levels. For example, while dodgeball was highly selected by students, it is not widely endorsed as a suitable activity in PE due to concerns regarding safety and inclusivity. Organizations like SHAPE America have expressed reservations, highlighting that the game can foster a hostile environment, particularly for less skilled students (2015). Critics argue that dodgeball often encourages exclusion and reinforces negative social dynamics, which can detract from a positive learning experience (Kirk & Macdonald, 2016). Instead, many educators advocate for alternative activities that promote cooperation, teamwork, and engagement for all students, fostering a more inclusive and supportive physical education environment.

In addition, while team sports were heavily selected by students, a balanced PE curriculum is crucial for addressing the diverse interests and needs of students, extending beyond traditional team sports. Incorporating a variety of activities (e.g., individual sports, fitness programs, dance, recreational pursuits), the curriculum can engage a broader spectrum of students and promote lifelong physical activity (Pangrazi & Beighle, 2019). This diversity allows educators to accommodate different skill levels and preferences, fostering inclusivity and enhancing motivation (Hastie et al., 2017). By offering varied options, schools can help students discover activities they enjoy, ultimately supporting their overall health and well-being in a more holistic manner (Kirk & Macdonald, 2016). Therefore, educators must critically evaluate student interests in the context of best practices, ensuring that all activities contribute to a safe and inclusive environment that aligns with the state standards.

### **Practical Applications**

The results of this survey provide information for physical educators that can be highly beneficial for, not only teachers, but for students, families, schools and community programs. To help physical educators develop a meaningful curriculum, distributing the Student Specific Survey each school year would give PE teachers a baseline of what activities students are interested in and willing to participate in. According to Cronin et al. (2018) PE teachers should integrate autonomy supportive behaviors into their teaching (i.e., provide choice in activities and encourage students to ask questions) as they are associated with young people's development of multiple life skills and their psychological well-being. Going further, the survey results could motivate teachers to reach out to sports and community programs to get students and families involved in previously unfamiliar activities. It could also prompt teachers to have sports and community organizers visit classes to promote their programs to students. With the number of activities listed, students could potentially be exposed to a large number of sports and activities that are offered in their community. The information from the survey may also indicate the level of prior knowledge students have of specific sports and physical activities as well as the scope of their prior experiences. These results could potentially help other grade level physical education teachers to determine what sports and activities to incorporate in their curriculum in order to give students more of a variety of sports and activities throughout their entire physical education experience.

### **Limitations**

There are certain limitations to the study that should be addressed. First, the small convenience sample limits the generalizability of the findings to other populations. In addition, the participants included only students from one public school in southern California. Results could differ by region or with a larger sample size. Finally, there were a large number of questions indicated on the survey. This may have caused participants to rush through the survey, skip questions, not give careful thought to each question.

### **Conclusion**

Allowing for student choice can be a highly effective and a great tool for PE teachers to develop a more meaningful, effective, and engaging curriculum. These results of this study emphasize differences in student interests by cultural, gender, and grade level. Understanding students' preferences, interest, and background can aid in the development of a gender, age appropriate, and culturally responsive physical education pedagogy.

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# 2024 CAHPERD AWARDS



**Name:** Terri Drain

**School/District/SELPA/University:** Vintage Hills Elementary School, Pleasanton  
Verne Landreth Award- This is the highest and most prestigious award offered by CAHPERD.

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

I've been a CAHPERD member for 25 years. Benefits I've enjoyed as a result of my CAHPERD membership include: access to cutting edge professional development (state convention, webinars, district workshops), opportunities to lead (as a Teacher of the Year and Standards Development Series Workshop Facilitator, conference presenter, Speak-out-Day representative) and opportunities to serve ( Bay District Workshop Co-Director, State Convention Program Coordinator). In addition, as an elementary physical educator, I also benefited immensely from the advocacy work of CAHPERD at the state level.

## **Tell us three things most people don't know about you.**

1. I'm Canadian, 2. I was a member of the University of British Columbia Field Hockey Team that won 3 national championships and was inducted into the UBC Sports Hall of Fame 3. My husband, Loren, and I own Allegorie Winery in Murphys, CA

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

My goal was to provide a program that was student centered, standards-based and, most importantly, the best part of every student's day.

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

My greatest challenge was figuring out how to meet the needs of all learners. Schools are set up for one-size-fits-all instruction and children are DEFINITELY NOT one size! Large class sizes, developmental differences, mainstreaming our students with moderate to severe autism, seeing 600+ students per week and more, all made this a never-ending nut to crack.

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

Allowing students to take responsibility for their own learning. Strategies such as peer coaching, peer assessment, challenge ladders, small-sided games all gave students the chance to take charge of their learning and also freed me up to facilitate.

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

At the end of each lesson, a student in my 4/5 classes was selected to "give a hand" to a classmate who had made a positive contribution to the lesson. The selected students filled out a Google Form, which automatically sent an email and award certificate home to parents.

