KAHPERD

KANSAS ASSOCIATION FOR
Health • Physical Education • Recreation • Dance

Volume 88 No. 2, Fall, 2016

AUTHOR GUIDELINES

The KAHPERD Journal is published for the benefit of its membership. The Journal contains refereed, non-referred articles and original research, intended to inform and educate its membership. The Journal serves as a medium for member expression and as an avenue for professional publication.

Manuscripts submitted to the *Journal should* not be submitted simultaneously to other publications. Acceptance is based on significance to the KAHPERD membership, originality of material, validity, and adherence to the prescribed submission requirements stated below.

Manuscript Preparation
Prepare the manuscript in a Microsoft word-processing format, using an 8.5-by-11-inch page set-up with 1-inch margins. Double-space the entire manuscript, including references and quotations and number the pages. All manuscript submissions are to use the following text style and formatting:

Font: Times New Roman Font Size: Title 16, Authors 9, Body 12, References 8, Tables 10

Manuscript Submission
Manuscripts are to be submitted by email attachment as a Microsoft file, pdf's and email text are not acceptable. All submissions must include a cover explanation in which the author must indicate if they are requesting the manuscript be peer reviewed and considered for the referred section of the Journal.

Manuscript Content
Manuscript length should generally be limited to between 4 and 16 pages double spaced. Simple, straightforward writing—concise, logical, and clear—is best. Authors are encouraged to focus the manuscript content, use examples, capture readers' interest, and stimulate their thinking. Avoid educational jargon and passive voice, vary sentence structure, and keep paragraphs short. Authors are encouraged to have colleagues review manuscripts before submission.

If the manuscript is to be **peer reviewed** for publication, the authors should include an abstract of 100 words or less.

References. Check all references; authors are responsible for accuracy. Printed references are preferred over web references. For reference style, follow the *Publication Manual of the American Psychological Association (6th ed.).*

Illustrations. Submit tables, charts, drawings, and graphs in the body of the manuscript as to where they should appear in publication. The editors of the KAHPERD *Journa*l reserve the right to alter the placement of the illustrations to fit the available space and format of the Journal.

Photographs. KAHPERD encourages authors to submit digital photographs in an effort to illustrate and/or enhance their manuscripts. If photographs are not taken by the authors, include the name and affiliation of the photographer with the photograph. Include a brief description of the activity depicted in the photograph. Photos should be saved at 300 dpi or with the largest possible dimensions. Do not paste digital photos into the text file, simply indicate their placement with a text box.

The Review Process
The editors reviews all manuscripts for appropriateness of topic and conformance to *Journal* writing style. If the topic and style are deemed appropriate, article submissions are sent to selected reviewers.

Publication
Accepted manuscripts are printed in the earliest appropriate and available issue following acceptance. Authors receive two complimentary copies of the issue in which their article appears.

*Reprinting. A*uthors have permission to reprint their own article as long as credit is given to the Journal for publication date and issue.

Penalty for Plagiarism
If it is determined that a manuscript incorporates plagiarized material, the following actions will be taken: (1) the author will receive a formal reprimand from *KAHPERD*; (2) a copy of the reprimand will be sent to the author's institution or place of employment; and (3) the author will be precluded from submitting articles to *Journal* for two years following the infraction.

KAHPERD JOURNAL
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About the Cover

KAHPERD members Wendy Scholten (Past President), Derek Berns (Abilene Middle School), and Claudia Welch (President) were representing SHAPE America's three prime initiatives. They were chosen as the 3 as they are important issues across the country and our state. Together, we need to be aware of and work on helping children achieve a healthy, active lifestyle.

The **KAHPERD Journal** is the official publication of the Kansas Association for Health, Physical Education, Recreation and Dance

The Journal is published two times each year : March and October at PSU, Pittsburg, KS,. Deadlines for article submission are February 1 and September 15.

Co-Editors: John Oppliger and Scott Gorman

KAHPERD MISSION

KAHPERD members seek to promote and advocate for healthy active Kansans.

Policy Statement

Viewpoints expressed in this publication are those of the authors and do not necessarily reflect official policy of the association.

Acknowledgment is given to the Department of Health and Human Performance at Pittsburg State University for its support of the KAHPERD Journal.

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Journal Editor's Corner

John Oppliger and R. Scott Gorman

Fall is here and so are the final preparations for the 2016 convention to be hosted by Fort Hays State UniversityNovember 2-4. The convention theme will be… *"KAHPERD Movers, Shakers Active School Educators."* It may sound routine, but we encourage all members to attend and to bring colleagues who are nonmembers and get them to join. Remember, it is the duty of all professionals to serve as advocates for their disciplines and active participation in professional associations is the best form of advocacy. Attending the various sessions of personal interest and sharing activities and endeavors makes the KAHPERD convention both fun and valuable. Being able to visit with peers about the challenges facing our disciplines is time well spent. While Hays may be located in the western part of the state, remember what Dr. John Zody always says…"It is the same distance from Hays to your place as it is from your place to Hays!"

Once again, the fall issue is in an electronic format, with hard copies provided to authors of referred articles. Thus far, readers have supported this new format as we have received only positive feedback. We always welcome articles for publication and the fall issue is an ideal time to submit as we can make the journal as long as we need it to be.

This issue of the journal should be informative to readers with the regular messages from our leaders, reminders of upcoming events for KAHPERD members, as well as some interesting articles. Articles in this issue deal with childhood obesity, recess, personal training and back pain.

Finally, KAHPERD is your professional association and enhancing its already statewide effectiveness is up to you. Finding a way to contribute will stimulate the feeling of professionalism needed in your role as a member of the team that makes Kansans more active, fit and healthy.

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Your KAHPERD Board members are here to serve you. Please feel free to contact them if you need information or have new ideas you want to share.

Executive Director Message

Vicki Worrell

Executive Director Message

October 2016

Life at Average or Life ABOVE Average

One question for you to ponder – Have you chosen to "live life at AVERAGE" or have you chosen to" live life ABOVE average"? An interesting concept to consider and self-reflect. Many individuals are content with doing what is asked of them and not seek out further opportunities. In fact, one might suggest they have fallen in love with being average.

From a professional standpoint, they may or may not attend workshops, they may or may not implement new activities and/or initiatives in their program learned at these workshops, because they seem satisfied with the way things have been for years and years. It is their perception that new initiatives mean MORE WORK and that is not enticing to them.

On the other hand, there are individuals that choose to live life ABOVE average. These people continually explore new ways to grow personally and professionally. They seek out challenges in order to think outside the box and broaden their perspectives on the world, whether it be leadership opportunities, become acquainted with new sport skills or even attempt new teaching strategies in their classrooms.

ABOVE average people tend to search for the Central Purpose of their Life. They look at situations and ask why? They look at circumstances as they could be and ask why not or what is a better way? They are driven to maximize their life and live it out to the best of their abilities. They live INTENTIONALLY by thinking intentionally, planning intentionally, and communicating intentionally. ABOVE average people accept the fact that everything worthwhile is uphill. Their purpose in life provides them reasons to regularly take the uphill trail.

Let's ask the question one more time – are you satisfied with mediocracy or do you want your legacy to be one of adventure, adding value to yourself and others, as well as, having no regrets regarding level of effort or respect? The answer is for you to choose. Good luck with your choice.

Presidents Message

KAHPERD President – Claudia Welch

"Movers, Shakers, Active School Educators" Year in Review

Looking back at our Health and Physical Education program, our KAHPERD mission has remained the same. KAHPERD members are back for the 2016-17 school year, focused to help all Kansas students gain the skills and knowledge to be physically active for a lifetime. Your KAHPERD organization has taken the lead to provide opportunities and benefits to advocate for positive change:

In October, KAHPERD Council name was changed to "KAHPERD Board" and the newly established KAHPERD Website was launched at the 2015 KAHPERD Convention in Wichita. KAHPERD members continue make presentations to the State School Board's monthly meetings, advocating for our profession, solidifying public support for current and future generations. SHAPE America rolled out their new initiative "50 Million Strong by 2029"to ensure that our preschoolers, by the time they graduated, would have the skills and knowledge to enjoy healthy, meaningful physical activity. In December, Congress passed "Every Student Succeed Act" appropriating $1.65 billion, putting health and physical education on a level playing field as Core subjects. ESSA will give States and Districts more control: Districts will need to develop needs assessments states must develop Action Plans with stakeholders participating in the development

Mark Thompson, mathompson@ksde.org is the contact person for Kansas. In January, KAHPERD Board teamed up with GOPHER representatives Adam Gill and Andy Toby at Washburn University to host the "Kansas PE Summit" the largest professional development Winter Workshop in KAHPERD history, with over 340 physical education teachers attending, bringing in renowned speakers Dr. Robert Pangrazi and Maria Corte. In February, three KAHPERD Board members attended the SHAPE America "National Speak Out Day" on Capitol Hill in Washington D.C., speaking with Kansas Senators and Representatives to gain support for ESSA. KAHPERD established a "Social Media" Chair Board position and an AD Hoc Social Media committee to educate and inform members through Voxer, Twitter, Facebook, Instagram, etc. KAHPERD was asked to help write the NEW Teacher Education Standards that included Health and Physical Education and submit their recommendations to the Kansas State Standard Committee. Joint Projects awarded two scholarships for KAHPERD members to attend the National SHAPE America Convention in Minnesota. The Membership/Marketing committee established a KAHPERD Team store offering KAHPERD apparel.

In May, KAHPERD renewed $100,000,000 liability policy for members. KAHPERD Summer Technology Workshop was held in McPherson, featuring speakers April Baugh and Brandon Wolff. LMAS "Let's Move Active School" PAL trainings were offered in July as were multiple "Team Trainings" throughout the school year

Congratulations to all members that held a Jump/Hoop Event: AHA data is in: 55 event raised over $7500 and are eligible to attend KAHPERD convention free and 69 events raised at least $5000 and thus earned a free one year KAHPERD membership. Fort Hays Convention is quickly approaching, registration is open and the SCHED app is available for members, US Games is offering "OPEN" a FREE K-12 curriculum workshop on Wednesday afternoon, New SHAPE America Standard posters 16"x20" and "20 Indicators of Effective Physical Education Instruction" will be distributed at convention.

Save the date – KAHPERD Winter Workshop February 15, 2017 at ESU more information to come. WOW!! What an awesome year, and I didn't even begin to list every opportunity your KAHPERD Board and Committees have provided. KAHPERD Members make plans now to attend Convention and take advantage of the opportunity to learn from renowned Health and Physical Education presenters.

For FREE Membership in SHAPE America

Raise $2,000 or more through your Jump Rope For Heart or Hoops For Heart event at your school and receive a one-year FREE JUMP membership to SHAPE America!

By joining SHAPE America, you become connected to the benefits and tools to support your profession. Empower yourself to SHAPE health, habits, policy and programs all year!

ONCE YOUR SCHOOL HAS RAISED $2,000 OR MORE:

- ☑ Simply complete the portion below.
- ☑ Have your school principal sign it.
- ☑ FAX to 703-476-9527 or drop it in the mail to: SHAPE America, 1900 Association Dr., Reston, VA 20191 to activate your FREE SHAPE America JUMP membership.

Visit www.shapeamerica.org/jump to learn more about our programs for JRFH & HFH coordinators.

Contact your State AHPERD to learn what special member benefits are available when your school holds an event.

SHAPE America Society of Health and Physical Educators
health. moves. minds.

American Heart Association®
life is why™

JUMP ROPE FOR HEART℠

HOOPS® FOR HEART

Name _____

Job Title _____ School _____

Address _____ City/State/Zip _____

Phone _____ Email _____

With your JUMP membership you get a subscription to the online edition of one of the magazines below!

Please select one of the following: ☐ Strategies ☐ JOPERD

☐ **As principal, I confirm that my school raised $_____ in our Jump Rope For Heart or Hoops For Heart event in School Year _____.**

Principal Signature: _____

• Incomplete forms will not be processed.

Upcoming Professional Learning Opportunities

Fall 2016 Opportunities

KAHPERD Convention Nov. 2-3-4 Fort Hays State University
Weds- pre-conference, Thurs-programs/banquet, Fri- half day programs
Student Membership Fees - $10
Conference Registration - $35 for students that are KAHPERD members preregistered by October 25th.
***** Register by October 15th and your membership counts towards your school's head count for the KAHPERD Highest Number of University Students in Attendance Award. ******
Professional Registration $95 and Banquet Ticket $20

ACSM http://www.centralstatesacsm.org/conferences.html
October 20th and 21st – Fayetteville, AR
Must be a member of Central States ACSM ($15) and register for convention ($20)

Spring 2017 Opportunities

KRPA http://www.krpa.org/index.aspx?nid=138
Jan 31- Feb 2, 2017 – Manhattan, KS
Student Member - $15.00
Conference Registration – Free

SHAPE America Central District Convention
"Passionate and Purposeful Teaching; The Ticket to Empowering Students"
January 26-28, Cedar Falls, IA

SHAPE America National Convention-
March 14-18, 2017 Boston, MA. $140 Early Bird or $180 regular/on site student registration and as stated above the student membership is only $50. www.shapeamerica.org
Professional Registration $360 Early Bird or $435 regular/on site registration.

KAHPERD Winter Workshop "Total Nonstop Action (TNA) with Fitness and Nutrition Concepts"– Feb 15, 2017 Emporia State University 9:00 - 2:30 pm, Alex O'Brein, presenter (for Focused Fitness)

NSCA National Convention- "TSAC Annual Training" April 3rd -6th, 2017 – Orlando, FL

Midwest Therapeutic Recreation Symposium
St. Louis, MO April 2017, specific dates and cost to be announced later

Future SHAPE America National Conventions

2018 Nashville, TN
March 20-24

2019 Tampa, FL
April 9-13

2016 KAHPERD CONVENTION PROGRAM

Fort Hays State University

Wednesday, November 3
9:00-4:00 **LMAKS TEAM Training** Fort Hays University
1:00-5:00 PM **OPEN Curriculum – FREE** Fort Hays University
5:00pm-9:00pm Early Packet Pick-up Hampton Inn
7:00 – 8:30 PM KAHPERD Board Meeting Fort Hays University room: 145
Pre Convention Social 7:00-11:00 PM Gella's Diner & Lb. Brewing Co. 117 E. 11th Street Hays, KS

Thursday, November 4
7:00am-Noon
Registration
8:00 – Exhibits open **Gym 121**
8:00 General Session – Welcome **Active Start to Convention** **H3TV – Move, Shake, Active Physical Educator** **Gym 101**

8:30-9:20am

Presenter(s)	Section	Title & Description	Room
Gary Smith	All	**Physical Freedom-** Jean Galley, at Emporia State, invited a British educator trained in their program to conduct a class. It changed my basic approach to helping students learn how to successfully use their bodies. This program allowed students to create their own solutions to each teacher's request; creativeness and success were promoted.	Gym 101
Aaron Hart	Elementary	**Attack and Defend with OPEN Invasion Basics-** This session is filled with high-paced fun and rigorous learning to help your students spread the floor, attack the goal, and talk the talk of invasion games. Explore the vocabulary of invasion sports while you experience strategies to help your elementary students understand offensive and defensive movement.	Gym 100

Karl Ely	MS	**Middle School Madness** - Come experience the "Madness" of Middle School Physical Education! Large class sizes, lots of energy, wide range of skill and fitness levels is the "madness". If any of those describe your P.E. class, then this session is for you! This session will feature fun lead up skill activities to traditional P.E. games such as basketball that are great for assessment, quick hitter fitness and warm up activities, team builder challenges, and some of my student's favorite activities.	Gym 101
Glen F. McNeil, Helen Miles	Health	**Update: Nutrition Information Changes-** This presentation will discuss the updates on the changes in the Dietary Guidelines for Americans, the food label, the nutritional panel and provide an overview of the popular food product labeling terms being used today.	Room 143
Mark Stanbrough, Jim Krob	Coaching	**Should I Coach the Way I've Been Coached**? - Most coaches tend to coach the way they have been coached. This presentation will feature a panel of veteran coaches and coaching educators who will discuss what ideas coaches should use from the past and present ideas to use for the future. Topics will include: style of coaching, punishment and discipline, communication, positive character development, and use of sports psychology. 1. The attendees in this session will be provided with practical and useful coaching ideas that can be implemented on a daily basis. 2. The attendees in this session will examine what useful coaching ideas from their past experiences can be used successfully with today's athletes. 3. The attendees in this session will acquire ideas on current best practices in the field of coaching education.	Room 145
Laura Moore, Andrea Bradbury	Exhibit - Health	**SAFE (Seatbelts Are For Everyone)-** SAFE (Seatbelts Are For Everyone) SAFE is a teen-run, peer-to-peer program focusing on increasing teen restraint compliance through education, positive rewards and enforcement. It is designed to bring awareness to the importance of wearing a seatbelt, therefore reducing the number of motor vehicle-related injuries and fatalities among Kansas teens	Dance Studio 122
April Baugh, Mike Bohannon	Technology	**Twitter for You! -** Are you on Twitter? Do you use your Twitter account? Do you know the benefits? It doesn't matter if you answered Yes or No to any of these questions, this session is for you! Come to this session and see what can happen when you take a step out of your comfort zone and build your #PLN using Twitter. At this session you will see examples of #physed and #health ideas that have been found on Twitter. You will also come away with a better understanding of how hashtags work and what a "chat" is. This is a session you will not want to miss!	

