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ABOUT THE COVER:
On May 10, 2018, the State Board of Education recognized ASAHPERD's Teachers of the Year with Resolutions commending them as the State of Alabama Physical Education Teachers of the Year!

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Message from the Executive Director
Donna Hester

Dear Colleagues,

As the school year ends, I know you are looking forward to some well-deserved rest and relaxation. But before you head off to the beach or mountains, take some time to learn about this important funding opportunity for your program. Recently, Alabama's plan to implement the *Every Student Succeeds Act* (ESSA) was approved. Connect here to read the full plan. Do a search for the word "health" to see where your health and physical education programs can serve to impact the overall health of your students.

One important section is **Title IV, Part A** that allows funds to be spent on 'implementing programs that support a healthy, active lifestyle (nutritional and physical education)'. This is great news! However, you *MUST APPLY* for these funds at the LOCAL level.

Below is helpful information from SHAPE America to assist you in developing your request for funds. SHAPE America has set up a way for individuals to find out an estimate of the amount your district will receive for Title IV, Part A. In addition, there are tools and resources available to help you in making your request. Please contact me if you have questions or need assistance.

Steps to Making Your Funding Request:
1. Find out how much Title IV, Part A funding will be available for your school district using SHAPE America's online request form.
2. Plan your request using SHAPE America's ESSA Brainstorming Worksheet to help you craft the right messages that will resonate with school administrators.
3. Complete the template letter provided, to make your request.

Share any success stories or challenges with us via email or on social media using #MoreTitleIV!

For more information, listen to the Seizing ESSA's New $1.1 Billion Opportunity webinar .

Don't let this golden opportunity pass you by! The only way this funding will benefit you and your students is if you are proactive and SEEK OUT YOUR SHARE.

Talk to your principal TODAY!

Best wishes for a safe summer!

Donna J. Hester, Executive Director
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Extra Oomph! Team-Based Set Inductions and Closures

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"Begin with the end in mind" is one of the seven habits of highly effective people (Covey, 1989). In the context of physical education, it means to begin each lesson with a clear picture of (a) the direction and (b) the destination. The set induction initiates a directional plan for success and the closure secures the destination. The set induction and closure are two essential elements of planning an effective lesson (Hunter, 1994). Many physical education teachers are familiar with the concepts of set induction and closure but due to environmental constraints (e.g. time, large numbers of students, etc.) these necessary components tend to be quick at best or abandoned all together in the interest of a few more minutes of activity time (Mowling, Jones, & Hedgepeth, 2017). Unfortunately, this is likely to result in a missed opportunity for students to make important connections with the content in all learning domains. SHAPE America (2016) emphasizes the importance of developing the physically literate student. Hence, the purpose of this article is to provide appropriate strategies for designing and implementing quality team-based set inductions and closures in physical education.

Set Inductions & Closures

The set induction is the "opening act" that dictates the direction of the lesson. It orientates students to the "who" "what", "where", "how", and "why" of the upcoming class. Rink (2014) suggests that student's comfort levels and readiness to learn improves when they know what is ahead. The closure is the "closing act" and solidifies the destination of a lesson. Just as with the set induction, plan the closure ahead of time and include three characteristics. An effective closure will be comprised of (1) a review of the important parts of the lesson; (2) a link to past, present, and future lessons; and (3) a suggestion of ways to participate in physical activity outside of school (Graham, Holt/Hale, & Parker, 2013). Traditionally, both set induction and closure delivery is via a direct teaching style. Sometimes they include a whole group check for understanding through questioning. An opportunity exists to create a stronger student-centered approach to the set induction and closure through team-based learning.

Team-Based Learning

A team-based approach to the set induction and closure places the students at the center of learning. Grounded in social constructivism, which posits that knowledge builds while meaningfully interacting with others. Team-based learning differs from learning in groups. Groups consistently change while members coordinate individual efforts. Whereas, a team has longevity and members develop a sense of commitment and affiliation. Teams share a common purpose and pursue

challenging goals together. A successful team requires each team member to contribute to the end result. The use of teams in physical education has proven most successful in sport education. Team affiliation is a determinant in the success of developing the component, literate, and enthusiastic sportsperson (Siedentop, Hastie, & Van Der Mars, 2011).