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

Assessment can be easily integrated into tag games. For example, in "Spring Training Tag", tagged students go to the sideline to practice their overhand throwing action (no ball) with a coach. Coaches give a thumbs up if all looks good, or make corrections.

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

Shout out to the H-PEC team! Diane Farthing, Wendy Jones, Kate Cox, Kathy Jones, Will Potter, Matt Basset, Stephanie Sandino. This is my professional support system, who I've laugh, cried, and grown with and been inspired by for



# Awards Continued



**Name:** Keisha Clark-Booth

**School/District/SELPA/University:** Cabrillo HS/LBUSD

Dance Teacher of the Year

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

The Cabrillo Dance Department thrives on welcoming young students from the community without any dance experience. In four years or less, we are able to prepare these students for college dance programs, professional work with major dance companies, or employment with local dance studios. We welcome dancers of all shapes, sizes, cultures, and levels and we thrive on creating a dance community of love, excellence and legacy. We've had dancers graduate and attend many universities including Cal Arts, CSULB, Sacramento State, and others. We've had dancer tour nationally and internationally with companies like Ate9, Helios, Invertigo, and JazzAntiqua Dance and Music Ensemble. We've had dancers perform and tour with artists like Lady Gaga and Jody Whatley. In the words of my alma mater Hampton University, they are letting their lives do the singing!

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

I have been a CAHPERD Member for two years. I love the benefit of presenting at the conferences.

**Tell us three things most people don't know about you.**

Three things people don't know about me: 1. As a kid, I once watched all of the movies in the horror section at Blockbuster video. 2. In middle school, I was on a swim team but I still don't know how to tread water. 3. As an adult, I auditioned and made it to the show- American Gladiator.

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

My favorite activities in the classroom are warm ups at the barre and progressions across the floor. I love connecting all the puzzle pieces of the technique that we're working on from the beginning of class until the end.

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

My favorite behavior management tip/technique that I've learned involves music. Music can be used to dictate the mood of your class. If they're too loud: A Love Supreme by John Coltrane.. Not enough energy: Shake Body by Skales. Not enough flow: Angel by Chaka Khan. You'll thank me later!

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

Assessment can be easily integrated into tag games. For example, in "Spring Training Tag", tagged students go to the sideline to practice their overhand throwing action (no ball) with a coach. Coaches give a thumbs up if all looks good, or make corrections.

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

I have so many mentors that have inspired me and helped me to accomplish so much! Erin Landry! Thank you for introducing me Afro-Caribbean dance, polycentrism, and the ability to move quickly! Pat Taylor! Thank you for teaching me about Rooted Jazz Dance, resistance, storytelling, and the art of cool!



# Awards Continued



**Name:** Benjamin Crafts Upham

**School/District/SELPA/University:** Valhalla High School/Grossmont High School District  
High School Teacher of the Year

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

8 Years

**Tell us three things most people don't know about you.**

I have climbed Mount Kilimanjaro once, been to Africa 4 times, and I have skied & surfed on the same day.

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

Our weight training program stands out for its innovative integration of technology and personalized goal setting and assessments. Our program is grounded in a standard-based grading approach, emphasizing mastery of specific learning objectives and skills. Rather than relying solely on traditional grading methods, we assess students based on their proficiency in key standards and competencies.

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

Students have a hard time using what they learn in class in the real world. We need to find ways to make learning more hands-on and practical.

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

"You Can Discover More About a Person in an Hour of Play than in a Year of Conversation" - Plato

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

Incorporating a positive reinforcement reward system into your physical education class not only serves as a behavior management tool but also plays a crucial role in shaping the overall classroom culture.

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

Integrating technology into assessment practices in physical education so that it can facilitate more comprehensive and personalized evaluation methods, ultimately enhancing student learning outcomes and promoting lifelong physical fitness habits.

**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.



# Awards Continued



**Name:** Robbie DePerro

**School/District/SELPA/University:** San Diego Unified School District  
Elementary Physical Education Teacher of the Year

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

One of the greatest gifts of being a CAHPERD member is the networking opportunities. It is inspiring to be around similar like minded people.

**Tell us three things most people don't know about you.**

1.) Started my teaching career as a High School PE teacher. 2.) Pitched in the 1993 and 1994 college world series for Point Loma Nazarene University. 3.) I am a great cook.

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

Perry Elementary offers a lunch time intramural sports program for all the 4th and 5th students. Other unique program aspects are student centered grade level recess zones, an 8 week strider bicycle unit for all UTK, Kindergarten, and 1st grade students, an 8 day swim lesson unit for all 3rd, 4th, and 5th grade students at the local community pool, an annual turkey trot and end of the school year field day for all the students and families.

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

One of the greatest educational challenges I have had was transitioning from in person learning to online. Though difficult it proved to be rewarding in many ways. The opportunity allowed me to gain a better understanding of my students home life. Through that process I have become a better teacher at creating a classroom environment that is meaningful for all students and allows them to flourish.