		April Baugh is the Social Media Co-Chair for KAHPERD, and Mike Bohannon has found the benefits of Twitter by sharing and getting a lot of information. Both of these Twitter pro's will have you excited to use twitter to bring your physical education and health classes to a new level!	
Rhonda Holt	Meeting	PAL Meeting	Room 144

9:30-10:20 AM

Presenter(s)	Section	Title & Description	Room
Megan Leaming Ryan Leaming	Technology	**The Connected Classroom**- Tips and Strategies that can make any classroom a connected classroom. This session will include technology, apps, and organizational strategies highlighting different technology and apps that can be used in the classroom to help boost organization and consistency to achieve maximum participation.	Room 144
Adam Gill,and/or Andy Tupy	Elementary, Middle, High School, Health, Recreation, Adaptive, Future Professional	**ACTION! Team Games with MVPA Assessment** **Action Packed** – Students are constantly moving, strategizing, and working together Class Oriented – Each game is designed for multiple students, perfect for large classes or groups Teacher Friendly – Included instructions provide clear direction on game play along with variations Inclusive – The entire class is engaged and physically active so no one is sitting on the sidelines Only From Gopher - premium equipment, one-of-a-kind activity ideas that can't be found anywhere else SHAPE America Standard Focused – All games are designed to align with SHAPE America Standard standards	Gym 101
Marlys Gwaltney	Elementary	**Organize Your Chaos**- Geared for your elementary and early middle school organized chaos, you will walk away with several activities that will keep your students learning in a highly active environment. Innovative games, useful lesson planning templates, and creative management ideas will be presented during this session. Plenty of tools will be provided for your professional toolbox.	Gym 100
Scott Williams	K-12	**Brain Bursts: Having a BLAST While Moving in Class**- Attend this ever-evolving session and learn innovative ways to bring activity into the classroom while utilizing technology, integration dance and brain challenges. The myriad of fun classroom movement choices will appeal to a wide range of	Gym 120

		attendees. Movement in the classroom is a win-win for classroom teachers, the PE profession, and most importantly, students who reap the rewards. Gain positive exposure and instant credibility for your program by incorporating movement breaks.	
Blake Taylor	Elementary, Middle School	**Be the change that you want to see happen and make your recess a Peaceful Playground!** -This session will look at proven strategies that will help you to improve your recess to make it a safe and fun place for both students and staff. The discussion will include types of games, procedures, training for everyone, supervision, available recess resources and sharing of ideas. We will also discuss how a well organized recess can help the whole school for consistency between staff and students So, if you're tired of having problems during recess this is your session.	Room 145
Julia Spresser, Janice Jewett	Dance	**Dance, Dance with Julia, Zumba Instructor** Actively learn Latin, Pop or World dance routines that will encourage your participants to keep their heart rates up. Choreography maps and music purchase information will be included. Come break it down, sweat and learn.	Dance Studio 122
Arianne Seidl	Elementary, Middle School, High School, Higher Education, Health, Dance, Adaptive, Future Professional	Every Student Succeeds Act- The Positive Impact on Physical and Health Education - Understand how ESSA impacts physical and health education and developing an action plan.	Room 146
Amy Merritt, Health Foundations * Lauren Butler, Healthe Foundations Derek Howard, Lee's Summit West Health teacher	Exhibit - Health	**Engaging and innovative Health curriculum (and it's FREE)!-** Health Foundations is a project-based curriculum to help students understand the long-term impact of everyday health decisions. It promotes healthy lifestyle choices, preventable medical condition awareness and enables students to make informed health decisions. During implementation, the classroom is transformed into a health care facility where students collaborate as health care teams. Together teams guide their patient from symptoms to diagnosis and create a care plan to improve their patient's health status with a presentation to peers.	
Wendy Scholten	Retirees	Retiree Social	Tiger Room

10:30-11:20 AM

Presenter(s)	Section	Title & Description	Room
		Disc Games: Fun and Skills - Come join the 2013 National High School TEACHER OF THE YEAR for	Gym 120

Charla Tedder Krahnke	Secondary	a fun standards-based Ultimate Frisbee lesson, including fitness, assessments, practice with a purpose drills and teaching games for understanding. Fitness and fun combined in one! Ready to use activities for large groups and assessments. Participants will take away information, which can be put into action immediately as well as to be offered ongoing assistance after the convention. 5-12.	
K. Jade Ng, Finish Strong Corporation Margaret Guerra	Elementary, Middle, High School	**Forever Active...Moving for a Life Time** - This active session offers instructional strategies, ideas, opportunities for discussion, lesson plans and brain boosts to support physical literacy for lifelong movement. Physical literacy moves beyond fitness, motor skills, daily behavior, motivation, confidence, physical competence, knowledge and understanding. Leave with a toolbox of resources that can be used the next day. Move through various stations throughout the session to learn at your own pace.	Dance Studio 122
Stan Ewy, Joyce Miller	Elementary	**Elementary Physical Education Activities from Macksville and Otis-Bison Elementary** - Elementary physical activities will be presented from a success story at these two schools included will be Quick Hitters, Games, Kansas Day Activities, and ideas on Substitute Plans/Activities.	Gym 100
Jean Drennon	Exhibitor Elementary, Middle, Adaptive, Technology	DrumFIT: Exercising Body & Brain - Easy to Teach. Fun to Learn. DrumFIT is a non-competitive, fully inclusive cardio drumming program that gets results and engages your students 100%! Online video instruction makes this program sustainable and easy to run. Come experience what makes DrumFIT different!	Gym 101
Mark Pahls, Joyce Ellis	Elementary, Middle, High School	**Mathematics and Physical Education – Teaching Basic Statistics Across the Physical Education Curriculum** - The presentation provides strategies for teaching Mathematics and Statistics across the Physical Education curriculum. It is often much easier to understand statistical concepts when associated with physical or sport activities. The presentation will provide basic teaching plans to promote cross-curricular projects involving Physical Education, Computer Literacy, English Composition and Mathematics. Those measurements can be analyzed with basic statistical procedures using Microsoft Excel and a written report on the findings. The activity plans are geared toward elementary and middle school students but can also be utilized at the high school level.	Room 143
Dennis Docheff	Coaching	**Coaches: Do You Meet the Standard?** - This session is intended for coaches and/or soon-to-be coaches. Attendees are provided a look at the National Coaching Standards espoused by SHAPE America. The standards are presented in a manner that allows coaches to apply them to their coaching. Presentation includes brief small group discussion	Room 145

		after the standards are presented. Come prepared to re-think your coaching technique.	
Mark Ellner	Elementary, Middle, High, Higher Education, Health, Dance, Recreation, Adaptive, Coaching, Future Professional, Joint Projects	**Spreading Movement Throughout the School** - Studies continue to show the positive impact of movement. Often the students' movement opportunities end at the gym doors. This session will discuss and present strategies for getting students moving throughout the school day. The presenter will discuss his and others' current research on movement as a tool for increased learning and engagement in the classroom. This session will also present the importance of PE teachers acting as movement advocates school wide. Attendees will leave the session with new ideas to spark movement throughout their schools, as well as, strategies to work with classroom teachers to get students moving in and out of the gym.	Room 146
American Heart Association	ALL	American Heart Association Can help you with the Kansas Educator Evaluation Protocol.	Room 144

Lunch for ALL attendees	**KAHPERD Heart Hero Rewards Luncheon**
11:20 – General Session Gross 11:40-12:30 PM	**11:40-12:30 PM Room: Gross Arena**

12:30- 1:20 PM			
Presenter(s)	**Section**	**Title & Description**	**Room**
Jaime McVey	Elementary	**Camouflaging Fitness** - In this session you will experience various high energy games and activities that will camouflage physical fitness. This session will be worth your time as you gain many games as you can go home and play instantly ALL in one session. Be ready to play!	Gym 100
Arianne Seidl	Elementary Health	**Something Unique, Something Fun, Something Creative** - Organizing creative, unique, and fun themed activities/units that focus on the physically literate student. Units include Heart Obstacle Course, Dr Seuss Stations, International Games, Hanukkah, Week 1/2 Orientation, Tumbling, and working with large class sizes.	Room 146
Susan Oldfather, Lori Heger, Meggin DeMoss Rhonda Holt	K- 12	**Trash to Treasure: recess equipment you can make:)** - During this session you will take away ideas to increase physical activity for your students during indoor recess. We will show you how to make equipment that will add to your recess program. A handout will explain how to make all of the equipment that you will see during this session. Come ready to use the equipment and move.	Dance Studio 122
Mark Stanbrough	Coaching	**Planning Your Practice to Make a Difference** - This presentation will focus on developing a practice plan that develops the athlete as a total person. Four essential components of a successful practice plan	Room 143

		that develops the physical component as well as the social, character and mental aspects will be discussed. 1. Physical and Technical- all coaches coach this part. 2. Fun- this is the number one reason athletes participate. 3. Developing Positive Character-coaches should pro-actively incorporate this into the daily practice plan.	
Nathan Burgess	Joint Projects Future Professional,	**JPC Collegiate Challenge** - This session is for future professionals to learn about the revised Joint Project Collegiate Challenge! We will be discussing the new guidelines as well as provide tips for making the most of the JPC Collegiate Challenge. This will be a great opportunity to ask questions and learn from your KAHPERD JPC team and AHA directors!	Room 144
Mark Thompson, Sarah Jo Heath, Vicki Worrell	ALL	**Kansas' Approach to ESSA for Health and Physical Education** - This session will provide an update on the steps taken in Kansas to prepare for how Health and Physical Education will fit into Every Student Succeeds Act (ESSA) beginning in 2017. With health and physical education having been designated as part of a student's "well-rounded" education, there are expected to be federal funds that Kansas schools may be able to access for addressing health and PE. Many details, including how much funding would be available, are still being determined. Attendees will hear from the school, state, and association levels on the role they can and are playing on determining how ESSA will roll out in for health and PE in Kansas	Room 145
Jade Ng, Margaret Guerra, Chris Walker	Exhibitor K-12	**K-12 QPE using SQAIRs**. Teach fitness, sport skills, standards driven activities along with assessments to keep your students engaged using a square, magical mat. This interactive, fun experience gives instant feedback to enhance creativity and cooperation. Participants will be guided through various activities for teachable moments no matter what grade level you teach.	Gym 120
Brandon Wolff, Shane Mitchell, Andrew Moore	MS/HS	**Large group and Small-sided games for Secondary PE** (Will be using IHT Spirit Wrist Heart Rate Monitors during this session) - Come play some large group and small sided games! We will be explaining how to play games like Run the Gauntlet and Catapult and more! Plus, try on and use IHT Spirit wrist wearing Heartrate Monitors during this session! We will show how easy it is to use with your students! It will be some heart pumping action!	Gym 101

1:30-2:20 PM

Presenter(s)	Section	Title & Description	Room
	Elementary, Middle,	**"Essentials" of Sport Stacking with Speed**	Gym 100

Jackie Hall	Recreation	**Stacks! Stack Up… Stack Down… using the NEW Speed Stacks Sport Stacking Instructor Guide!** - This session features lessons from the NEW Speed Stacks Sport Stacking Instructor Guide. Learn and review the teaching techniques for the sport stacking patterns, 3-3-3, 3-6-3 and Cycle. Experience stacking and movement activities included within the Instructor Guide. First time attendees will receive FREE Instruction materials. Presentation Objectives: 1) Participants will gain knowledge of Sport Stacking and how it can fit into an existing program. 2) Participants will learn the benefits of Sport Stacking for their students. 3) Participants will obtain the skills, confidence and hands-on experience modeling best practice of teaching a successful Sport Stacking unit.	
Charla Tedder Krahnke	Secondary	**Badminton Bonanza (Large Groups)** - All National standards and progressions are utilized as we perform Badminton drills/skills/assessments and fitness activities as we integrate large numbers into your program. OPENphysed.org Badminton and Roundnet lessons will be used as well. Physical literacy and technology will be discussed in this session. Follow-up/assistance will be provided after the session.	Gym 120
Nilo Ramos, Ken Murfay	Elementary	**Operation Countdown** - Often elementary physical educators only see their students twice a week for 20-30 minutes. Every second of this instructional time must be used wisely and effectively in order to maintain fitness and enhance skill development. This session will provide instant activities, quick management techniques, motivational tips, and rapid equipment distribution practices that will aid the teacher in making the most of the allotted physical education time.	Gym 120
Robyn Stuewe	Exhibitor Elementary, Middle Education, High School, Health, Coaching, Nutrition	**Fueled Up? Important Nutrition Tips for Young Athletes** - From fueling up with breakfast to refueling after a game, nutritious foods play an important role in a student athlete's training plan. Learn how to help your student athletes choose healthy proteins, carbohydrates and fats to help them excel in practice, during the game and in-school.	Room 143
Dennis Docheff, Meggin DeMoss, Scott Gorman	High School Physical Education, Higher Education, Coaching, Future Professional	**Coaches Who Are Bullies- No More!** Every week one reads of a coach who has inappropriately treated (bullied) his or her student-athletes. School have done much to curtail "student to student" bullying but little is known about "coach to athlete" bullying. This session will: 1) briefly report the findings from a research study involving approximately 1000 athletes from seven states, 2) discuss the impact these coaching behaviors have on athletes, and 3) present implications for coaching	Room 145

		and coaching education. This inappropriate behavior has to stop. Attend to learn and share your personal experiences!	
Nathan Burgess	Technology	**The Power of Twitter!** - Learn about the "Power of Twitter" and how it can help you grow your physical education program! We will be sharing the many ways Twitter can help take your gym to the next level. We will discuss some must follow physical educators, share some amazing activities, and talk about the numerous resources Twitter can make available to you!	Room 146s
Jean Drennon	Technology	Rack PE	Dance Studio

2:30-3:20 PM			
Presenter(s)	**Section**	**Title & Description**	**Room**
Jeff Davis	Exhibitor Technology K-12	**Connect in the Classroom** -See how you can use Garmin Connect in your classroom. You will be shown cases and how Garmin Connect uses groups, setting goals, etc.	Room 146
Candee Stuchlik	High School	**Bells and Boxing-** Tired of boring old workout routines? Bells and Boxing will show you how to incorporate a fun alternative to the same old grind. This workout will incorporate cardio kickboxing, kettlebells, weights, and more. Come get your fun on!	Gym 101
Karla Stenzel, Pat Jackson, Demarla Martinez, Tim Coaltrain, Todd Junker	K-12	**Fowling--We're Not Kidding** - Who would have ever thought that combining two of America's pastimes--football and bowling--would create such a challenging and fun new activity. Don't miss this session--come and give it a try.	Gym 100
Scott Williams	Elementary	**Dudes Don't Dance -** Take part in this action-packed session and walk away with fun and easy to do dances, resources and ideas that will help the body buy in while providing unique ways to pump up your PE program. The music, choreography and strategies are all in place. All you need to do is show up, have a blast, then establish a culture that will provide your students with years of enjoyment through the social interaction of dance?!?!	Gym 120
Cody Bowers, Ashley Foss, Rick Pappas, Karla Stenzel, Vicki Worrell	Young Professionals (Social too)	**You are the Future!** - The KAHPERD Future Professional Chair and Chair-Elect will share their experiences of being a KAHPERD and SHAPE America member and how it has helped prepare them for teaching. The KAHPERD Executive Director, Joint Projects Chair, and KAHPERD Future Professional Advisor will also be available to answer any questions students might have in preparing to be a physical education teacher. Snacks and door prizes will be given. This is a "don't miss" session for college/university students.	Room 144
Shannon	Dance	**Lost teaching dance? Find your way with music**	Dance Studio