Creating Teams

To ensure success, team creation should be thoughtful. There are a number of factors taken into consideration including the following. First, consider "beginning with the end in mind". Teams will look different based on the desired outcome. Teams are usually more successful when grouped heterogeneously. Heterogeneous teams consist of individuals of different genders, ages, ethnicities, socioeconomic status, physical ability, etc. Once the type of team desired has been determined, add team members. Second, consider the number of individuals to comprise each team. This can depend on class size and available

Team-Based Set Inductions

The set induction should aim to excite students about the upcoming lesson by accessing previous knowledge and experience (Mowling, Jones, & Hedgepeth, 2017). One way to accomplish this is to review previous lesson content in teams. The following provides several student-centered examples of quick and simple ways to check for understanding during the set induction. Student interaction should always be encouraged as part of the teachers set induction. Adjust examples in Table 1 to fit the needs and developmental level of students.

gym space but typically, 5-6 team members produce desired results. Sometimes larger teams do not allow everyone a voice while too few members narrow the opinion of the team. To develop team affiliation students should remain in assigned teams for an extended period. Place students in their teams and provide each team with a home court area of the gym. Teams may even consider creating a team poster to put on the wall nearest their home court. Teams should decide on a team name, team colors, team mascot, etc. This will help with team affiliation and visibility within the class. Team-based set inductions and closures can be cooperative or competitive. Leaderboards used in a competitive environment keep students motivated. Sport education has shown that students enjoy checking the leaderboard, team standings, upcoming schedules, etc. In addition, there are reports of success when individual roles/duties are implemented (Siedentop, Hastie, & Van Der Mars, 2011).

Team-Based Closures

The purpose of the team-based closure is to stimulate communication among peers. The social nature of the environment will help students construct knowledge and understanding together. Table 2 provides examples of team closures that meet a lesson objective. All closures can be adapted into "ticket out the door" activities that the teacher can use to formatively assess learning outcomes.

Homework Opportunities

One of the strengths of teams lies in the ability of each individual to contribute to the advancement of the

overall goal. A great way to encourage contribution from everyone is to incorporate the "jigsaw classroom". Grounded in the pedagogical model of cooperative learning, jigsaw provides opportunities for students to gain skills in positive interdependence, individual accountability, shared team goals, team processing, and face-to-face interaction (Hastie & Casey, 2010). Each individual is crucial to the success of the team. Team-based set inductions and closures are a great place to add jigsaw opportunities. The teacher will provide the students with a problem related to the learning objectives. The teacher provides the students with a list of five to six areas that need research in order to solve the problem. The team will divide the work and find out their answer for homework. The next day in the set induction, the students will compile their answers and deliver the best answer as a team. Table 3 is an example of a jigsaw designed homework problem.

Summary

The purpose of this article was to provide the reader with strategies for creating and implementing team-based set inductions and closures. By beginning with the end in mind and establishing a clear direction and destination, the set induction and closure become just as valuable as the rest of the lesson. A team-based learning method permits a social constructivist approach to engage students. Team affiliation develops which adds to the excitement of attaining a common goal. Beginning with the end in mind encourages creativity and innovation in set inductions and closures.

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Table 1: Examples of Team-Based Set Inductions (Check for Understanding)

Activity Name	Description	Example
Head Smarts	Provide teams with a set of unit associated vocabulary words. Teams will play "headbands" by placing the unseen word on their forehead. Team members will give clues to help guess the vocabulary word.	The first team member holds a card to their forehead. The term is "serve". Team members start explaining the word. "This is the skill used to begin the point"; "You must hit the ball into the box"; "You get two chances to get the ball in play". The player guesses, "serve" and the next person in the team holds the next card to their forehead.
Catwalk	Teams will have an opportunity to show the whole class something they learned from the previous lesson. They will be encouraged to pick out 1-2 important aspects.	Team Blue Monsters demonstrate how to keep possession in a 3v2 soccer demonstration. They emphasize to the class the key points of "moving to open space" and "short passes".
Connect the Dots	The teacher shows teams an object(s) associated with the lesson objective. Teams will discuss connections to a previous lesson and the possibilities for the upcoming lesson.	The teacher holds up a beanbag and a hula-hoop. Team Quick Feet remembers that last class they worked on balancing the beanbag on different body parts and quickly start listing off "head, shoulder, knee, toes etc." They do not remember the hula-hoop but think that maybe they will be balancing the hula-hoop today.
Anticipate the End	The teacher provides teams with several statements. Statements are information from previous lessons and the upcoming lesson. Teams will discuss the statements and decide if they are true or false. Give teams an opportunity to revisit their responses at the end of the lesson.	Team Pink Ninjas look over their true/false statements and decide that #1 is true but #2 is false. The team is not sure of the answers to #3 but make their best guess. #1. To perform a successful flick it is important to drop the wrist and point your pinkie to the sky. #2. After you have caught the Frisbee, you are not permitted to move your feet. #3. A defender may use a "stall count" when marking the offensive player who has possession of the Frisbee.
All In	In teams, students discuss the physical activity they have done outside school this week. As a team, they decide how hard they will work in PE today (e.g. 100%; Best effort; take a break when tired). They bring it in and give team cheer.	Team Blast talk about how it has rained all week and they have not been able to play outside. They admit to watching TV instead of being active. They decide that they will all work hard as a team today and make sure that they record at least 3,000 steps each on their pedometers. They bring it in and the team leader counts "1,2,3" and everyone shouts, "Blast OFF".