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

Planning my 36 week curriculum in the summer allowing for some wiggle room.

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

One of my favorite behavior management techniques is at the beginning of the school year allowing the students to create the classroom expectations (commitments). By giving the students the power of choice/voice it alleviates a majority of the classroom behaviors. After creating the classroom expectations (commitments) I post them clearly and refer to the commitments as behaviors and teachable opportunities arise.

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

Student learning should be at the center of all lessons. Daily formative assessment with quick and easy to understand feedback based on grade level student learning objectives is critical to student learning.

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

Paige Metz (SDCOE) has been a guiding light during my educational journey. She always motivates me to be a better person and Physical Education teacher. Dennis Gildehaus (Resource Teacher SDUSD) models everyday an unwavering work ethic and is always putting others first. Thank you Paige and Dennis!



# Awards Continued



**Name:** Julie Miller

**School/District/SELPA/University:** Sequoia Middle School, Mount Diablo Unified School District  
Middle School Teacher of the Year

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

I have been a CAHPERD member for the last 10+ years. CAHPERD benefits me by supporting my profession. CAHPERD provides professional development, advocacy, community and legislative support. CAHPERD is a continuous, guiding presence which makes my job and my profession easier.

**Tell us three things most people don't know about you.**

1) I grew up in Wisconsin 2) I do belly dance 3) I'm afraid of flying

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

My program is a multicultural, inclusive program focused on meeting students where they're at and helping them grow from there. I focus on creating a learning environment that feels safe and accepting for all of my students. This is an ongoing process over the school year and is the focus of my school in general.

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

The greatest challenge I've had to overcome in my pedagogy was when I was an itinerant teacher and my class size was 100+. It was quite a challenge to create a program where I could connect with my students, that met the needs of all my students, and provide curriculum and equipment to engage all my students.

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

My favorite instructional tip is that I start every year with cooperative, team building activities to create a safe, inclusive learning environment from the start of the year. These activities are fun, bonding experiences that help my students get to know each other, build trust and break down barriers. Once I started doing these activities at the beginning of the year, the rest of the year went noticeably smoother, students were more accepting of each other and we had fun together.

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

The best management technique that I've discovered is to make one-on-one connections with my student and to always be true to my word. This developing of relationships with my students builds trust and acceptance. Private discussions with my students has proven to be an effective way of meeting their needs and handling behavior issues that arise. We set our classroom rules together and students sign a copy of the mutually agreed upon rules. And if I tell a student I'm going to do something or handle a problem, I always keep my promise.

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

My favorite assessment tip is to use peer assessment and peer coaching. My students gain a deeper understanding of the skill when they use the rubric to coach or assess a fellow student. The students enjoy the process and internalize the information faster and on a deeper level and they make connections with more students. It also allows me opportunities to observe and work with more students one-on-one while they are working with each other.

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

My mentors have been the K-8 Elementary Physical Education Workshop (EPEW) Committee members. We have been like a family for 10 years and they have truly mentored me in my growth as a physical educator. They have nudged me to do hard things and grow as a leader and provided support along the way.



# CAHPERD CONFERENCE

We are pleased to announce that the 2025 California Association for Health, Physical Education, Recreation and Dance (CAHPERD) conference is scheduled for **January 22-25** at the Pasadena Convention Center.

The theme of the 2025 conference is “**Make Inclusivity Happen Tour**”. The joint Conference combines our annual State Conference with our National Adapted Physical Education Conference. This Conference provides hands on learning and networking for those interested in Health Education, Physical Education, Adapted Physical Education, Recreation, Dance, Physical Activity, Sports and Athletics. Join us for the largest gathering of PE, Health, Recreation, Dance and other movement related professionals in California.

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)

More details about the conference will be posted to the CAHPERD website as they become available. Please check back regularly for updated information. We look forward to seeing you in Pasadena, California!

## DIVERSITY AND INCLUSION





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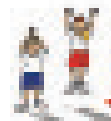
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# CAHPERD

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# Journal

The CAHPERD journal is for **members like you**, providing updates from CAHPERD leadership, practitioner focused tips, and access to the latest research.

## Want to share your expertise?

Submission opportunities include:

- Teacher tips (Health, PE, APE, Technology, etc.)
- Peer-reviewed research articles
- Discover and Disseminate
- CAHPERD Voices

These sections are perfect for teachers, graduate students and university faculty!

Other sections of the Journal are:

- Executive Director's message,
- President's message,
- Legislative updates,
- Member profiles

There is something for everyone!

## CAHPERD Voices -

## We want to hear from you!

To participate, all we need from you is:

- A response to: "What is your favorite teaching strategy to get students engaged?" (300 word maximum)
- Your name (or anonymous if you wish)
- Your school/district/affiliation and grade level(s) you teach (or anonymous if you wish)

Please submit replies by March 28th, 2025 for consideration

To submit to  
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