Loveridge		**mapping** - A little hesitant on how YOU think you will teach dance? Come learn and experience about music mapping, an innovative way on how to help you gain confidence in helping teach your students "movement to music" in your physical education program.	122
Verneda Edwards	Elementary	**Body plus Mind = Fullness**! Mindfulness and growth mindset are two areas that are getting a great deal of attention in education today. Both theories stress children think internally about how their bodies and minds respond to activities. This presentation was developed to share a curriculum with elementary physical educators that could help children learn to reflect on how they feel in a variety of situations. Teachers will also be given some helpful tips in working with classroom teachers. The elementary physical educator will gain an understanding of how mindfulness and a growth mindset could contribute to a child's overall physical literacy. Understanding how both theories work together is critical to helping children understand how their body reacts in a variety of situations and how to help control those feelings. A written curriculum, including both physical and cognitive activities, to help develop mindfulness will be shared with participants. The physical educator will be introduced to a written curriculum, using technology, that will support student learning of mindfulness and growth mindset.	Room 143
KAHPERD Marketing Committee	ALL	**KAHPERD Camp Fire Chat**- Campfire chats provide the perfect place for sharing, collaborating and learning. This session will provide all of this. During this session you will have a choice of various topics to set around a "campfire" and chat with other professionals. Topic discussions include-all things KAHPERD, Grant Opportunities, Joint Projects, 50 Million Strong, ESSA, Mentor/Mentee Connections, Fitness testing, and more!	Room 145
3:30-4:20 PM			
Kristin Gilmore	K-8	**Advanced Sport Stacking with a Focus on Fitness & MVPA-**	Gym 120
Randy Jordan, Steve Sedbrook	Health, Higher Education,	**Manufacturing Health, Physical Education, and Athletic Equipment: A Collaborative Approach** - In today's age of shrinking budgets, it is important that teachers and coaches think creatively when it comes to equipment needs. This collaborative	Room 145

		session (between the FHSU Departments of Applied Technology and Health and Human Performance) will discuss the importance, benefits, and process for schools manufacturing equipment that can be used in health, physical education, and athletics. Examples of such equipment can include: sit and reach boxes, vertical jump standards, resistance training equipment (benches, racks, etc.), plyometric boxes, field screens, mobility chutes, and watering stations.	
Rick Hardy	Middle, High, Recreation	**Geocaching Rally** - Think Road Rally on foot. A geocaching rally is a timed activity using GPS to direct participants to the target destinations. Working as individuals or in a two to three person teams, players move on a route from point to point using the GPS on a phone, watch, or GPS unit. Geocaching activities can be set up on school grounds, a greenway, or over multiple parks throughout the city, county, state or nation. In an academic setting, participants can be graded or evaluated using a variety of methods and criteria. A geocaching rally requires a sense of adventure, cooperation for teams, and is fun for all.	Room 144
Rob Hefley, John Oppliger, Cole Shewmake	Future Professionals	**H-Ball Tourney for the Ages** - This is a competitive tournament activity that involves student majors from the various university and colleges. In less than twenty minutes your team will be taught the fun, competitive game of H-Ball and compete against other university teams to become the KAHPERD H-Ball champions. This will take two sessions to complete the tournament with a one game elimination format. Come join the fun, compete, bond with other majors and enjoy the friendly rival competition!	Gym 101
Christy Hunt	K-8	**BLAST-Bicycle education**- Do you want to start a bicycle education program at your school? We will show you how. BLAST stands for Bicycle Lesson and Safety Training. BLAST is a unique hands-on learning program that allows all students access to bicycle education. The BLAST program focuses on: proper helmet fitting, bike safety check (ABCs), traffic rules and road hazards, as well as skills-based hands-on cycling techniques such as starting, stopping, hand signaling, riding in traffic and scanning for hazards.	Gym 100
Rhonda Holt	Higher Ed - meeting	Higher Ed Share LMAS meeting	Room 144

Thursday Evening

5:30-6:15 PM	President's Social and Appreciation Awards Unrein Building (Formerly the Schenk Building) 1344 Fairground Road Hays, KS 67601	
6:30-8:30 PM	KAHPERD Awards Banquet Unrein Building (Formerly the Schenk Building) 1344 Fairground Road Hays, KS 67601	
9:00 PM – 12:00 AM	KAHPERD After Party POLKA !	

Friday, November 4, 2016

8:30-9:20am			
Presenter(s)	**Section**	**Title & Description**	**Room**
Mark Thompson Rhonda Holt Kelly Wayner	K-12s	**LMAKS: Three Trainings, One Goal - More Active Students!** - This session will provide examples of how Kansas teachers have successfully implemented one or more strategies to help their school environments be more physically active. Participants will actively discover unique avenues of reaching administrators and other decision makers to facilitate their buy-in to the importance of physical activity for students and schools. Ideas for helping teachers understand how to integrate physical activity into the classroom setting will be demonstrated. An overview of the success of three types of trainings that are offered to Kansas teachers through the "Let's Move! Active Kansas Schools" initiative will be shared.	Gym 120
Aaron Hart	Secondary	**Growth Mindset in Secondary PE-** Experience outcomes-based teaching strategies and activities that demonstrate and promote growth mindset in your secondary school students. This is an active and fun session that will introduce new skills to test your mindset in order to illustrate the importance of perseverance in the face of individual and cooperative challenges. Key concepts include: grit, purposeful practice, mindset, and positive self-talk.	Gym 100
Beau Bragg	Elementary, Middle, High School, Higher Education, Future Professional, Staff Wellness	**Building a Connected Team (Staff & Students)-** You feel like something is missing in your building or classroom...you feel disconnected from your teammates or students...people around you seem too busy or stressed...or maybe you simply want some ideas to make school fun again. In any case, this session will help you find ways to CONNECT people. We all know physical activity is a great way to engage learners in content, but it is also an important piece in developing relational capacity in your building and classroom. Use the ideas from this session to make a difference in the culture of your building with staff and students alike!	Dance Studio 122
Tiffany Dirks Ross Friesen	Secondary	Touch Rugby	Gym 101
Rich Bomgardner	Middle School Physical Education, High School Physical Education, Coaching	**High school faculty and coach's awareness of post-concussion return-to-learn policies and guidelines** - The research objectives were to identify high school faculty and coach's awareness of concussion training, school, district, or governing body (i.e. NFHSA, KSHSAA, or other) policies on concussions, return-to-learn guidelines, and any observations of post-concussion learning difficulties in the classroom.	Room 143
Ali Alyousef	Health	**Physical Activity and Ketogenic Diet to Treat and Control Seizures for Individuals with Epilepsy** - The purpose of this literature review is to evaluate the role of physical activity and diet in treating and controlling seizures for individuals who have epilepsy. This research will examine the effects of	Room 145

		exercise on epilepsy, as well as the impact of the ketogenic diet in patients with epilepsy., and finding specific ways to prevent or/and reduce epileptic seizures by using ketogenic diet and exercise.	
Lori Heger Remington	All	**Physical Education has gone to the Dogs-** During this session you will learn why it is important to have a therapy dog in your classroom. How do you get involved in a therapy dog training program or take the time to train your own dog? What are you looking for when selecting a dog for such a profession? This and many other questions will be answered. Please come and meet Remington and hear his story.	
John Zody and students	Higher Education, Recreation, Future Professional	**The Olympic Spirit, Turnverein Society, and Germany's impact on Physical Activity** - The roots of American physical education is found in the German Turnverein Society of Fredrik Jahn. You will learn of the impact this movement had not only in the United States, but even today in Germany. Session will explore the experience from both the 1936 and 1972 Olympics hosted in Berlin and Munich; respectively. Discussion will also be conducted on how to organize a Study Abroad program for your students.	Room 144

9:30-10:20am			
Presenter(s)	**Section**	**Title & Description**	**Room**
Greg Kandt, John Zody, Steve Sedbrook, Frank Owens, Ben Santos	Health	**Is Obesity a Disease: Implications for Health and Physical Educators**- The presentation will clarify he history and rationale of classifying obesity as a disease.; discuss potential implications for health and physical education; and analyze new tools for measuring body composition using measurement apps, ultrasound, and calculated indexes such as A Body Shape Index (ABSI).	Room 146
Sandra Ortiz Mathew Dunkin	Adaptive, Elementary, Middle,	**Keep Calm and Follow these S. T. E. P. S** - Keep Calm and Follow these S. T. E. P. S will allow educators to share ideas related to Students, Tasks, Equipment, Personnel, and Safety. Concepts will encourage learning for ALL students including those that are Athletic with Behaviors (AB's), Athletically Challenged (AC's), and/or Athletically Deficient (AD's). This session will address Shape America's Appropriate Practices.	Room 144
Steve Sedbrook, FHSU Students (current & former), and USD 489 (Hays) Teachers and Coaches	Middle, High School, Coaching, Future Professional	**Developing Teaching and Coaching Skills (and a Resume) for Future Professionals: A Panel Discussion** - Ultimately, the result of college is to get a job! Therefore, prepare yourself along the way. The purpose of this panel discussion (including future professionals, current teachers and coaches) is to provide suggestions for developing pedagogical skills while enhancing one's resume. The panel will provide recommendations, as well as personal	Room 145

		experiences, in regard to preparing for one's first job (both teaching and coaching). The importance of having a professional plan with diverse experiences, such as, volunteering, networking, and working with a variety of age groups will be discussed.	
Helen Miles Duane Shephard	High Ed	**A Biomechanical Approach to Motor Programming in Competitive Shotgun Sports.-** Presentation of a biomechanical analysis of selected shotgun shooting skills necessary for intercollegiate competition and discussion of sensory-motor skills essential to success. The application of computer guided assessment for improvement of visual targeting using the Dry Fire U.S.A. target simulators as a part of the training process leading to greater success will be also be discussed. Question and answer time will be allowed at the end of the session.	Room 143
Andrea Zody, Students and Para educators of USD 489 John Zody	Adaptive	**Making STRIDES with Mighty Milers** - Mighty Milers is a running program for students including those with differing levels of ability. It is designed to get children and teens moving to help prevent obesity and illness along with promoting self-esteem and goal setting. This particular session will demonstrate how the Mighty Milers program has been adapted for students with special needs. Students will share how they participate in the Mighty Milers program while incorporating the use of brain, flexibility and strength activities.	Dance Studio 122
Scott Williams	Elementary	**PhysEd Faves: Minds BLOWN in 50 Minutes!** - Join in this fast-paced session and learn tried and true activities for students in both elementary and secondary! Agility drills, dances, apps, management techniques, fun authentic assessments, awesome equipment, pop culture activities and more will be shared in this whirlwind session. Come have a blast while filling up your physed grab bag!	Gym 120
Shannon Loveridge	K-12, Higher Education, Health, Future Professional, Wellness	**Everyone to the starting line: Don't forget the adults!** - Participants will be exposed to the importance of having staff wellness programs in schools. Current data and research will be given to participants to be used as an advocacy tool to include health and wellness into his or her working environments. Participants will engage in a modified staff wellness program: The Amazing Race, which was created and designed to facilitate a healthy, collaborative working environment utilizing communication, physical activity and healthy habits. Participants will leave this session with access to all the documents needed to implement this program into his or her schools.	Gym 101
Scott Gorman Jason Busche	Secondary	**Archery s- It's More Than Bows & Arrows!** - Archery s will briefly cover the National Archery in Schools Program philosophy, curriculum and educational goals & objectives. target archery equipment, range set-up, safety, and shooting technique will be presented. Participants will have the opportunity to shoot 1-2 competitive ends and determine their personal skill level!	Gym 121

10:30-11:20am			
Presenter(s)	**Section**	**Title & Description**	**Room**
Charla Tedder Krahnke	Secondary/Assessments	**Sport Education: A Teaching Model That Never Grows Old -** Would you like to be able to improve class behavior and attendance, make students responsible for their own learning, and add peer, self and teacher assessments to your curriculum? The Sport Education model can do this as well as include all National Standards. Activities will be used to show these assessments and Sport Education in action. Follow up on the workshop with Sport Education Seasons and personal assistance. Use this model immediately in fitness, lifetime or team activities grades 5-12.	Gym 101
Mike Bohannon	Elementary	**No We Are Not Playing Dodgeball Integrated Games for K – 5 Physical Education** - This activity session will focus on integrated warm-ups, and games that will infuse and reinforce what students are learning in the classroom with what they are learning in physical education. We will be up and moving, reading, counting, adding, subtracting, spelling and having fun. Come to find out how to use cooperation and teamwork to bring the classroom and gym together.	Gym 120
Scott Gorman Jason Busche Mike Carper	Middle, High, Higher Education, Recreation, Future Professional	**3D Archery & Bowhunting Basics-** This session will expand upon the archery basics taught during a National Archery in Schools Program (NASP) session. We will add information found in a traditional KDWP bow hunting education program. Basic hunting equipment such as compound and crossbows, specialized arrows, points, knocks, scents, camo, rangefinders, etc. will be presented. Participants will have the unique opportunity to try their hand at shooting 3D targets. The lead instructor has over 25 years' experience teaching bow hunting safety and skills at KDWP Hunter Education programs.	Gym 121
Brandon Wolff Andrew Moore	K-12	**Fitness Test Scores- "Now what**?" - In this session, we will discuss in detail on how we made fitness scores meaningful to our students. By creating an end of the year celebration called the Bull Rush, which is a 5K obstacle course. We will discuss how we used goal setting and fitness testing to allow students to qualify to run. With a step by step process, we hope to help you create something special for your school community!	Room 143
Marlys Gwaltney	Elementary	**Field Day Fun** - Dozens of activities will be provided for your elementary students. Whether your students are working individually, in small groups, large groups, inside, outside, vigorous activity, or craft-based, there will be something for everyone. Prepare to take away some creative ideas for your next fun Field Day.	Room 145
Bryan Minnich, Brandi Calihan, and Rhonda Bird	Adaptive Physical Education, Higher Education,	**Experiential Learning to the Max**. - Do you want to engage your students in a way that will change their lives forever? If you do, then attend this session. You will discover a unique way for your students to get the most out of an Adapted Sport, Physical Education, and recreational course. The service	Room 146

		learning project, integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and help strengthen communities.	
Sarah Ball Rick Hardy Cole Shewmake John Oppliger	Advocacy Future Professional, Future & Young Professionals	**Move & Shake your Profession through Volunteerism** - The best form of advocacy is demonstrated, observable involvement by professionals. The best form of involvement is volunteerism. This session will familiarize future and young professionals, from the education, recreation and dance fields, with ways to serve in their professions. An introduction to new events and endeavors, in addition to traditional acts of service, will be presented in order to promote their respective associations and professions.	Room 144

11:30 – 12:00pm	
Closing Ceremonies- **FAMILY FEUD** with Reggie from H3TV as Host Door Prizes- Tablet, PE Equipment, and More	Gym 100
12:10-1:00 pm	
Post-Convention KAHPERD Board Meeting All current & NEW Board members should plan to attend this meeting!	Room 145
Thank you **KAHPERD MOVERS, SHAKERS, ACTIVE PHYSICAL EDUCATORS for attending. Please fill out surveys for sessions you attended.** **See you next year in Topeka, October 26-28, 2017!**	

SHAPE America®

central district conference 2017

January 26–28 • Cedar Falls, IA

KAHPERD Convention- November 2-3-4, 2016
Host- Fort Hays State University
Pittsburg State University - Professional Development
Off-Campus Credit Options

The PSU Health, Human Performance and Recreation Department (HHPR) is working with Graduate and Continuing Studies to offer college credit for attending and participating in professional development at the 2016 KAHPERD convention hosted by Fort Hays State University. There will be the opportunity to acquire one (1) hour of undergraduate or one to two (1-2) hours graduate credit. Members can **PRE-ENROLL** once the admission process has been completed by calling Graduate and Continuing Studies at 620-235-4223. **ON-SITE** registration will be available Thursday from 8:00 – 10:00 a.m. in the lobby registration area. Tuition must be paid using GUS (link to www.pittstate.edu/office/cashier/tuition-payments.dot) on or before November 3rd, 2016. MasterCard, American Express and Discover credit card payments are accepted for tuition and can only be used for online payments. Cash or personal checks only will be accepted **ON-SITE** the day of the conference for tuition payment.

UNDERGRADUATE Requirements- One must apply for admission as a "non-degree" seeking student to PSU and pay a $30.00 application fee. Go to the "Apply for Admission" section and complete the online application at www.pittstate.edu. The special credit hour fee of only $95.00 plus the $30 application fee means the the total would be **$125.00.** Both Recreation credit and Physical Education credit is available.

REC 461-81 KAHPERD Conference (1 hour)

HHP 440-81 Topics: KAHPERD Convention (1 hour)

GRADUATE Requirements- One must apply as a "non-degree" seeking graduate student (no application fee required) and the special credit graduate hour fee of only $95.00 per credit applies. Go to the "Apply for Admission" section and complete the online application at www.pittstate.edu. Proof of an undergraduate degree is needed to acquire graduate credit. This can be done by providing an unofficial copy of your transcript and/or a copy of your teaching licensure. If more convenient, PSU can also look up your teaching licensure number with the Kansas Department of Education.