Table 2: Examples of Team-Based Closures (Check for Understanding)

Activity Name	Description	Example
Find the False	Team leaders collect the "Find the False" handout from the "check for understanding" box. The handout includes three statements that relate to the objectives covered in the lesson. The team read aloud and discuss the statements to decide which statement is false. Once the false statement has been determined, they must turn it into a true statement. The teacher will ask a couple of teams to read their true statements to the rest of the class.	Team All Stars read aloud the following statements. #1 To skip we "step, hop". #2 When skipping we must keep our eyes up. #3 Today we practiced skipping using a straight pathway in general space. They decide that #3 is false and make a correction. "Today we practiced skipping using a curved pathway to help us avoid bumping into other students".
Team Position	The teacher will ask the class a question that requires the team to come to a consensus. The teacher will then ask the teams to move to the east or west side of the gym depending on their answer. They must move as a team and they must end in a team statue on their chosen side.	Team Frenzy debates the following, "Would you rather, (east side) have a superstar on your team who rarely passes to open team members but your team always wins OR (west side) have a team where everyone has a chance to participate in the game even though your team might lose". The team decides to move to the west side of the gym and make a statue of the team "bringing it in" to symbolize the importance of teamwork.
Passing Frenzy	The teacher will set a timer. The team will share as many facts about the content of the lesson that they can recall. The teacher will instruct the team which motor skill to use when passing the facts back and forth.	Team Lions stands in the foursquare court and keep the ball going back and forth. Whoever touches the ball shouts out a fact about the lesson. "Foursquare is played with a playground ball"; "You are trying to eliminate higher squares"; "Squares are numbered 1 to 4".
Game of Life	As a team, the students work together to come up with a list of 5 different ways they could use or apply the lessons content to their lives.	Team Jumping Beans list the 5 ways they will apply flexibility in their lives. "We can use flexibility to reach up high to get in the kitchen cabinets"; "We can use flexibility to bend down to tie our shoes"; "We can use flexibility to play better in sports"; "We can use flexibility to climb trees"; "We can use flexibility to play hide and seek".
Sports Headliners	As a team, students create a newspaper sports headline based on the content they learned in the lesson. The headlines are posted on wall by the door so all students can read them as they leave.	Team Red Flash created the following headline, "Alligators make the game winning catch". They explain that the headline refers to the importance of using the alligator catch in Ultimate.

Table 3: Example of Jigsaw Classroom Homework

Topic	Problem	List of Research Items
Gymnastics Routine	As a team, you will be creating a gymnastics routine in class. The routine must include at least 5 different elements. It is up to your team to research possible gymnastics skills to incorporate into your routine.	1. A balance skill 2. A jump 3. A roll 4. A locomotor skill 5. A starting & ending shape.

Perceived Athletic and Academic Stressors and Time Management of Student-Athletes

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Introduction

A typical National Collegiate Athletic Association (NCAA) Division-I affiliated member institution provides support to at least seven men's and women's sports that sustains over 300 student-athletes. These student-athletes perform both on and off the court on a daily basis while completing their homework and studying for tests just like non-athlete students. Furthermore, they participate in practices, compete in games, lift weights, attend team meetings, and manage injuries. Although faculty members are aware of the demands placed on college athletes, it's unclear if they understand the magnitude of the challenges and pressure college athletes have experienced outside of the classroom.