HHPR 806-83 Special Investigations: KAHPERD Convention – Non-Degree (1-2 hours)

The graduate requirement for one (1) credit hour is convention attendance and participation either:

1- Wednesday Pre-convention workshop and all day Thursday or…

2- All day Thursday and Friday

For two (2) graduate credit hours:

1- Attend Wednesday Pre-convention, Thursday & Friday (entire convention) or…

2- Attend either Wednesday & Thursday or Thursday & Friday (2 days) and provide (5) reaction papers to either the pre-convention workshop (1 paper) or convention programs of their choice (4 to 5 papers).

Individuals opting for two (2) credits will submit their reaction papers electronically (as an email attachment) within one week of the convention or by Monday November 14th. Reaction papers should be 1-2 pages in length and have a minimum of three paragraphs. Paragraph one should include the program title, presenter's names, and a brief description of the major points covered in the program. Paragraph two should be your personal reaction to the presenter and their presentation. What did you enjoy, what could be changed or added for improvement and please include any constructive suggestions you may have? Paragraph three should explain how helpful the topic or material will be for you in the near future. What can you personally use when you get back to school or work to help motivate and better educate Kansas's children!

Send any questions and your reaction papers to PSU HHPR Graduate Coordinator Dr. R. Scott Gorman at rgorman@pittstate.edu. 620-235-4667

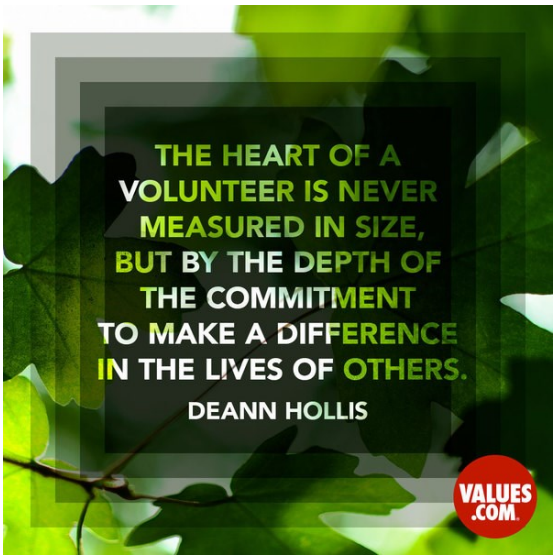
FORT HAYS STATE UNIVERSITY

KAHPERD Convention – Fort Hays State University
November 2-4, 2016
Committee Chairs

Convention Manager	**Kim Morrissey**
Convention Program	**Wendy Scholten**
On-Site Managers	**Joyce Ellis, John Zody**
Exhibits	**Greg Kandt**
Banquet	**Anita Walters**
Registration	**Glen McNeil, Kathy Kochersperger**
Parking	**Steven Sedbrook, PEK members**
Snacks/Hospitality	**Steve Sedbrook, Duane Shephard, PEK members**
Equipment	**Ron Haag & Intramural Grad Assistants**
Technology	**Glen McNeil, Graduate Assistants**
Signs/Maps/Boards	**Lynn Maska, Jeff Burnett**
Packet Preparation	**Andrea Zody & students**
Social/Entertainment	**Kim Morrissey, Joyce Ellis, John Zody**
Publicity	**Kim Morrissey, Jason Rameriz, April Baugh**
Gifts/Door Prizes	**Wendy Scholten, KAHPERD**
Grants/Outside Funding	**Wendy Scholten, Kim Morrissey**
Student Organizer	**Joyce Ellis, John Zody**
Hotel	**Joyce Ellis, John Zody, Kim Morrissey**

FORT HAYS STATE UNIVERSITY

Forward thinking. World ready.



#0to60

#0to60 Campaign is the initiative to celebrate the 60th anniversary of the President's Council. Visit their website www.0to60fitness.org or download the #0to60 App for innovative resources and information on nutrition and physical activity. The App has three features labeled Tips, Resources, and My Journey. Tip contributors include Drew Brees, Jordin Sparks, Dominique Dawes, First Lady Michelle Obama, and may other leaders in physical activity, nutrition, and sports. Resources focus on Programs, Community, Research, and Schools. The My Journey feature allows App users to save favorites and history. Dominique Dawes, President's Council on Fitness, Sports, & Nutrition co-chair with Drew Brees, blog about the campaign is found on the website. The website provides additional information about the App, resources, and tips.

Arianne Seidl
Physical Education Louisburg USD416
KAPHERD Legislative/Advocacy Committee Member

The KS crew at 2016 CD Sally Scherrer Summit in Wyoming. Wendy Scholten, Claudia Welch, Todd Thacker, Brenda Sharp, Sarah and Nora Heath.

Wichita PAL training. Included in this picture are two special guests, Carolyn Williams, Senior Program Officer from the Kansas Health Foundation who oversees the LMAKS project. And, Charlene Burgeson, the Executive Director of LMAS.

PAL Training that was held in Topeka

Total Nonstop Action (TNA) with Fitness and Nutrition Concepts

KAHPERD K-12 Winter Workshop *February 15, 2017 9:00-2:30pm Emporia State University*

Alex O'Brein
A highly enthusiastic Trainer for Focused Fitness

Alex O'Brien has his Master's in Education. His research focused on academic content integrated into physical movement, comparing how they can affect short and long term retention. As a PE teacher, he was instrumental in incorporating technology, social media, and video into PE District wide. Alex leads workshops coast to coast and has presented at the state & national level. Alex is a Trainer for Focused Fitness, and Director of film & Social Media.

Follow him on Twitter.
@AlexOBrien

The **focus** of this year's **KAHPERD Winter Workshop** is to **combine movement activities** with **content knowledge** in order to **stay healthy**, **fit**, and **active** for a lifetime. Developing well-rounded education for K-12 students is essential as they move through our physical education programs.

Alex will offer many practical ideas and showcase K-12 Physical Education best practices including:

- **Classroom Management**
- **Circuit Training**
- **Motor Skill Development**
- **Social/Emotional Development**
- **Instance Activities**
- **Health and Fitness Content Integrated through movement**

This professional development will provide multiple opportunities for K-12 teachers to share movement-based activities to move students to a lifetime of physical literacy.

The **outcome** is providing students with the fundamental understanding of how to be healthy, fit, and active for a lifetime.
Participants will walk away with ideas and resources to integrate:

- **nutrition**
- **fitness**
- **overall wellness into daily activity**

Emporia State University will offer **one hour** of **Graduate Credit**. **Early Bird Registration (Feb10, 2017)**
$40 for members and/or $2 ESU parking
$15 for Students & Retirees and/or ESU $2 parking
At workshop: After Early Bird Registration, all fees increase by $15
Visit KAHPERD.org website for more information

SHAPE America — Society of Health and Physical Educators®
health. moves. minds.

CALL FOR
CASE STUDIES

Tell Us About Your Successful HPE Programs

Easy-to-submit, easy-to-read! SHAPE America is creating a series of two-page summaries of inspiring projects and programs that exemplify best practices.

As an educator, you know that well-designed health and physical education programs are important to student success. Yet many in your community may not be aware of what you do and how effectively you can help children embrace a lifetime of physical activity, adopt healthy habits, cope with stress, and improve the quality of their lives. That's why SHAPE America is building a series of case studies that highlight best practices in health education, physical education and physical activity programs.

SHAPE America's new case study series supports its 50 Million Strong by 2029 commitment. Approximately 50 million students are currently enrolled in America's elementary and secondary schools (grades pre-K to 12). SHAPE America wants to ensure that by the time today's youngest students graduate from high school in 2029, all of America's children are empowered to lead healthy and active lives through effective health and physical education programs.

SUBMIT A CASE STUDY

A simple, online submission process makes it fast and easy!

Do you have an innovative, results-oriented health, physical education, or physical activity program to share?

Gain visibility and publicity for your program, your school, your community, and your district by sharing examples of HPE programs that illustrate best practices.

It's easy to submit a case study for consideration — just fill out the online form at shapeamerica.org/casestudies.

SHAPE America 50 MILLION STRONG 2029

shapeamerica.org

Read sample case studies at **shapeamerica.org/casestudies**

Joint Projects Grant Recipient

Traci Crusinberry

This past April I had the opportunity to attend the 2016 SHAPE America Convention in Minneapolis, MN. I was able to attend this convention after being awarded a $1,000 scholarship from the KAHPERD Joint Projects. I was eligible to receive this grant due to coordinating a Jump Rope and Hoops for Heart event for my school.

This was my first national convention to attend. I am so glad I had the opportunity to attend this event because I was able to meet and network with many other PE professionals. Many of the sessions I attended really reinforced the importance of making sure that our students are getting MVPA (Moderate to Vigorous Physical Activity) during their PE class. One way to accomplish this is by making sure that there is minimal standing around. One session demonstrated how to do small-sided games during your units to ensure that everyone is involved and moving.

I was also able to participate in the Polar session. I had just received activity watches and the "new" A360 heart rate watches for my school, and was able to demonstrate how the A360's work. When the kids are wearing the watches during class, through Polar technology, they are able to see where their heart rate is as they're exercising by projecting it up on the wall or a screen. This helps to determine if they are in their target zone or not. It is also a nice tool for me as well, so that I can have solid evidence of their activity during class.

I also learned about a new initiative called 50 Million Strong by 2029. This is an initiative to empower all children to lead healthy and active lives through providing an effective health and physical education program. SHAPE America wants to ensure that this will be accomplished by the time today's youngest students graduate from high school in 2029. This is an action for all America's health and physical educators to unite and focus on a common purpose—getting all of the nation's children physically active, enthusiastic and committed to making healthy lifestyle choices.

I am so thankful to have been given the opportunity to attend the 2016 Shape America convention. I had an awesome time not only networking with other PE professionals, but I really was able to take a lot of ideas home with me to use with my students. I am hoping that I will be able to attend this year's convention in Boston!

SAVE THE DATE | MARCH 14-18 | BOSTON

The **2017 SHAPE** America National Convention & Expo

SHAPE AMERICA GRANT AND AWARDS

SHAPE America offers a limited number of grants and awards to event coordinators that provide a stipend to help offset the costs of convention registration and travel.

For more information visit
http://www.shapeamerica.org/jump/recognition

SUBMIT A 2017 PROPOSAL

Interested in sharing information with others about your JRFH or HFH event? Submit a session proposal here! We are looking for sessions that help to engage new teachers and schools in JRFH/HFH, share event best practices, tips for building community involvement, and skills or activities that can be used on your event day.

The deadline to submit is June 16, 2016.
Please email Meredith Howarth at
mhowarth@shapeamerica.org if you have any questions.

The Current Landscape of Personal Training and Evidence-Based Practice

Nicholas Drake, BS, NSCA-CPT
Pittsburg State University

Personal training is one of the faster growing service-industry jobs in the current marketplace and will continue to grow as primary education makes cuts to physical education programs and as the trends in overweight and obesity continue to increase. The need for qualified personal trainers will become vital for individuals who are living with a clinical malady, such as the metabolic syndrome; when they want to continue strength training after completing physical therapy; or when trying to achieve a personal health or fitness-related goal. The needs of the population have created the demand for personal training careers which, in turn, has created the potential for greater professional opportunities for those wishing to become involved in the health and fitness industry.

There is high demand for personal trainers, which had led to a competitive landscape amongst exercise practitioners. The product, which consists of the knowledge held by competent exercise professionals, creates a competitive advantage within this field. The existing marketplace for personal training is an interesting one to observe and it is one that needs to be examined from an objective perspective. Employers are requiring a personal training certification for their employees as well as a myriad of other certifications for other services that go beyond simple resistance training. These services include nutritional consultation, corrective exercise, and special population concerns.

The requirement for employees to have a personal training certification is an excellent first step for creating a more regulated marketplace to insure the quality of services. However, students at the university level need to understand what a personal training certificate really means. Most training certifications are completed over a weekend with classroom time, a textbook, and possible hands-on instruction. A certification consists of approximately 20 hours of total time, which includes instruction and exam times; this time is equivalent to a 2 credit hour course. The personal training certification attempts to cover the *entirety* of responses to exercise in very short amount of time whereas the 2-hour credit hour class will attempt to cover a *small* portion of very few responses to exercise. The key observation is that a personal training certification, on average, *does not* accurately prepare someone to create an exercise program for a client unless the client is the definition of "*standard*". The current landscape of personal training is *not* highly regulated as compared to physical therapy.

A terminal degree in physical therapy (P.T.) requires students to have an undergraduate degree, observation hours, and continuance of study in a professional school. These P.T. programs teach the practical application of exercise-related skills before awarding the title of Doctorate of Physical Therapy. Unfortunately, not every student will have opportunity to attend P.T. school which leads us back into personal training. Students have a competitive advantage when entering into the personal training market. Degrees in exercise science, exercise physiology, athletic training, etc. will educate students in the responses to various exercise protocols, how different disease-state populations respond to exercise, and how the muscular system operates from both an anatomical and a physiological perspective. The in-depth learning that university students undertake in order to achieve their degree is not something to be taken lightly. Similarly, a student entering the business marketplace, with a business degree, will have a competitive advantage over someone who does not hold such a degree. This competitive advantage is something that a student should rely upon in order to stand out in the vast ocean of other "*personal training*" candidates. The most important skill that a student transitioning into personal training career can use to their benefit is the existing body of scientific literature and evidence-based exercise practices. The use of this type of information can be the entire basis of his/her business model. By using the existing science, the student/trainer can create a higher quality program and make continual changes to such programs to ensure the client has an opportunity to be successful and meet expectations. This model of evidence-based practice is utilized in fields such as P.T., which ensures the quality of care is consistent, safe, and practical for all patients. Personal trainers are not expected to use evidence-based practices, however, its lack of use is a detriment to the profession because many programs developed by trainers have no practical use and may be counterintuitive. The use of evidence-based practices will also help shield the personal trainer against any inquisitions from his/her client base in the event that the client/s is not meeting expectations.

If the client asks why they aren't seeing the results that they were guaranteed, the first question they should ask is, "What is the structure and reasoning behind the program that was prescribed?" An example of this would be: If the client has "X" clinical condition(s) with "X" physical limitations and the trainer has the evidence-based research to support why they constructed "X" intervention for the client then the trainer should question the compliancy of the client to the "X" intervention. This process of using evidence-based practice is only taught and cultivated at the university level where the expectation of the students is to provide evidence and justification for the development of exercise interventions.

The need for qualified personal trainers will continue to grow as the incidence of obesity, inactivity, and other clinical conditions increase. The qualifications of those personal trainers should be assessed prior to practicing the art of exercise prescription to ensure that evidence-based practices are being followed and to ensure the safety and success of the client.

Have you attended a Let's Move! Active Kansas Schools DPA/PAL training? Are you looking for a way to get more support for physical activity in your school? If so, one of the upcoming LMAKS "Team Trainings" is for you! This is a great opportunity to work with a team of three from your school Including your building principal and a classroom teacher to develop strategies to increase student physical activity. Three trainings are scheduled at this time (Oct. 6 in Olathe, Nov. 2 in Hays and Jan. 13 in Wichita). Teams will receive resources valued at $200 as well as a stipend of $300 to help offset travel and substitute costs. For more information on registration contact Kelly Wayner kwayner@ksde.org or Rhonda Holt kanslmis@gmail.com

2016-2017 Presidency Vision

LEARNING & ACTIVITY WITHOUT LIMITS!

A year of unlimited possibilities,

A year of connecting and collaborating,

A year of learning and growing,

A year of engaging and reflecting,

A year of risk-taking and innovating,

And….A YEAR OF A CHILD'S LIFE

Let's make it meaningful, active, and impactful

Along with the Executive Board, I enthusiastically welcome each of you to the 2015-2016 KAHPERD board. You are all truly the Movers, Shakers, and Active School Educators of KAHPERD.

Welcome,
Claudia Welch, KAHPERD President

Help serve KAHPERD in the 2016-2017 year:

KAHPERD needs YOU! Your ideas, enthusiasm and willingness to make a difference through serving in your KAHPERD organization.

Contact: Jane Hennes (ruthjanehennes49@gmail.com) Joan Bolt (jbolt@usd211.org) Meggin DeMoss (megdemoss@msn.com) or Mary Lou Anderson (mlanderson@kc.rr.com) today.

Do you know of an outstanding
Health, Physical Education, Recreation or Dance
program or teacher?
We are always looking for exceptional programs to feature in the KAHPERD Journals!
Submit suggestions to your favorite KAHPERD Council Member please.
Help us showcase the best of
Kansas professionals!

KAHPERD APPRECIATION AWARDS

- Would you like to show someone how much you appreciate them?
- Do you have a colleague that is an unsung hero and deserves to be recognized?
- Do you have a student who has gone above and beyond to set themselves apart?
- If the answer to any of these questions is "Yes," then you should consider giving an appreciation award. The awards are only $20 which covers the cost of production.

Your colleague or student will receive a framed award certificate from you, written by you. (You may submit a maximum of 75 words to summarize why the individual is receiving the award.) That person will receive a letter and invitation to the Appreciation Awards Reception on Thursday evening of the convention. You will have the option of presenting the award yourself or the KAHPERD President will make the presentation if you so choose.

To complete a nomination please fill out the form on the next page. Please send the form with payment $$$$ to KAHPERD Executive Director Vicki Worrell. Thanks for your support!

Are you meeting the educational needs of your students? For some great professional development opportunities check out KAHPERD Conventions and Professional Development Workshops
For registration and more information go to www.kahperd.org!

We Need You!

Do you have something going on at your school that you want to share with others? Do you have a favorite activity that you think others might want to try? Please take some time to write a short article and submit it for publication in the KAHPERD Newsletters or Journal. This is your publication...we need your input! Send articles to John Oppliger at joppliger@pittstate.edu. If you have photos to accompany the article please send them in a jpeg format. We appreciate all of your input!

KAHPERD
KANSAS ASSOCIATION FOR
Health • Physical Education • Recreation • Dance

KAHPERD Appreciation Award Nomination

Name of person being nominated Click here to enter text.

Person submitting the nomination Click here to enter text.

Indicate who will be making the presentation

☐Person making the presentation Click here to enter text.

☐KAHPERD President

In the space below please submit a maximum of 75 words you would like placed on the certificate. This is the script that will be read at the time of the presentation.

Click here to enter text.

All nominations with payment must be sent to Vicki Worrell no later than Oct. 15. Please make checks payable to KAHPERD. Credit cards are not accepted. Send to:

Vicki Worrell
4254 N. Sweet Bay
Wichita, KS 67226

$20 Payment: Check ☐ Cash☐

The KAHPERD Appreciation Awards will be presented during the President's Social at the KAHPERD convention. Each recipient will receive a framed certificate and a small plant.

Deadline for Submission: October 15

In Memoriam

Bobbie Jean Dinsmoor Harris - August 27, 1947 – June 16, 2016

Bobbie Harris, 68, of Shell Knob, Missouri, passed away on Thursday, 6-16-2016 from a tragic accident at her home.

She was born in Salina, KS on August 27, 1947, the first child of Donald Dean and Nyla Fae Dinsmoor. After Dena Jo and Debra Lee were born, the family moved to Wichita, KS. Bobbie lived all but two years of her adult life in Wichita where she developed a prominent career in education. She retired in 2008 and moved to Shell Knob, MO.

Surviving are two sisters, Jo and Mike Twidwell and Debbie Krasowski, one nephew, Greg Krasowski, one niece, Julie and Brad Glenn, and one great niece, Murphy Lee Glenn. Preceding her in death were her father in 1976 and her mother in 2004.

Bobbie's positive influence on developing quality physical education and educators spread throughout the state of Kansas and the country. She had an ability to see great things in people and help them to meet their potential. She helped develop many outstanding physical education teachers, programs and curriculums.

Bobbie's teaching career began in 1970. She taught one year in AZ and one year in Derby, KS before she found a job at her beloved Wichita North High School. Bobbie spent 17 years teaching there as well a coaching tennis. She was often heard saying, "You know you can teach anything through tennis."

In 1989, she was given the opportunity to lead Wichita Public Schools physical educators as the Curriculum Coordinator. She was instrumental in developing a K-12 Curriculum and Assessment document that was nationally recognized.

In 1996, Bobbie became the Project Director of several grants funded by the Kansas Health Foundation. Physical Dimensions, Physical Focus and Physical Essentials Curriculums and Workshops transformed the way physical education was taught in Kansas.

When the grant ended in 2002, she took her knowledge to Wichita State University and prepared future physical educators. Bobbie retired in 2008 with impressive professional recognition throughout the years.

Central District Presidential Citation, 2012

National Health Information Gold Award for its promotional and educational video for Physical Dimensions, Physical Focus, 2000

AAHPERD Honor Award, 1996

Council of School Administrators of Health & Physical Education Recognition (CSAHPE), 1996

Kansas High School Coach of the Year, 6-A Girls' Tennis, 1987

KAHPERD High School Teacher of the Year, 1986.

The Physical Dimensions/Physical Focus program was highlighted in *The Wall Street Journal, Better Homes and Gardens, USA Today, Sports Illustrated, and several of Kansas newspapers, magazines, and television news programs.*

Former Kansas State University Department Chair Earns National Award

The President's Council of Fitness, Sports, & Nutrition recently announced Dr. Charles (Chuck) Corbin as one the most recent recipients for the 2016 Lifetime Achievement Award. Dr. Corbin was a professor in the Department of Health, Physical Education, Recreation, and Dance at Kansas State University during the years of 1971 to 1982, serving as chair for several of those years. According to a press release from the President's Council of Fitness, Sports, & Nutrition, Dr. Corbin is a fitness/physical educator and a researcher in fitness, health and wellness. In addition to over 200 scholarly articles, his most significant work has been the numerous editions of the books *Fitness for Life* and *Concepts of Fitness and Wellness*. More than a few college and high school students have participated in Dr. Corbin's *Fitness for Life* program.

Throughout his career Dr. Corbin has earned many other awards, including becoming a member of the SHAPE America Hall of Fame. This spring Dr. Corbin journeyed back to Kansas State to keynote at the re-launching of the Physical Education and Health Department. Many physical educators were shaped by him and other professors at Kansas State University. His influence can still be seen across the state of Kansas. Dr. Corbin is Professor Emeritus in the School of Nutrition and Health Promotion at Arizona State University.

What's new for 2016-2017?

The American Heart Association is getting WILD about keeping your heart healthy!

Join the Zoo Crew! Collect all 6 Characters!

New Lanyards

New Shirts

Your students will love sporting these new designs as they spread their ROAR for heart health.

Educational Materials

New Banners

Zoo Goal Poster

A Beating Heart

"Play It forward"

KAHPERD Member Grant

By Teri Lund

I have been a proud member of KAHPERD for 23 years and have always appreciated the support given to Kansas teachers including awesome conventions and workshops along with great resources and support. Last Fall I attended the 2015 HERO convention and came home excited as always to implement new games and activities. One activity that I was determined to "find a way" to make happen was the "Drum Fitness." With funds at a minimum, I decided to submit a grant proposal to the "Play It Forward KAHPERD Member Grant" and was so excited to be the recipient. The purpose of "A Beating Heart," was to encourage lifelong healthy habits with students of all ages so that they are able to not only live a long life, but one with great quality. Besides my school aged students I also included community which allowed me to add Drum Fitness activities into my Senior Fitness classes.

As one of the obligations to the grant, I created a video clip of how I would implement "A Beating Heart" into my programs. By going to the Youtube link found below, you will see students, ages ranging from 8 to 82, having fun and being active. Jean Blaydes Moize sums it up best in her keynote speech found on Youtube from National PE Institute 2014. "*We are not teaching 8 and 18 year olds to play ball, but instead we are teaching 8 and 18 year olds how to climb two flights of stairs with 2 bags of groceries when they are eighty years old."*

Another positive outcome from receiving this grant is that I was forced to step out of my comfort zone by creating drum fitness choreography along with increasing my knowledge of technology through the application IMovie. As a result of these two new learned outcomes, I plan on continuing to "Play It Forward" by sharing Drum Fitness routines, along with other favorite class activities, through YouTube videos.

In conclusion, I highly encouraged members of KAHPERD to submit a grant proposal and "find a way" to make your dreams a reality! Thank you to KAHPERD for all of your support and I hope to "pay it forward" by "playing it forward." Below is my first Youtube video that I created using IMovie. Please check it out and see how I have implemented the new equipment into my classes.
"A Beating Heart" https://m.youtube.com/watch?v=-DDEtjjA7fo

KAHPERD offered two "Play it Forward" grants, each for $500, for KAHPERD members to show how students and community members take time to play and or be physically active. Congratulations to **Teri Lund** for her project titled *"A Beating Heart"* and to **Hannah Prophet** for her project titled *"Madison School 9 hole Disc Golf Course"*.

"Collaboration, inspiration, camaraderie and dedication are what come to mind when I think of SHAPE America Central District.

By attending the conference, you gain access to priceless networking and learning from the best in the field, while sharing the passion for teaching physical education and health."

Dr. Tracy Nelson
PETE Program Coordinator
South Dakota State University

REFEREED

Inclusion of Overweight or Obese Students: Addressing Instructional Setting Constraints in Your Physical Education Class

Francis J. Lynott III PhD, Kelly Kigsley PhD & Miss. Melissa James
Peru State College, Nebraska

It is well documented that over the past three decades the rate of overweight or obese children and youth has dramatically increased (CDC, 2013; Ogden, Carroll, Kit, & Flegal, 2010; NCHSH 2012). The U.S. Center for Disease Control and Prevention (CDC) estimated that in 2010 one third of children and adolescents were overweight or obese (2013). The CDC also suggests that childhood and adolescent obesity has both immediate and long-term effects on individuals' health and well-being (CDC, 2013). Immediate effects include but may not be limited to the development of "high risks factors" to cardiovascular disease like high blood pressure, high cholesterol levels, and "high risk factors" associated with the development of diabetes (CDC, 2011; Freedman, Zuguo, Srinivasan, Berenson, & Dietz, 2007; & Li, Ford, Zhao, & Mokdad, 2009). In addition, researchers have associated that overweight or obese children and adolescents are at greater risk for social and psychological problems like negative stigmatization by peers as being "less intelligent" or "less attractive" and poor self-esteem (Dietz, 2004; Daniels, Arnett, & Eckel, 2011; Li & Rukavina, 2012). The CDC also has identified long term health effects for children and adolescents who are obese. These long term health effects are associated with the likelihood that overweight or obese children and adolescents are "likely to be obese adults and are therefore more at risk for adult health problems such as heart disease, type 2 diabetes, stroke, several types of cancer, and osteoarthritis" (2013, p. 1). The CDC (2013) and *The Surgeon General's Vision for a Healthy and Fit Nation* (2010) both suggest that one way to help address current youth obesity and overweight trends is to provide students with appropriate Physical Education in the schools.

According to the CDC (2013) and *The Surgeon General's Vision for a Healthy and Fit Nation* (2010) appropriate Physical Education is associated with a safe, supportive, environment in-which students are provided with opportunities to develop physical activity behaviors that support a healthful lifestyle. Society of Health and Physical Educators (SHAPE) America (2014) also suggests that Physical Education should help to foster, in students, the "knowledge, skills, and confidence to enjoy a lifetime of physical activity" (p. 4). Despite these recommendations scholars have suggested that for overweight or obese students an inclusive, safe, supportive environment, that fosters a more healthy and physical active lifestyle, may be lacking in physical education learning environments (Li & Rukavina, 2012; Puhl & Latner, 2007; Zeller, Reiter-Putrill, & Ramey, 2008). According to Li & Rukavina (2012), this lack of an inclusive, safe, supportive environment for overweight or obese students may be better understood if examined with the "Social Ecological Constraint Model" (SECM).

SECM scholars suggest that: "[The lack of] overweight or obese students' inclusion in physical education, healthy behaviors and healthy life styles are an outcome of complex interactions of different constrains at multiple levels" (Li & Rukavina, 2012, p. 573). Constraints can be considered as variables in an overweight or obese youth's environment that may act as a barrier to that individual's participation in health promoting opportunities like participation in physical education. The constraints are not limited to the physical educational environment and can be found throughout an individual's social ecological environment. The social ecological environment is divided into five constraint levels. According to Li & Rukavina (2012) these five constraint levels are: (a) *Society*, (b) *Community*, (c) *School/Family*, (d) *Individual*, (e) *Instructional Setting*. Following is a brief examination of each of the five levels of constraint.

Society: This level of constraints is characterized by the stereotypical beliefs held about certain populations. In regards to overweight or obese populations, researchers site that people in this population are often negatively stereotyped as being lazy, self-indulgent, lack intelligence, and are not athletic (Bauer, Patel, Prokop & Austin, 2006; Puhl & Heuer, 2010). These negative stereotypes have also been associated with the high rates of weight related teasing, bullying, and unhealthy body image. This prejudice is often dismissed as acceptable because society blames the individual for being responsible for their own weight problems (Puhl & Heuer, 2010). This stigma is identified as barriers for the development of healthy-active

Community: The *Community* level is characterized by the physical infrastructures and organizations in a particular community. According to Li and Rukavina (2012), a lack of organizations, perhaps after school or community based organizations that offer physical activity opportunities for overweight and obese youth, may act as a constraint to the development of a healthy life style. In addition, lack of infrastructure like biking or walking trails, playgrounds or community aquatic facilities can also be interpreted as a constraint to the development of healthy behaviors and healthy life styles. Public transportation availability is another community factor that has decreased opportunities for healthier lifestyles (Puhl & Heuer, 2010).

School/Family: The *School* factor can be characterized, but not limited to, policies that may provide or hinder physical activity opportunities. For example, a school may or may not provide students with the recommended 150 minutes per week elementary and 225 minutes per week middle and secondary school physical education minimums (SHAPE, 2014). If schools do not allocate minimum recommended physical education time for students this may be a constraint to the development of healthy behaviors and healthy life styles.

In regards to *Family,* researchers' suggest that family attitudes and habits play an important role in a youth's behavior and life style choices (Lindsay, A., Sussner, K., Kim, J. & Gortmaker, 2006). It is suggested that if a family has negative attitudes in regards to engaging in exercise habits, the children of that family will tend to harbor similarly negative attitudes. These negative attitudes may then result in less than optimal levels of health enhancing behaviors. This may include participation in school based physical education. A family's socioeconomic status can also affect a youth's behavior and lifestyle choices. The prices of calorie-dense foods and beverages have gone down while prices of fresh fruits, vegetables, fish, and dairy items have increased (Puhl & Heuer, 2010). It is more affordable for families to be fed the unhealthy foods.

Individual: This level of constraint includes the physical attributes of an overweight or obese individual. This includes the height, weight, attitude, cognition and motivation associated with overweight or obese individuals (Li & Rukavina, 2012). The SECM takes into account the physical and possible physiological challenges overweight or obese individuals may face can be unique to the individual. Some of these contributors are beyond the control of the individuals, such as genetic and biological factors (Puhl & Heuer, 2010). In addition, the SECM acknowledges that the constraints associated with the individual may be the result of complex interactions with the other constraint levels. For example, an overweight or obese student may adopt the stereotype that they are un-athletic or lazy. Adoption of this stereotype may lead to psychological barriers like low self-esteem or lack of motivation to be physically active. This could result in individuals disengaging form physical education activities.

SECM scholars contend that "children and youth are highly influenced by their environment and vulnerable to particular [constraint] factors" (Li & Rukavina, 2012, p. 572). In-addition, SECM scholars recognize that, "certain individual and environmental constrains cannot be manipulated, whereas others can be easily shaped to effectively include overweight of obese students in physical education" (Li & Rukavina, 2012, p. 575). The particular constraint level that is identified as being more "easily shaped" to foster the inclusion of overweight and or obese students is the "*instructional setting*."

Instructional Setting: Instructional setting is identified as a constraint level that a physical educator can manipulate to help foster an inclusive physical educational learning environment. Two components of *instructional setting* that can lead to a more inclusive physical education environment for overweight or obese students are *teacher policy* and *task structure*. SECM scholars suggest that to create a more inclusive and effective learning environment for overweight or obese students, physical educators can implement an "inclusionary" teaching policy. An inclusionary teaching policy is defined as the engagement of all students in "developmentally appropriate instruction and practices as a function of individual, task and environmental constraints at multiple levels" (Li & Rukavina, 2012, p. 573). Scholars further refine this definition as follows: "Physical educators need to be able to adjust what they already do to include students with larger body shapes and sizes" (Li & Rukavina, 2012, p. 575). The adoption of an "inclusionary" teaching policy can help educators better address the constraints overweight or obese students may encounter. In the context of physical education, these constraints include the equipment choice, time, and quantity requirements. To address these constraints and therefore help develop a more inclusive learning environment an examination of "*task structure*" may be beneficial.

T*ask structure* is, in part, defined by the equipment, time, or quantity requirements a physical educator may associate with a particular activity or lesson (Li & Rukavina, 2012). By examining *task structure* and taking into consideration the constraints a particular task may present to overweight or obese students, the physical educator can then develop options that may more effectively promote the inclusion of overweight and or obese students (Li & Rukvina, 2012).