Much of current media attention focuses on the controversial issues such as compensating student-athletes for their athletic contribution, and the academic integrity of college athletic programs. Many critics insist that student-athletes should be mainly in school to pursue an education, and not to play a sport for salaries. However, this does not alleviate student-athletes from the pressure to achieve athletic excellence since they must play the dual roles, student and athlete, regardless of the merits of the arguments. After examining studies conducted on the level of anxiety and stress faced by collegiate athletes (Carodine, Almond, & Gratto, 2001; Cosh & Tully, 2015; Halvorson, 2012; Miller, 2002), it is easy to conclude that student-athletes are highly anxious and concerned with both the academic and athletic demands placed on them. Multiple studies and literature indicate that student-athletes' stressors include long hours of practice, competition, travel, pressure to win, and academic obligations (Carodine et al., 2001; Halvorson, 2012; Miller, 2002). Other studies also addressed the different types and levels of anxiety and stress student-athletes experience throughout their academic career (Rhoden, 1990; Storch, Storch, Killiany, & Roberti, 2005; Weber, Shennan, & Tegano, 1990). Although the issues concerning student-athletes' stress and anxiety are recognized, only a limited amount of research has been undertaken to identify methods that can be used to help student-athletes cope with them (Boyd, 2012; Cosh & Tully, 2015).

The purpose of this study is to examine how student-athletes perceive daily stresses derived from their athletic, academic, and social obligations. In addition, the authors investigated the student-athletes' time management and the support they expect to receive in order to cope with stress. The results of the study will help the administrators and faculty members learn about student-athletes' daily activities and their psychological states, which should help

them aid and improve the well-being of the student-athletes.

Review of the Literature
Student-athletes' stresses and issues

According to Folkman and Lazarus (1985), stress is defined as a "relationship between the person as relevant to his or her well-being and in which the person's resources are taxed or exceeded" (p.151). Stress affects each person differently. In addition, student-athletes' perceived nexus of collegiate sport and stress varies significantly depending on their gender, race and social class (Beamon and Bell, 2006; Halvaorson, 2012; Sagar et al, 2011; Watson & Kissinger, 2007). The variability of the stress effects depends on the individual's personality and medical history. Also previous experiences on how stress was handled can assist the person in dealing with a current stressful situation. Some stressors associated with participation in elite-level sports include: poor mental preparation, injury, performance expectations, self-presentation, and rivalry (Cosh & Tully, 2015). Along with pressure coming from athletic participation, many student-athletes also experience intense stress outside of sport competition that includes interpersonal relationships and academic pressure (Halvorson, 2012; Kimball & Freysinger, 2003; Misra, & McKean, 2000). Other potential stressors may include the training environment, homesickness, ineffective support systems, the effects of traveling, and coaching techniques and styles (Halvorson, 2012).

According to Boyd (2012), most university athletic programs' main function include providing competitive opportunities for athletes, serving as a source of pride, providing a gathering place for the university faculty, students, and alumni, and developing well-prepared leaders for our society. Although the intent and goals are noble, participants (mainly student-athletes) of athletic programs may not believe they are receiving the ideal or claimed benefits through their participatory experience. Cosh and Tully (2015) stated that student-athletes who participate in elite sports in higher education find the experience to be very stressful and it may cause them to sacrifice their education. Athletes seem to be less motivated to engage in academics in comparison to the non-athlete students (Armstrong & Oomen-Early, 2009; Beamon & Bell, 2006). For example, they often choose easier subjects and only aim to pass them in order to accommodate their athletic commitments and requirements. Not surprisingly, this academic approach could drastically hinder their future careers.

In addition to academic pressure, intercollegiate athletic participation is also viewed as a root of cause of negative emotions, delinquent behaviors, and pain (Armstrong & Oomen-Early, 2009). Sagar and associates (2011) examined 176 male and 155 female collegiate athletes' athletic participation experiences. Their study concluded that athletes' athletic experiences and fears of failure may increase the frequency of antisocial behaviors. Male athletes expressed a greater level of fear of failure and were more likely to lower their self-esteem after losing than female athletes. Studies demonstrated that many student-athletes feel anxious and introverted prior to competition (Halvorson, 2012; Sagar et al., 2011).

When mistakes occurred, whether in practice or in competition, these feelings become more intense, while adding frustration and self-disappointment. In a small sample qualitative study conducted by Halvorson (2011), all of the athletic participants experienced negative emotions related to pain during practice or competition. Furthermore, the majority of the participants described not being satisfied with their athletic performance.

Although student-athletes mainly choose to attend an institution for athletics and academics, Halvorson (2012) indicated that family support and the proximity of the school to the athletes' family/hometown are the primary factors that determine the athletes' school choice. It was noted that many freshman female athletes often reported being unusually anxious or 'down' since starting college. Combination of being far from home and athletic obligation or pressures cause many athletes to develop unhealthy coping behaviors. These unhealthy behaviors include alcohol and tobacco use, eating disorders, and participation in risky sexual behaviors (Halvorson, 2012).