Equipment: The manipulation and negotiation of equipment are often an essential part of a physical education lesson. In addition, students' attempts to properly manipulate or negotiate a piece of equipment may account for the time a student is engaged in physical activity during a lesson. However, if the particular needs and physical challenges encountered by overweight or obese students are not taken into consideration, the equipment used in a particular lesson may act as a constraint factor. For example, in a "hurdling" lesson, the particular needs and physical challenges associated with overweight or obese students should be taken in to consideration by the physical educator. In this case, overweight or obese students may perceive the height of a piece of equipment as a constraint to engaging in the physical activity of "hurdling". However, the physical educator can use differentiated instruction through proactive decision making by providing equipment options that help to create a more inclusive learning environment (Rukavina, P.B., Doolittle, S., Li, W., Manson, M. & Beale, A., 2015). In this case, equipment can be selected to provide students with height options to practice the "hurdling" technique. The lesson itself should begin with instruction on proper hurdling form. However, once practice begins students can choose at which height of an object they wish to practice their hurdling skill. By manipulating the equipment and not the task, all students despite particular needs or challenges are provided with the opportunity to practice the skill of hurdling. In this example, the equipment was manipulated to create a more "inclusionary" lesson for overweight and or obese students. By allowing students to self-select at what height of an object to practice their hurdling form , the physical educator is fostering a more inclusive environment (Li & Rukavina, 2012).

Time: Task structure and its manipulation are not limited to issues of equipment. Appropriate task structure manipulation can also address issues of time. It is suggested that a "one size fits all physical education program" (p. 575) may not be optimal for the inclusion of overweight or obese students (Li & Rufavina, 2012). For example, the running of a mile is a common activity in physical education. Often completion time, predetermined by the physical educator, is associated with a successful mile run. However, for overweight or obese students, the time associated with the successful completion of the mile maybe perceived as a constraint to engaging in the activity. Researchers suggest that overweight and/or obese individuals face the physical challenges associated with the moving of a larger body mass during a weight bearing exercise like jogging or running (Hills, A.P., Shultz, S.P., Soares, M.J., Byrne, N.M., Hunter, G.R., King, N.A. & Misra, A., 2010). These physical challenges are reported to include cardiovascular issues and pain-related intolerance (Wanko, N.S., Brazier, C.W., Young-Rogers, D., Dunbar, V.G., Boyd, B., George, C.D., Rhee, M.K., El-Kebbi, I.M. & Cook, C.B., 2004). These challenges may result in a limited ability for the individual to meet preset time requirements. To help address the constraint of time requirements, the overweight or obese student, with the guidance of the physical educator, could develop a set of appropriate time related goals. In doing so, the overweight or obese student is not excluded from the activity and is provided with a more inclusive physical education experience.

Quantity: Manipulation of *task structure* can also be used to address the constraint factor of quantity. Often a predetermine number of repetitions of a specific skill is associated with successful completion of a selected skill. For example, a physical educator may require that students have to complete 10 push-ups. The needs and challenges overweight or obese students may face could make a quantity requirement a constraint to participation. To address this, a physical educator, along with the student, could develop a series of realistic and achievable goals (Rukavina et al., 2015). In doing so, the overweight or obese student is provided the opportunity to engage in physical activity in a more inclusive environment. There are several limitations as to why overweight and obese students are not achieving weight loss. Society, the youth's community, school, family, and their own genetics may hinder them from attaining a healthier lifestyle. The instructional setting that physical education can provide may offer a more inclusive environment for the student to develop physical activity strategies in order to succeed.

Teachers, who believe that their classroom should create an inclusive climate for all students, have practices in place to ensure this. They have a teaching policy and tasks structures of appropriate equipment, time, and quantity of activities to give overweight and obese students the best opportunity to succeed. The physical educator may not be able to fix all hindrances for overweight and obese students, but what they do in the classroom is a step in the right direction.

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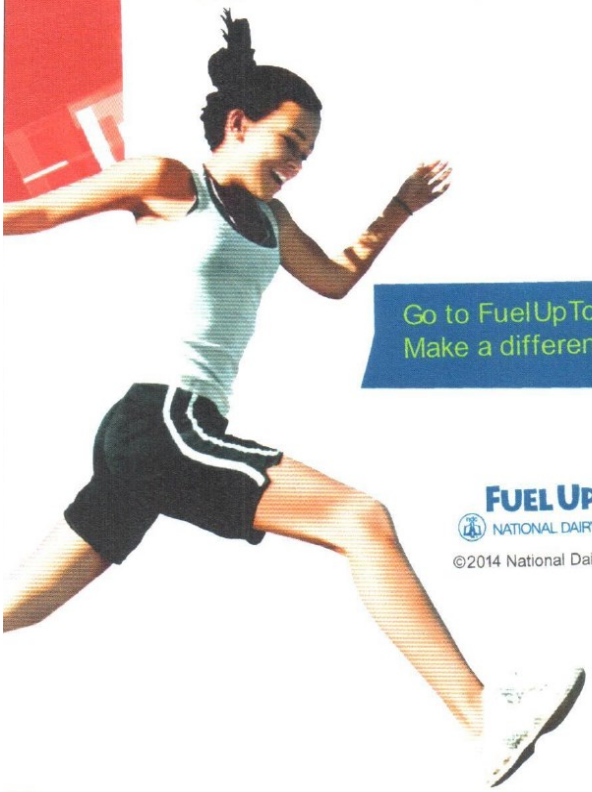

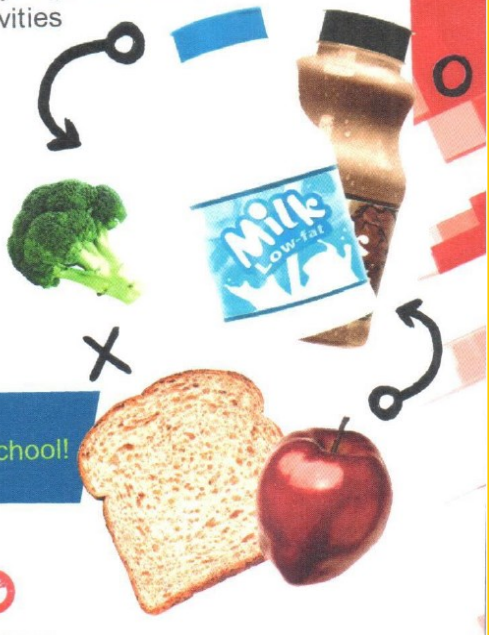

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Increased Student Benefits in Relation to Increased Recess Time

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Recess has entered the arena as a hot topic of controversy in American schools, attempting to determine if the benefits of the activity time outweigh the loss of academic instruction (Centers for Disease Control and Prevention, 2010). Traditionally, recess has been used as a time for children to engage in youthful activities amongst their peers, develop social relationships, and burn off the "crazy energy " that they develop from sitting in the classroom throughout the school day (Jarrett, 2013). However, in most recent decades, recess has been on the chopping block for many school districts, resulting from the push to focus upon No Child Left Behind which seeks to increase academic scores in core subject areas (Jarrett, 2013). In contrast, research undoubtedly attests to the many benefits linked to increased recess time, including cognitive, academic, social, emotional, and physical benefits (Murray and Ranstetter, 2013).

Murray and Ramstetter (2013) have defined recess as "regularly scheduled periods for unstructured play". They attest to the benefits that students will receive while participating in the childhood play providing a respite from the strenuous cognitive assessments required for daily academic performance. In many of the urban schools in the United States, recess has been cut for reasons outside of increased academic worries. Safety concerns, lack of school supervision, and faulty playground equipment have all played a role in the school leaders' decisions to eliminate these opportunities for the students, without regards to the benefits they are forfeiting as well (Adams, 2016). The research that is currently developing across the county focuses upon the concept that increased physical activity, including recess and physical education, actually provide a direct correlation to increased academic and physical performance, and indirectly impact the emotional and social realms of the child (Rasberry et al., 2011). The three areas of benefits that researchers have determined are most directly linked to recess time include cognitive/academic, social/emotional, and physical benefits. Cognitive/academic benefits are the basic building blocks for the foundation of learning (Adams, 2016). When instruction in the classroom eliminates movement, students are at risk for up to a 20% decrease in learning. Research demonstrates that students will retain 90% of the information when instruction includes the following components: hear, see, say and do (Kovar et al., 2011).

When the movement component is added to the instructional day, increased academic benefits are immediately noticeable. Additionally, research has proven that the highest level of academic benefits are achieved when students are engaged in strenuous cognitive processing followed by structured breaks focused upon unstructured movements and interactions (Murray and Ramstetter, 2013). Murray and Ramstetter (2013) found that stress was diminished significantly in students as a result of integrating non-cognitive tasks after a strenuous learning opportunity, allowing a student to refocus prior to the subsequent cognitive learning process, resulting in the ability to retain information at a higher level in all subject areas. Studies concluded that attention lengths were strengthened in all students after participating in recess, decreasing the restlessness and fidgety during the learning opportunities (Rasberry et al., 2011).

Moving forward, research has demonstrated additional benefits in students in the social/emotional area. As recess time is being decreased, one school leader defended the reduction by stating the thought that academic scores will not be increased with children at recess hanging on monkey bars (Jarrett, 2013). Recess, however, does have a place in the academic curriculum, extending the classroom and teaching outside to the playground. Peer interactions in elementary schools allow for young children to learn from each other, creating interpersonal relationships that develop communication skills, cooperation skills, and coping skills (Murray and Ramstetter, 2013). Abolishing recess has actually become counterproductive in school settings, creating an environment that inhibits the development of social skills that create well-adjusted students capable of making positive personal choices (Jarrett, 2013). When recess is disbursed throughout the learning day, students experience a higher level of peer satisfaction, enabling a deeper level of relationships to be developed and conflict resolution to be discovered (Murray and Ramstetter, 2011). The final area of benefit that has been linked to increased recess time in schools includes the physical health benefit.

Current statistics estimate that one-third, or 25 million kids, are overweight or obese with the leading cause of this epidemic being linked to inactivity (Active Education, 2016). With only 36 percent of students receiving the daily recommended amount of physical activity, 60 minutes a day, increasing recess is a crucial step to reverse the health disparity in our schools (Active Education, 2016). Students will choose their own activity at recess, some more vigorous than others, yet any activity chosen opens the opportunity for movement and increased health benefits that include lower Body Mass Index, lower blood pressure levels, decreased risk for type 2 diabetes, as well as stress related physical imparities (Murray and Ramstetter, 2011).

The movement during recess has the ability to counter the extremely high rate of sedentary time students are subjected to while at school (Jarrett, 2013). While some studies are suggesting offering a 10 minute break each hour for students, reflecting the attention spans that begin to fail after 40-50 minutes, others are suggesting incorporating an additional 20 minute movement break each day (Murray and Ramsetter, 2011). Current limitations still exist with this study due to the recent introduction of this theory, requiring further research that will cover a wide range of students and their academic improvements over time in relation to recess time, instruction practices, health conditions, and social interactions. Future recommendations that would benefit this study would include monitoring recess breaks in relation to the cognitive processes that surround the breaks, social and emotional issues that exist within the selected students, and the current health status of the students included in the study as well. .

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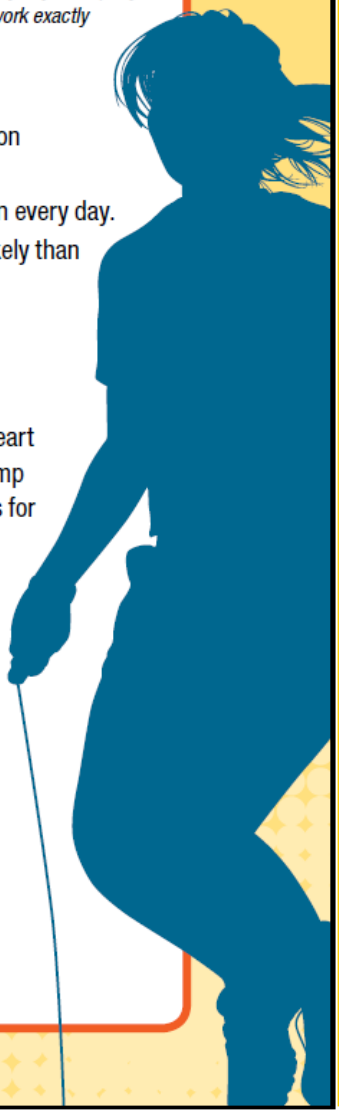
HEART HERO

Wesley, age 9

"My heart has a weird murmur, and I have to have it checked every six months. The defect is called Tetralogy of Fallot. The doctors discovered my heart defect when I was born. I had to have open heart surgery when I was 3 months old. The doctors patched a hole in my heart and fixed my pulmonary artery. When I was six years old, I had open heart surgery again, and they replaced my pulmonary valve.

I feel better now, but I don't like the big scar on my chest. I take an aspirin every day to help my heart. I also participate in Jump Rope For Heart every year to help raise money for other children whose hearts do not work exactly right. I hope that other children with sick hearts can get them fixed just like I did.



Did You Know?

- Among children 2 to 19 years old, 31.8 percent are overweight and obese. That's 23.9 million children!
- On average, American children and adolescents spend nearly four hours watching television every day.
- More than 14 percent of children enter kindergarten overweight and are four times more likely than normal weight children to become obese by the eighth grade.
- Overweight adolescents have a 70 percent chance of becoming overweight adults.
- Numerous studies have demonstrated that increased physical activity is linked to better school performance.

Jump Rope For Heart is a national education and fundraising event created by the American Heart Association and SHAPE America-Society of Health and Physical Educators. Students learn to jump rope, learn the benefits of physical activity, healthy eating and avoiding tobacco; and raise funds for research and programs to fight heart disease and stroke.

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- Ongoing discovery of new treatments through research
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Fuel Up to Play 60 is the in-school nutrition and physical activity program from National Dairy Council, Midwest Dairy Council and the National Football League in collaboration with USDA and has helped make wellness a part of the game plan in nearly 73,000 schools across the country.

REFEREED

Comparing physical activity participation and social-cognitions between actors, intenders, and non-intenders with back pain

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Purpose: This study investigated the strength of social-cognitions and physical activity participation between actors, intenders, and non-intenders in the back pain population.
Research Method/Design: 350 men and women with back pain were classified as actors (n = 150), intenders (n = 111), and non-intenders (n = 89). Cross-sectional survey methods assessed the motivational and volitional constructs of the HAPA, physical activity participation, and back pain-related variables.
Results: Significant between-groups differences for all HAPA constructs, physical activity participation, and selected back pain-related variables exist. For PA intentions, action self-efficacy, and action/coping planning, actors score significantly higher than intenders, who score significantly higher than non-intenders. Non-intenders have lower outcome expectancies than both actors and intenders ($p < .0001$). Actors perceive themselves to be at less risk than both intenders and non-intenders ($p = .010$). Actors spend more time in vigorous, moderate, and light physical activity than both intenders and non-intenders ($p < .0001$). Actors also spend less time in sedentary behavior than both intenders and non-intenders ($p < .05$). Non-intenders report higher levels of disability ($p = .005$) and are more likely to seek invasive medical care than both actors and intenders ($p < .05$).
Conclusions/Implications: There are differences in social-cognitions, physical activity participation, and back pain-related variables between actors, intenders, and non-intenders. These differences support the underlying assumptions of the HAPA that there are different stages an individual passes through before adopting a behavior change. These findings provide insights for the development of HAPA-based interventions in the back pain population.

Keywords: Back pain, health action process approach, physical activity

Introduction

Back pain (BP) is one of the most frequent diagnoses observed in physical therapy practice, affecting nearly 80% of all patients (Freburger, 2009). With such a high prevalence of BP, it is logical to presume that the price of BP is $100 billion a year in both direct costs and lost productivity (ACOP, 2012). Traditionally, there is a "U-shaped" relationship between physical activity (PA) participation and BP (Heneweer, Vanhees, & Picavet, 2009). That is, both sedentary behavior and extreme amounts of PA can produce and worsen BP symptoms. However, emerging evidence suggests that increased physical activity participation benefits those with BP. Namely, with increased PA duration and recurrence of back pain episodes can be minimized (Bohman, 2013; Macedo, 2013). Despite these benefits, people with BP actually participate less in PA than the healthy population and still report high levels of disability (Lin, 2011). For these reasons, it is imperative that health care professionals find ways to help patients with back pain initiate and maintain physically active lifestyles that minimize disability.

One way to achieve the goal of adopting a physically active lifestyle is through health promotion interventions developed from sound health behavior change (HBC) models. Interventions originally relying on continuum HBC models, which place an individual along a path that may cause behavior change in a linear order (Bandura, 2004; Ajzen, 1991), gave way to ones designed around stage models (i.e., the Transtheoretical model, Prochaska & DiClemente, 1983). Stage models of HBC state that there are differences in readiness to adopt a HBC between individuals and those interventions are more effective when they target specific variables associated with individuals' readiness for change (Abraham, 2008). However, an alternative stage model, the Health Action Process Approach (HAPA), has emerged proposing novel thoughts on the antecedents to HBC (Schwarzer, 2008). The main distinction between the HAPA and traditional models of HBC is that the HAPA proposes that there are post-intentional volitional processes that affect behavior change (Schwarzer, 2008). Not unlike the Social Cognitive Theory (Bandura, 1997), the HAPA proposes that self-efficacy, outcome expectancies, and risk perceptions all affect individuals' intention to adopt a HBC (Schwarzer, 2008).