Mechanism and strategies for coping stress

Even though sports participation can be viewed as an enjoyable and satisfying activity that relieves their daily stress, it is also a source of stress. Hence to overcome stress, the student-athletes must utilize a variety of coping strategies and mechanisms. Fortunately, student-athletes are often able to readily identify the cause of their anxiety or depression. According to Folkman, and Lazarus (1985), four coping macro-dimensions have been theorized (see Table 1). Competition has a great impact on athletes' ability to cope with stress. In the case of middle adolescent athletes, emotion- and problem-focused coping strategies appear to be the most used. In contrast, elite athletes with a high level of athletic experience, appear to rely on a problem-focused and appraisal-focused coping mechanism more than less experienced athletes.

Kimball and Freysinger (2003) indicated participation in sports can assist student-athletes to deal with stress, if they also develop self-determination, control, and social support. Studies have described many positive coping strategies and techniques to deal with stress (Folkman & Moskowitz, 2000; Halvorson, 2012). The most commonly identified techniques include mental training relating to problem-focused coping and emotion-focused coping. Experts also suggested using intense focus and positive self-talk to work through stressful situations (Folkman & Moskowitz, 2000). Athletes are receptive to this strategy because they were encouraged to bounce back after mistakes. Other methods included consuming food and exercise. These techniques are more likely used to avoid or reduce negative emotions.

Maturity (age) and gender are two important factors to determine effective coping strategies to overcome sport-specific stressors. According to Halvorson (2012), freshman female collegiate athletes seem to lack coping skills to manage the stress associated with adjusting to college life and the higher level of sports competition. Since 52.6% of the 11,730 Division-I athletes are female, more research is needed to determine how female student-athletes

manage and cope with stress. It is vital for student-athletes to maintain close relationships with family, friends and/or significant others to successfully cope with stress. Student-athletes often view their sport family members as "extended families." Their coaches, teammates, and community friends can all lend significant support to student-athletes. Despite family support, student-athletes still need to "figure things out" and deal with stress on their own. When an experienced athlete overcomes stress, the individual is more likely to provide energy and encouragement to other team members.

Boyd (2012) believes it is imperative that programs be created to help orient athletes to the university and support them while they develop a fine grasp of their academic responsibilities, their community, and their personal development. For the sake of student-athletes' well-being, the institution must also develop a mechanism to ensure that student-athletes avoid drinking alcohol as a means to to cope with stress.

Methodology
Participants

In this study, the authors adopted a convenience sampling method to survey 212 student-athletes and non-athlete students (66% males, 34% females) who study and compete at a regional state university in Appalachia. A majority of the participants (60.4%) were Caucasians (whites) and about 25.5% were African-Americans (blacks). Table 2 and 3 each display the distribution of the number of different academic performance categories based on their self-reported grade point average (GPA) and types of participatory sports. Overall, about

41.5% of the total participants had a GPA of 3.0 or higher. Nearly half of the participants played "non-revenue generating sports" at the varsity level. In this case, the non-revenue generating sports athletes are individuals who play a sport other than football and basketball. Some individuals refer them as the Olympics sports athletes, since these individual or team sports were sanctioned by the International Olympic Committee. There were 170 scholarship student-athletes (80.2%) among the 212 participants.

Instrumentation

A survey questionnaire, which contained a total of 27 items, was created based on the concepts and framework of several past studies by Coash and Tully (2015), Misra and McKean (2000), and Chen, Mason, Middleton, and Salazar (2013). The surveyed items cover demographic information (n = 7), open-ended questions concerning expected support for coping with stress (n = 2), a series of 10-point Likert scale items rating the level of agreement on the source and perception of stress (n = 12), and self-reported time spent on daily activities (n = 6). The statement ratings of perceived stress and anxiety, the range from 1 to 10, where 1 equals "strongly disagree" and 10 eauals "strongly agree."

Procedure

Participants were recruited in two main forms. Student were either solicited for responses via face-to-face contract by an e-mail invitation. Originally, a call of response was sent to more than 250 student via e-mail with the support of the institution's athletic academic coordinator. However, only a very small number of respondents had

completed their SurveyMonkey responses (n = 12) within the month of August, 2016. Therefore, the authors decided to reach out to more participants in a variety of locations such as cafeterias, dorms, classroom hallways, and the library from September 2016 to January 2017. We collected an additional 200 completed responses with an attempt of reaching out to 240 student. The online survey contained a consent letter that informed the participants of their rights and we obtained their consent to be included in the study.

Results

Student participants of the sample slept nearly 7.5 hours per day and spent about six hours devoted to their academic work and duty (including studying and attending classes). Regardless of whether they were athletes, on average they all engage in exercise and sports for more than 2.6 hours each day. This implies the sample represents a group of physically active individuals who spend a great deal of time engaging in physical activities. Statistically speaking, there is a significant time difference $(p < .01)$ spent by student-athletes and non-athlete students in two daily activities: exercise and maintenance (see Table 4). Logically, student-athletes spent significantly more time in practice and exercise than non-athletes. However, athletes also tend to spend less time on the maintenance activities, and apparently spend a little more time studying each day than their non-athlete peers (2.8 vs 2.6 hours).

Based on the exploratory factor analysis (see Table 5), the authors identified four types of perceived stress and anxiety. They are: (1) time concern

and negative thoughts, (2) physical and psychological stress, (3) pressure to perform, and (4) earning respect from others. Overall, the highest level of stress and anxiety were associated with the factor of "pressure to perform". In addition, participants also reported relatively high ratings on two items, "worry about maintaining good grades" (M = 7.3) and "constantly feel tired" (M = 7.0). According to the reported number in Table 4, the participants do not seem to exhibit a very high level of stress concerning lack of time, negative thoughts, and earning respect from others ($M < 6.0$). Nor did they express having experienced great physical and psychological stress ($M < 5.0$).

The authors further compared the participants' perceived daily stresses based on various variables such as gender, race, academic standing, athletic status, and others. Apparently, no gender difference was found among any of the factors. Out-of-state students spent significantly more practice/exercise time than in-state students (4.2 vs. 3.5 hours; $p <.05$). Hispanic students spent more practice/exercise time than other racial groups ($p < .05$).

In general, more differences in time spent on daily activities and ratings of perceived stress were observed based on participants' athletic involvement and experience. For example, student-athletes (who received athletic scholarship) had a significantly high rating on "pressure to perform" (Factor 3) than those of non-athletes and intramural participants ($p < .05$). Surprisingly, they spent significantly more time engaging in practice/exercise (4.9 hours per person, $p < .05$) than football and basketball players. In comparison, non-athlete students spent

less time attending classes (not statistically significant), but spent much more time engaging in leisure and social activities (about 5.2 hours; $p < .01$), and slightly more time on maintenance activities.

The open-ended responses revealed that the top-four popular strategies to cope with stress were working out, listening to music, sleeping and eating. The regression analysis (Table 6) indicated the best indicators of participants' happiness toward their campus life were "pressure to perform" and "physical and psychological stress". This means greater happiness would result from an appropriate level of pressure to perform, and low level of physical and psychological stress.

Discussion and Conclusions

As past studies have pointed out, student-athletes experienced significant pressure to perform academically and athletically. Our findings agree with those studies since the ratings of perceived pressure to do well both on and off the field were high (8.2 on a 10-point scale). Student-athletes also consistently worry about maintaining good grades and feel tired. However, participants' overall happiness toward their campus lives was also positively correlated with the perceived level of "pressure to perform". "Pressure to perform" is considered a double-edged sword that can inspire a student-athlete to succeed or break his/her spirit. Literature indicates student-athletes were able to gain a greater level of self-esteem and confidence after overcoming great challenges (Richards & Aries, 1999; Watson, & Kissinger, 2007). Thus, it is not necessarily negative that student-athletes feel

pressure to perform well both academically and athletically.

Although it is evident that student-athletes spent over 20 some hours on their athletic duties and responsibilities, it is encouraging to observe that they were equally responsible for handling their academic tasks. They spent slightly more time attending classes and completing their homework. They also reduced time for social/leisure and maintenance activities to compensate for lack of personal time. Perhaps student-athletes' limited time spent in social and leisure activities practically reflects the issue of having a hard time in engaging in the campus life and feeling isolation (Armstrong & Oomen-Early, 2009; Beamon & Bell, 2006; Miller, 2002). Nevertheless, student-athletes devote as much effort and time (if not more) on their academic endeavors as non-athlete students. The authors believe that mass media does not accurately portray the situation while claiming that all competitive student-athletes only focus on athletic performance while intentionally neglecting their academic responsibilities. In fact, the majority of student-athletes who compete at the regional or mid-major Division-I institutions value their college education and do not solely invest their time and energy in athletics in pursuit of a professional playing career.