The volitional phase elements of the HAPA state that action/coping planning (i.e., the "where, when, and how" of a HBC) and two different forms (maintenance and recovery) self-efficacy mediate the intention to behavior relationship (Schwarzer, 2008). To help support the HAPA model's theorized stages, the developers propose that there should be differences in the strength of social-cognitions between stages and that progression between stages is mediated by changes in the strength of those social-cognitions (Schwarzer, 2008).

To date, very few studies have examined difference in the magnitude of social-cognitions link between the HAPA groups (i.e., Actors, Intenders, and Non-Intenders) and actual physical activity participation. The HAPA model developers assumed that there should be a progressively positive linear increase in magnitude of social-cognition across groups (i.e., actors have greater self-efficacy than intenders and intenders have greater self-efficacy than non-intenders) (Schwazer, 2008). However, study has yielded mixed results; some assumptions are supported and others are not (Lippke, Ziegelman, & Schwarzer, 2005; Dohnke, Nowossadeck, & Muller-Fahrnow, 2010; Duan et al., 2011; Martin Ginis et al., 2013). Due to these mixed results, we must test the HAPA assumptions in different populations (e.g., clinical conditions or different age groups) (Schwarzer, Lippke, & Luszczynska, 2011).

Purpose of the study. The purpose of the present study is to compare HAPA-associated social-cognitions and physical activity participation between actors, intenders, and non-intenders. We hypothesize that all social-cognitive variables will increase in magnitude linearly across groups (i.e., following the original HAPA assumptions) and PA participation will behave similarly. Method

Participants and Procedure. Utilizing an online survey, 454 adults with back pain were recruited during the month of February. Participants were recruited via email solicitation and "snowball" methods from both the University and surrounding community.

Inclusion criteria were: 1) English-speaking 2) "working age" (18-64 years of age) and 3) who self-report with BP. Exclusion criteria were: 1) those who were under litigation of any kind (e.g. workmen's compensation) 2) inability to give independent consent 3) use of assistive devices for ambulation or 4) the presence of severe neuromuscular conditions (e.g. stroke, Parkinson's disease, etc.) that would impact their ability to participate in physical activity. A University Institutional Review Board approved study procedures and protocols.

Measures. A previously validated algorithm (Lippke et al., 2009) determined the HAPA classification by group. In the present study, the item "Please think about your physical activity/exercise performance for the last week. Did you engage in physical activity/exercise at least 5 days per week for 30 minutes or more?" demonstrates reasonable sensitivity (87.1%) and specificity (52.3%).

The online survey collected participant demographics (e.g., age, weight, marital status, etc.) along with BP and comorbidity-specific information (e.g., presence of diabetes and number of BP episodes). Self-reported height and weight were used to calculate participants' BMI (i.e., dividing weight in kilograms by their height in meters squared).

Self-reported total physical activity participation was measured using the International Physical Activity Questionnaire Short-Form (IPAQ; Booth, 2000). This instrument asks participants to indicate how many days per week (frequency) and how many hours and minutes (duration) they participant in vigorous, moderate, and light PA. Additionally, the IPAQ assesses time spent in sitting (minutes per week) for participants. The test-retest reliability ($r = 0.84$) and validity ($r = 0.57$) of the IPAQ compared to objective physical activity monitors has previously been estimated (Craig et al., 2003). PA behavioral intentions was measured with a six-item, four-point (score range 6 – 24) Likert scale (Cronbach's $\alpha = 0.84$). The scale asks participants to indicate their intentions toward physical activity using the item stem "During the next week, how likely is it that you will….." and items such as the following "…work up a sweat regularly" (Sniehotta et al., 2005).

Action self-efficacy was measured with a two-item, four-point (score range 2 – 8) Likert Scale (Cronbach's $\alpha = 0.83$) using the item stem "I can manage my physical activity intentions even when…" followed by "…I have worries and problems" and "…when I am busy. (Renner & Schwarzer, 2005). Participant outcome expectancies toward PA was measure with a 13-item, four-point (score range 13 -52) Likert scale (Cronbach's $\alpha = 0.82$) using the item stem "What do you think, what will be the consequences if you exercise regularly? If I exercise regularly…" and items such as "…my cholesterol level will improve" (Renner & Schwarzer, 2005). Health risk perceptions were measured by a five-item, seven-point (score range 5 – 35) Likert scale (Cronbach's $\alpha = 0.89$) using the item stem "How likely is it you will have at some time in your life…" and items such as "a heart attack" (Renner & Schwarzer, 2005).

Combined action and coping planning was measure by a nine-item, four-point (score range 9 – 36) Likert scale (Cronbach's $\alpha = 0.95$) using the item stem "Do you already have concrete plans for exercising?" followed by items such as "I already have concrete plans where to exercise" (Sniehotta et al., 2005).

Maintenance self-efficacy was measured by a four-item, four-point (score range 4 -16) Likert scale (Cronbach's $\alpha = 0.79$) using the item stem "I am confident that I am able to do physical exercise regularly, even if…" and items such as "…I have to force myself to do them again everyday" (Luszcynska & Sutton, 2006). Recovery self-efficacy was measured by a three-item, four-point (score range 3 -12) Likert scale (Cronbach's $\alpha = 0.88$) using the item stem "I am sure I can be physically active again regularly, even if…" and items such as "…I feel weak after an illness period" (Luszcynska & Sutton, 2006). With the expansion of the HAPA to include constructs relevant to those with disability, additional instruments were needed. To measure disability severity for back pain, the Oswestry Low Back Pain Disability Questionnaire (OWS) was used (Fairbank & Pynsent, 2000). This instrument consists of 10 items each consisting of a maximum score of 5. Scores range from 0-50 and are then converted into a percentage. Higher percentage scores are associated with greater disability. For the OWS, test-retest reliability ($r = 0.91$) and internal consistency (Cronbach's $\alpha = 0.71 – 0.87$) estimates for the low back pain population are considered moderate to strong.Personal barriers was measured with a 12-item, four-point (Cronbach's $\alpha = 0.82$) using the item stem "Please choose the circle that best indicates how much each of these problems keep you from taking care of your health" followed items such as "lack of money" and "no one to help me" (Becker, 1991).

Environmental barriers was measured with a five-item, four-point (Cronbach's $\alpha = 0.69$) using the item stem "Please choose the circle that best indicates how much each of these problems keep you from taking care of your health" followed items such as "bad weather" and "interferes with other responsibilities" (Becker, 1991).

Social support was measured using the Social Provisions Scale (SPS; Cutrona & Russel, 1987). The SPS is a 24-item, four-point (score range 24 – 96) Likert Scale (Cronbach's α = 0.36) using the item stem "Please identify to what extent you agree with each of the statements below" followed by items such as "other people do not view me as competent" and "there is someone I could talk to about important decisions in my life."

Data analysis. All demographic data were compared between HAPA groups. Chi-square analyses compared nominal data (e.g., marital status, education, etc.) between groups. One-Way ANOVAs compared participant age and years post injury across the three groups. Associations between the presence of comorbidities and HAPA group designation and health-related outcome variables were determined using chi-square analysis.

A MANCOVA tested study hypotheses regarding between group differences in the social-cognitive variables of the HAPA model controlling for any significant between group differences in demographic variables. Wilks' Lambda test indicated significant between group multivariate effects ($p<.0001$). Univariate ANCOVAs were used to follow up significant multivariate effects, and significant univariate effects ($p<.05$) were followed up with Tukey post-hoc pairwise comparisons. Kruskal-Wallis ANOVAs compared physical activity participation differences between groups. All analyses were performed in Statistical Analysis Software (SAS version 9.2).

Results

Participant Characteristics. Excluding participants that did not meet inclusion criteria (n=17, 3.7%) and who had more than 10% missing values (n=88, 19.1%), the final sample included 350 participants, 259 women (74.2%) and 91 men (25.7%). HAPA group distribution was reasonably balanced with the sample consisting of 42.8% Actors (n=150), 31.7% Intenders (n=111), and 25.4% Non-Intenders (n=89). Table 6 shows the demographic data differences between the HAPA groups. Of all the demographic variables, only age is significantly different between groups (p=.022). The non-intender (39.0 years) group was significantly older than both intenders and actors (both 33.0 years). Within this sample, there are significant differences (p=.003) between participants' median BMI and HAPA group designation.

Non-intenders have higher BMI values (29.2) than intenders (27.4) who have higher BMI values than the actors (25.9). All groups fall within the "overweight" classification (i.e., 25.0 – 29.9) (ACSM, 2013). With respect to the presence of chronic disease comorbidities, hypertension, lung disease, cardiovascular disease, and type II diabetes mellitus were investigated. Within this sample, only an association between HAPA group designation and the presence of type II diabetes mellitus is noted (p=.018).

Table 6
Participant demographics for Actors, Intenders, and Non-Intenders

Variable	Actors n= 150	Intenders n= 111	Non-Intenders n= 89
Age (years)*	33.0 (21.0-63.0)	33.0 (21.0-64.0)	39.0 (22.0-63.0)
Years post injury	6.5 (0.0-40.0)	7.0 (1.0-38.0)	8.0 (1.0-35.0)
Gender:			
Male	43 (28.6)	21 (18.9)	26 (29.5)
Female	107 (71.3)	90 (81.0)	62 (70.4)
Marital Status:			
Single	52 (34.6)	36 (32.4)	19 (21.5)
Divorced	12 (8.6)	14 (12.6)	10 (11.3)
Married	82 (54.6)	61 (54.9)	58 (65.9)
Widowed	3 (2.0)	0 (0.0)	1 (1.1)
Highest level of education:			
High school	18 (12.0)	12 (10.9)	17 (19.3)
Technical school	8 (5.3)	10 (9.0)	11 (12.5)
College	71 (47.3)	51 (46.3)	32 (36.3)
Graduate school	53 (35.3)	37 (33.6)	28 (31.2)
Employment status:			
Full-time	121 (81.2)	93 (83.7)	77 (87.5)
Part-time	17 (11.4)	12 (10.8)	6 (6.8)
Unemployed	4 (2.6)	3 (2.7)	3 (3.4)
Retired	5 (3.3)	2 (1.8)	1 (1.1)
PT volunteer	1 (0.6)	1 (0.9)	0 (0.0)
FT volunteer	1 (0.6)	0 (0.0)	1 (1.1)
Employment category:			
Student	33 (22.0)	19 (17.1)	8 (9.0)
Blue-collar	1 (0.6)	0 (0.0)	1 (1.1)
Skilled worker	6 (4.0)	3 (2.7)	7 (7.9)
Service or sales	4 (2.6)	3 (2.7)	1 (1.1)
White-collar	46 (30.6)	39 (35.1)	30 (34.0)
Manager	6 (4.0)	4 (3.6)	4 (4.5)
Professional	38 (25.3)	25 (22.5)	26 (29.5)
Other	16 (10.6)	18 (16.2)	11 (12.5)
Cause of Injury:			
Trauma	45 (30.2)	31 (28.1)	31 (34.8)
Degenerative disc disease	15 (10.0)	11 (10.0)	16 (17.9)
Stenosis	3 (2.0)	1 (0.9)	3 (3.3)
Sciatica	10 (6.7)	8 (7.2)	6 (6.7)
Unknown	76 (51.0)	59 (53.6)	33 (37.0)
Symptom location:			
Back	133 (92.3)	98 (92.4)	74 (85.0)
Buttock	6 (4.1)	4 (3.7)	7 (8.0)
Thigh	1 (0.6)	2 (1.8)	1 (1.1)
Leg	4 (2.7)	1 (0.9)	2 (2.3)
Foot	0 (0.0)	1 (0.9)	3 (3.4)

Note: All values are n (%) except for age and years post injury, which are median (range). *χ^2 value significant at p = .022 indicating significant between-group differences.

A higher frequency of non-intenders (10.4%) reported having type II diabetes mellitus than both intenders (1.8%) and actors (4.0%). Additionally, there is an association between the HAPA groups and the number of back pain episodes experienced (p=.014). A greater percentage of actors (40.0%) report having fewer (1-5) than both intenders (26.1%) and non-intenders (25.8%), while a higher percentage of non-intenders (62.9%) report having "chronic" back pain episodes (i.e., 11+ episodes) than intenders (55.8%) and actors (42.0%). Medical care received by this sample consisted of taking pain medication, seeking conservative care (i.e., physical therapy or chiropractic services), receiving analgesic or steroid injections from a physician, or surgical treatment.

Table 7
Descriptive statistics for health-related variables between HAPA groups

Variable	Actors n = 150	Intenders n = 111	Non-Intenders n = 89	χ^2 (p-value)
BMI	25.9 (17.7-71.7)	27.4 (17.2-58.1)	29.2 (20.6-62.6)	11.41 (.003)
Back pain episodes:				12.38 (.014)
1-5	60 (40.0)	29 (26.1)	23 (25.8)	
6-10	27 (18.0)	20 (18.0)	10 (11.2)	
11+	63 (42.0)	62 (55.8)	56 (62.9)	
Presence of T2DM	6 (4.0)	2 (1.8)	9 (10.4)	7.94 (.018)
Presence of CVD	4 (2.7)	2 (1.8)	2 (2.3)	0.19 (.907)
Presence of hypertension	22 (14.9)	21 (19.1)	22 (25.9)	3.80 (.149)
Presence of lung disease	7 (4.7)	0 (0.0)	5 (5.8)	5.84 (.053)
Percent seeking medical care	56 (37.3)	38 (34.2)	23 (25.8)	3.36 (.186)
Conservative care (PT/Chiro)	76 (51.3)	64 (57.6)	57 (64.0)	3.71 (.155)
Pain medication	97 (65.9)	73 (66.3)	64 (74.4)	2.03 (.361)
Analgesic/Steroid injection	22 (15.9)	16 (14.6)	23 (27.0)	6.09 (.047)
Surgery	4 (2.8)	3 (2.8)	8 (9.8)	6.88 (.032)

Note: All values are n (%) except for BMI which is median (range).

No significant association between taking pain medication and seeking conservative medical care is noted (p=.361 and p=.155, respectively). However, there are associations between receiving analgesic or steroid injections (p=.047) and having surgical treatment (p=.032) and HAPA group designation. A greater percentage of non-intenders sought both analgesic or steroid injections (27.0%) and surgical treatment (9.8%) than both intenders and actors. Complete frequency data are presented in Table 7.

Group differences in social-cognitive variables. Due to the significant between group differences in age, this variable was included as a covariate in the MANCOVA model. Table 8 shows the covariate-adjusted means and standard deviations for all social-cognitive variables of interest.

Table 8
Descriptive statistics for the social-cognitive variables between HAPA groups

Variable	Actors n = 150	Intenders n = 111	Non-Intenders n = 89	Univariate F (p-value)
Motivational phase constructs:				
Action self-efficacy	5.6 ± 0.3	5.2 ± 0.4	4.9 ± 0.4	5.09 (.006)
Outcome expectancies	38.2 ± 0.9	38.0 ± 1.1	34.2 ± 1.2	16.99 (<.0001)
Risk perception	14.7 ± 1.4	17.3 ± 1.6	16.8 ± 1.8	4.65 (.010)
PA Intentions	17.0 ± 0.7	13.3 ± 0.8	10.0 ± 0.8	95.47 (<.0001)
Volitional phase constructs:				
Action/coping planning	25.4 ± 1.4	20.9 ± 1.7	15.6 ± 1.8	44.50 (<.0001)
Maintenance self-efficacy	10.2 ± 0.6	9.5 ± 0.7	8.9 ± 0.7	4.79 (.009)
Recovery self-efficacy	9.1 ± 0.5	8.2 ± 0.5	7.7 ± 0.6	9.81 (<.0001)
BP-specific constructs:				
Disability severity	15.8 ± 2.0	16.3 ± 2.4	20.5 ± 2.5	5.33 (.005)
Personal barriers	17.3 ± 1.0	19.2 ± 1.2	22.0 ± 1.3	18.22 (<.0001)
Environmental barriers	7.9 ± 0.5	8.5 ± 0.5	9.2 ± 0.6	7.38 (.0007)
Social support	77.2 ± 2.2	76.7 ± 2.5	74.2 ± 2.7	1.76 (.173)

Note: All values are represented in $M \pm SD$ and adjusted for age.

With a significant Wilks' Lambda test, follow-up univariate ANCOVAs indicated that there are significant between-group difference for all social-cognitive variables (p<.05) with the exception of social support (p=.173). For the motivational phase social-cognitive variables action self-efficacy, outcome expectancies, risk perceptions, and physical activity intentions there are significant differences between groups. Actors report greater action self-efficacy than non-intenders (p=.008), but there are no differences between actors and intenders or intenders and non-intenders. Both actors and intenders report more positive outcome expectancies toward physical activity than non-intenders (p<.0001). Actors report lower risk perceptions than intenders (p=.012), but there are no significant differences between intenders and non-intenders or actors and non-intenders. For physical activity intentions, actors report greater intentions than both intenders and non-intenders (p<.0001) and intenders report greater intentions than non-intenders (p<.0001).

For the volitional phase social-cognitive variables action/coping planning, maintenance self-efficacy, and recovery self-efficacy significant between group differences are present. Action/coping planning differed significantly between all three groups with actors having more concrete plans than both intenders and non-intenders and intenders have more concrete plans than non-intenders (all are p<.0001). Actors report greater maintenance self-efficacy than non-intenders (p=.008), but there are no differences between actors and intenders or intenders and non-intenders. For recovery self-efficacy, actors report higher levels than both intenders (p=.012) and non-intenders (p<.0001). For the BP-specific variables disability severity, personal barriers, environmental barriers, and social support there are differences between HAPA groups.

Disability severity differed significantly between all three groups with non-intenders having higher levels of disability than both intenders (p=.021) and actors (p=.005) and intenders having higher levels of disability than actors (p=.002). Personal barriers differ significantly between all three groups with non-intenders having more personal barriers to physical activity than both intenders (p=.024) and actors (p<.0001) and intenders having more personal barriers than actors (p=.001).

In contrast, environmental barriers only differ between non-intenders and actors (p=.0006). No differences in environmental barriers between actors and intenders and intenders and non-intenders exist. Additionally, no significant differences in the level of social support between groups are noted.

Group differences in physical activity participation. Physical activity participation data for vigorous, moderate, light, sedentary, and total physical activity are all significantly different between HAPA groups. Table 9 shows the median minutes per week spent in each of these physical activity intensity categories for all groups.

Actors spend more time in vigorous (p<.0001), moderate (p<.0001), and light (p<.0001) physical activity than both intenders and non-intenders. In contrast, actors spent less time in sedentary activities than both intenders and non-intenders (p=.031). Additionally, actors have greater total physical activity participation (MET/min per week) than both intenders and non-intenders (p<.0001).

Table 9
Physical activity participation between HAPA groups

Variable	Actors n = 150	Intenders n = 111	Non-Intenders n = 89
Light physical activity**	1113.7 (0-13860.0)	495.0 (0-16632.0)	330.0 (0-19800.0)
Moderate physical activity**	720.0 (0-14400.0)	160.0 (0-11760.0)	160.0 (0-10920.0)
Vigorous physical activity**	1920.0 (0-19200)	320.0 (0-7200.0)	0.0 (0-17328.0)
Total physical activity per week**	2600.0 (0-32640.0)	600.0 (0-11760.0)	360.0 (0-27436.0)
Sedentary time*	2520.0 (0-8400.0)	3360.0 (0-21000.0)	3360.0 (0-8400.0)

Note: All values are represented as median (range) and adjusted for age. * denotes significant Kurskal-Wallis ANOVA p < .05 ** denotes significant at p < .0001

Discussion

Using the Health Action Process Approach (Schwarzer, 2008) as a framework, the purpose of this study was to characterize both social-cognitions and physical activity participation among people with back pain. The present results partially support the original hypotheses of the HAPA framework. Rather than finding significant differences between all social-cognitive variables wherein actors report higher levels than intenders and intenders higher levels than non-intenders, our findings indicate only four such relationships. Both physical activity intentions and action/coping planning differ linearly between actors, intenders, and non-intenders for people with back pain. Consistent with the original HAPA assumptions, the linear differences in physical activity intentions between groups are also present in different populations including orthopedic outpatients (Lippke et al., 2005), cardiac rehabilitation patients (Dohnke et al., 2010), healthy college students (Duan et al., 2011), and people with spinal cord injury (SCI; Martin Ginis et al., 2013). Further, our findings concerning outcome expectancies, whereas there are only minor differences between intenders and actors and significant differences between those groups and non-intenders support the original HAPA assumptions (Lippke et al., 2005; Schwarzer, 2008). Recent findings show significant differences between all three groups for outcome expectancies (Dohnke et al., 2010; Duan et al., 2011; Martin Ginis et al., 2013). For the other social-cognitive variables of the HAPA, results are more diverse. Our findings show that actors perceive themselves to be at less risk for chronic disease than both other groups. One study (Duan et al., 2011) supports these findings, but earlier findings (Lippke et al., 2005; Dohnke et al., 2010) contradict our results. With respect to self-efficacy (and it's variations, e.g., maintenance self-efficacy), we show only a significant difference between actors and non-intenders, while others report differences between all groups (Lippke et al., 2005; Dohnke et al., 2010; Duan et al., 2011; Martin Ginis et al., 2013).

Another aim of this study was to investigate differences in barriers to physical activity participation between HAPA groups. With respect to this, our findings support our hypotheses. Namely, for most disability-related variables (i.e., disability severity, personal barriers, and environmental barriers) actors report less perceived disability and fewer barriers than intenders and intenders less disability and fewer barriers than non-intenders. Currently, there are no studies that have investigated these variables between HAPA groups making these findings novel to HAPA research. However, one variable, social support, has been reported in one study. Duan et al. (2011) found that non-intenders report less social support than the other groups. However, the present study findings do not support this.

Together, the noted differences in both the social-cognitive variables of the HAPA and the disability-related variables provide evidence that support the contention that there are differences in the strength of these variables between HAPA groups (Schwarzer, 2008). Further, in most cases, actors have significantly greater strength of social-cognitions than intenders and intenders than non-intenders. This supports the notion of the original authors that individuals pass through different "mindsets" on their way to adopting a HBC. These findings lend support to the development of HAPA-based interventions for adopting a physically active lifestyle for people with back pain. For example, people who identify as intenders, even though both they and non-intenders, have yet to initiate and maintain physical activity participation, our results suggest that we must treat them differently when designing interventions. These data suggest that interventions geared toward intenders should focus on positively affecting volitional phase variables (i.e., action/coping planning) while those geared toward non-intenders should focus on motivational phase variables (e.g., outcome expectancies) and reducing barriers to physical activity (e.g., disability severity). Rehabilitation professionals might be able to reduce these barriers such as disability severity during the rehabilitation program or environmental barriers (e.g., lack of access to facilities) through providing post-program wellness initiatives to their patients.

Beyond the implications for intervention design, these data also lend support to recent literature linking increased physical activity to benefits for individuals with back pain. Increased physical activity can reduce the duration of acute back pain episodes and reduce the frequency of episode reoccurrence (Bohman, 2013; Macedo, 2013) and our findings provide anecdotal evidence for this.

In the present study, physical activity participation, as well as sedentary behavior, is significantly different between groups with actors being more physically active than both intenders and non-intenders. For this sample, actors report having reduced disability severity and a higher frequency (40% compared to 26% for intenders and 25% for non-intenders) of fewer back pain episodes.

In contrast, non-intenders report a higher frequency (62.9% compared to 55% for intenders and 42% for actors) of having chronic back pain (i.e., 11+ episodes). Further, non-intenders have a greater prevalence of type II diabetes than both actors and intenders (10% compared to 4% and 1.8%, respectively). Interestingly, non-intenders were also more likely to receive analgesic/steroid injections (27% compared to 15% and 14%, respectively) and surgical treatment (9.8% compared to 2.8%) than both actors and intenders. However, due to study design (i.e., observational), we cannot suggest any cause-effect relationship between these observed differences in PA participation and differences in the severity and frequency of back pain episodes, the presence of type II diabetes, and the medical treatments received.

Following the findings of the present study, there are key areas for future research to investigate. First, because there are apparent between-group differences in the strength of HAPA-related social cognitions, the design and implementation of theory-driven interventions to increase PA participation in the back pain population need to be tested. Further, determining how participation in a structured rehabilitation program affects these social-cognitive variables and possibly transition between HAPA stages. Second, such interventions must also establish a link between positive stage transitions and changes in the strength of social-cognitions and reducing the severity and frequency of back pain episodes.

The present study is not without its limitations. First, as with other studies on this topic, due to the observational design, we cannot determine whether changes in the strength of social-cognitions cause stage transitions or vice versa. Randomized-control experimentation can determine if a cause-and-effect relationship exists. Second, because of the necessity to reach a wide sample of participants, the use of survey distribution methods in the present study contribute to only a certain type of individuals filling out the survey possibly leading to sampling bias.

This study provides new insights into the factors related to the adopting, increasing, and maintenance of a physically active lifestyle for people with back pain. There are quantitative differences in the magnitude of PA related social-cognitions between actors, intenders and non-intenders. Additionally, associated differences in PA participation, presence of type II diabetes, and the severity and frequency of back pain episodes are noted. These findings provide support for the development and testing of HAPA-driven interventions for increasing PA participation for people with back pain.

The Physical Education Teacher and Physical Fitness Testing

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In the ever progressing decline in physical activity (e.g. inactivity) in childhood and adolescents, physical education (P.E.) teachers are at the forefront of instruction regarding the importance of daily physical exercise and health. One important area of P.E. that may be ignored is physical fitness testing. Although this can be a time consuming endeavor the importance of collecting baseline measures of physical fitness are important for the development of effective exercise prescriptions and/or the P.E. curriculum. The old adage of "one-size-fits-all" does not apply to exercise prescription and/or P.E. curriculum development, especially in populations of children and adolescents who are less active than previous generations. Thus, the incorporation of physical fitness testing, within the P.E. curriculum, could be a possible means to develop more relevant exercises to benefit overall physical fitness and health of students.

The development of exercise testing procedures should be based on the equipment readily available to each P.E. program or P.E. teacher and should include procedures that can be successfully completed by the majority of the students being tested. Below is an example of testing procedures (Table 1) that require very little equipment to conduct and will provide any P.E. teacher with important information about each of their student's overall physical fitness status. This information can be used to develop a P.E. curriculum based on the needs of each student. It is understood that an entire P.E. curriculum cannot be established prior to collection of such data, however, by collecting this important physical fitness information each P.E. class period could be constructed in such a way that focuses on the important areas of overall physical fitness (e.g. aerobic, strength, and flexibility fitness). These measurements should be collected during the first class period of the year (baseline) and then again during the last class period of the year (e.g. 40 weeks). By collecting baseline and end-of-year measurements P.E. teachers can determine if the P.E. curriculum is demanding enough to elicit changes in a student's overall physical fitness. There will, inevitably, be cofounding variables that could skew the final results. However, any information that can be provided to the students on how they progressed during the academic year may prove to be a valuable tool in persuading that student to continue exercising during pre-determined school breaks (e.g. winter break, spring break, and summer break).

Table 1: Example of Physical Fitness Measurements

Age (yrs)	Waist Circumference (cm)	Sit-ups
Height (cm)	Hip Circumference (cm)	YMCA Step Test with Heart Rate Recovery (bpm)
Weight (kg)	Body Fat %	Calculation of Body Mass Index
Race/Ethnicity	Sit-and-Reach (cm)	Calculation of Waist-to-Hip Ratio
Home Town	Shoulder Reach	Calculation of Waist-to-Height Ratio
Home County	Grip Strength (kg)	
Resting Blood Pressure	Push-ups	

The procedures for collecting the physical fitness information are based on readily acceptable methods. *Height*: standard stadiometer; *Weight*: standard calibrated scale; *Resting Blood Pressure*: either by automated or manual methods; *Waist and Hip Circumference*: standard cloth tape measure; *Body Fat Percentage*: skinfold calipers, handheld or scale-type bioelectrical impedance; *Sit-and-Reach*: standard cloth tape measure or sit-and-reach box; *Grip Strength*: hand dynamometer; *YMCA Step Test with Heart Rate Recovery*: aerobic step set at a height at which student's knee is flexed at a 90° angle and heart rate via palpation at either the radial or carotid artery; *Body Mass Index*: use the formula BMI = weight (kg) / height (m^2); *Waist-to-Hip Ratio*: use the formula WHR = waist measurement (cm) / hip measurement (cm); and *Waist-to-Height Ratio*: use the formula WHtR = waist measurement (cm) / height measurement (cm). These physical fitness measurements are similar to the Fitnessgram test battery (Plowman & Meredith, 2013). Recommendations for children and adolescents exercise testing and prescription can also be located in the ACSM's Guidelines for Exercise Testing and Prescription, 9th ed. (ACSM, 2013). Because of increased inactivity in children and adolescents, P.E. teachers should develop physical fitness testing, or at least use available testing protocols, that can be used to track student's fitness progress throughout the academic year.

Have you heard about our friends at the Billion Mile Race who are challenging America's schools to walk and run a collective billion miles? We think that's a pretty cool goal and hope that your school will help them reach it. 108 Kansas schools are already in the Race and we'd love to see that number grow.

Joining the Billion Mile Race is free and easy, and participating schools are eligible for exciting grants and prizes, including a special offer exclusively for KAHPERD members: join by October 17th, and you'll be entered into a drawing to win a HERO GoPro Camera for your school!

Here's how it works:

1. Take two minutes to register your school, here. For the question "How Did You Hear About the New Balance Foundation Billion Mile Race?" make sure to choose KAHPERD."

2. Wait to hear if your school has won!

You can read the official rules here. If you have any questions, you can reach the team at BillionMileRace@tufts.edu. We look forward to seeing Kansas schools leading the charge toward 1 billion miles!

HEALTH AND PHYSICAL EDUCATION IN THE ELEMENTARY AND SECONDARY EDUCATION ACT

No Child Left Behind Act of 2001

- ★ Health and physical education were not included as core academic subjects.
- ★ Access to federal funding for health and physical education was limited.
- ★ Health and physical education programs and funding were cut across the country.
- ★ Carol M. White Physical Education Program (PEP) competitive grant was established. Funded at $47 million to $100 million from FY 2002 through FY 2016.

Every Student Succeeds Act of 2015

- ★ Health and physical education are included in the law's definition of a well-rounded education, along with 17 other subjects.
- ★ ESSA congressional intent supports providing all students with a robust, well-rounded education experience that includes health and physical education.
- ★ Health and physical education programs have access to funding under Titles I, II and IV.
- ★ Title IV, Part A Student Support and Academic Enrichment Grants authorizes block grants to states to support: well-rounded education (min. 20%), safe and healthy students (min. 20%), and effective use of technology. Health and physical education programs can be funded through all three areas of the block grant.
- ★ The PEP grant and nearly two dozen other grant programs were consolidated into the Title IV, Part A block grants.
- ★ The law authorizes Congress to appropriate up to $1.65 billion for Title IV, Part A in FY 2017.

President's FY 2017 Budget Request

- ★ The administration requested $500 million for Title IV, Part A for FY 2017—more than $1 billion less than ESSA authorizes Congress to appropriate.
- ★ The president's funding request does not reflect the importance that Congress assigned Title IV, Part A when it designated these block grants the third-largest authorized program under ESSA.
- ★ Such a low level of funding, divided among numerous programs area, would limit flexibility and would not allow states and school districts to make a meaningful investment in student learning and well-being.

Please support bipartisan congressional intent by funding Title IV, Part A of the ***Every Student Succeeds Act*** at its authorized amount of $1.65 billion for FY 2017.

Please ask the US Department of Education to issue guidance to states on all federal funding opportunities available through the ***Every Student Succeeds Act*** for health and physical education.

Please send your state's governor or state school chief a letter requesting that they support health and physical education as they prioritize and distribute federal education funding across the state.

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Justification Letter Template

(adapt as needed)

<*Date*>:

Dear < Name of Principal or Supervisor>:

Research has proven that physical education and physical activity provide many benefits for students, including improved concentration, on-task behavior and academic achievement.

To further strengthen my contributions to (our school district's) health and physical education programs, I would like to take advantage of a professional development opportunity that will support my teaching and ultimately enhance the well-being of our students.

On January 26-28, 2017, SHAPE America — the nation's largest membership organization of health and physical education professionals — will be holding its annual Central District Conference at the University of Northern Iowa.

At this event, I will have the opportunity to:

- Stay up-to-date on best practices in curriculum and instruction, such as teaching standards-based lessons
- Gather information on the latest instructional and assessment tools
- Learn instructional techniques, activities and assessment ideas for students with disabilities

The scheduled presentations incorporate the most recent findings on best practices, with a focus on strategies to successfully engage students. Many of the sessions will also highlight how to leverage existing resources to enhance our programs at little to no extra cost.

Upon returning from the conference, I would be happy to hold a training session for other staff members to share what I learned.

I would appreciate the time to discuss this professional development opportunity and how you might support my attendance. Please let me know when you are available to meet.

Sincerely,

<Full Name>
<Title>

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