To combat the problem of student-athletes focusing too much attention on their athletics, the authors believe the solution must rely on the following triad of supportive groups: faculty, coaches, and academic counselors. These groups are most likely to impact student-athletes' academic learning experience, shape their career aspiration, and foster their

educational goals. If successfully applied, student-athletes will not feel alone and scared, when they seek curricular guidance, support for completing academic work, and career advices. We also agree with Boyd's comment (2012) that every university must systematically assess all the entering athletes to determine their academic preparedness whether they are high-risk. Once the high-risk athletes are identified, individualized program should be developed to support them and enable them to learn effectively. Monitoring the academic performance of African-American athletes can be an effective strategy, since GPA was often strongly related to their self-esteem and level of anxiety (Killeya, 2001). The program also should include a structured study program, using the universities tutorial resources, monitoring their academic performance, engaging all coaches, and demanding the best not only from the at-risk student-athletes, but from all student-athletes.

In general, the stress coping mechanisms adopted by the participants (i.e., working out, listening to music, sleeping and eating) tended to focus on emotion-coping and avoidance strategies. There should be training programs to help athletes learn how to reassess stress and develop proper strategies to address the problem. More educational seminars and training can be offered to underclassmen student-athletes to teach them about positive self-talk and focusing techniques. Counselors and coaches need to become aware of athletes' inappropriate coping practices such as over eating and excessive exercise. In addition, athletes should be encouraged to get sufficient rest and sleep. Our findings

indicate that out-state athletes and Hispanic minority athletes spent more time in athletic activities. Furthermore, out-of-state students who cannot easily travel home may cause them to become more socially isolated, which causes them to become more devoted to athletics. While trying to monitor athletes' psychological status, these two groups of people may be high risk individuals that are susceptible to a greater level of stress.

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Table 1. Different mechanisms for coping stress

Category	Description
Problem focused coping	A focus on strategies to reduce or resolve the problem
Emotion-focused coping	Strategies to reduce negative emotion/distress
Avoidance	Removal of the stress or one's self from the stress
Appraisal-focused	Reevaluation of the situation and adjustment of the priorities

Table 2. Distribution of participants in academic performance categories

GPA Score	Number	Percentage
Below 2.00	4	1.9%
2.00-2.49	46	21.7%
2.50-2.99	74	34.9%
3.00-3.49	54	25.5%
3.50-4.00	34	16.0%

Table 3. Distribution of participants in different sports

Sport category	Number	%
Football & basketball	68	32.1
Non-revenue generating sports	102	49.1
Intramural and club sports	14	6.6
None athletes	28	13.2

Table 4. Average time spent in daily activities (Mean & SD; Unit: in hours)

Activity	Athletes	Non-Athletes or Rec. Athletes
Sleeping	7.4 (1.2)	7.5 (1.2)
Practice/Exercise**	4.1 (1.5)	2.6 (1.6)
Classes	3.8 (1.7)	3.4 (1.5)
Leisure/Social**	2.8 (1.4)	4.6 (2.4)
Maintenance	2.6 (0.9)	2.7 (1.8)
Study	2.8 (1.4)	2.6 (1.4)

** $p < .01$

Table 5. Factors on perceived stress and anxiety

Factor and Items (KMO: .710; loading: 67.03%)	Mean	% of Variance
Factor1: Time concern and negative thoughts	5.7	23.7%
j. Don't have time to rest or sleep	5.7	
c. Constantly feel tired	7.0	
i. Rarely have time for social activity	5.5	
f. Fail to live up to expectation	4.2	
Factor 2: Physical and psychological stress	4.6	17.4%
d. Lack of motivation attending classes stress	4.7	
b. Worry about maintaining good grades	7.3	
k. Feel depressed daily	2.8	
e. Lack of energy	3.8	
Factor 3: Pressure to perform	8.2	13.1%
a. Feel the pressure to do well academically	8.7	
g. Feel the pressure to perform on the field	7.8	
Factor 4: Earning respect	5.3	12.8%
h. Pressure and need to earn respect	5.3	

Table 6. Regression analysis on best indicators of participants' happiness toward their campus life

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.663	1.102		3.324	.001
	Pressure to perform	.474	.134	.337	3.523	.001
2	(Constant)	4.995	1.165		4.288	.000
	Pressure to perform	.518	.131	.369	3.962	.000
	Physical & Psychological stress	-.360	.128	-.262	-2.817	.006

Model 1 formula:
(Participants' happiness toward their campus life) = 3.663+ (Pressure to perform)* .474

Model 2 formula:
(Participants' happiness toward their campus life) = 4.995 + (Pressure to perform)* .518-
(Physical & psychological stress)*.360

Taking the Backroads: Investigating Health Disparity and Resources in Rural Alabama

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Background

Almost one in five Americans live in rural communities, and the number is even higher for those in Alabama (Centers for Disease Control and Prevention, 2017a). In Alabama, 55 out of 67 counties are rural and with approximately 44% of the state's population living in rural areas and all 67 counties containing at least some rural areas (Alabama Department of Public Health, 2007; Alabama Rural Health Association, 2011).

There is no universal definition of the term rural in regards to population (Alabama Rural Health Association, 2011). In Alabama, rural classification of counties is used based on percentage of employment in the school system, dollar value of agricultural production, population per square mile, and population of the largest city (Alabama Rural Health Association, 2011).

Rural Health Disparity

According to the World Health Organization (2016), obesity has reached epidemic proportions and has more than doubled in prevalence in the last 30 years. Approximately one-third of children ages 10-17 are classified as overweight or obese (Child and Adolescent Health Measurement Initiative, 2018). Nationwide, approximately 12.5 million children and adolescents are obese (CDC, 2014). Obesity has an even higher prevalence for those living in rural areas (Shaikh,

Nettiksimmons, Joseph, Tancredi, & Romano, 2014). Rural children ages 2-19 are at 26% higher odds of obesity than their urban counterparts (J. Johnson & A. Johnson, 2015).Rural overweight and obese children are more than likely white, living in poverty, uninsured, not receiving preventive health care, experiencing comorbidities, and using a computer or watching television for more than three hours a day (Lutfiyya et al., 2007). Alabama's obesity rate among children ages 10-17 is 19%, and it has the highest obesity rate in the nation among high school students at 17% (Trust for America's Health, 2013; Robert Wood Johnson Foundation, 2013). The odds of obesity among low-income preschool children in Alabama are slightly higher than 14% (May, Pan, Sherry, Blanck, & Galuska et al., 2013).

Residents of rural areas not only experience higher rates of obesity but also related health problems such as heart disease and diabetes than urban residents (U.S. Department of Health and Human Services, 2011). Children in rural areas are at high risk for obesity, diabetes, high blood pressure, and even depression (Must & Strauss, 1999). Additionally, rural children with behavioral, developmental, and behavioral disorders face higher community and family hurdles than their urban counterparts (CDC, 2017a). As compared with urban residents, rural residents self-rate their health as poorer

and experience increased risk factors such as obesity, low levels of education, and low income (Bethea, Lopez, Cozier, White, & McClean, 2012).   Rural residents experience longer response times by emergency care (usually volunteers), geographical isolation, transportation difficulties, and are less likely to have Medicaid or prescription drug coverage (Stanford Medicine, 2010). These risk factors combine to create significant disparity as compared to urban residents (Stanford Medicine, 2010). For example, there are nine counties in Alabama without hospitals and 33 counties have no labor and delivery services (Auburn University, 2010). Less than 10% of physicians and even fewer dentists practice in rural communities resulting in higher morbidity and mortality rates and many unmet needs among rural residents (Stanford Medicine, 2010).

Rural residents not only have poor access to health care as compared to urban residents but are at greater risk of death from opioid overdose and car accidents (Shaikh, Nettiksimmons, Joseph, Tancredi, & Romano, 2014; CDC, 2017). Rural residents experience disparity in mortality, life expectancy, health care utilization, and health insurance (Wesley, 2014). Common problem areas for rural children include access to food, housing, transportation, and financial difficulties (Robinson et al, 1017). Syme (2004) adds that components such as education, housing, money, jobs, medical care, social class, and the environment are frequently overlapping.

Rural Classroom and School District Health Priorities and Resources

National Rural Health Day is the third Thursday of November each year. But there is no need to wait to shed light on the unique health challenges rural communities face. If educators live or teach in a rural area, use the below tips and resources specifically designed to address rural health disparities. Help raise awareness and advocate for the health of rural students and families. Health and physical educators should start today by prioritizing rural health and incorporating these into lesson plans, faculty meetings, district policy, inservices, and PTA/PTO meetings. Teachers are encouraged to share these resources with faculty, administrators, parents, and students to make a positive impact on rural health.

Injury Prevention

Rural children are more likely to die from unintentional injuries than urban children (U.S. Department of Health and Human Services, 2011). Encourage the appropriate use of seatbelts, car seats, and booster seats among students and parents. Invite your local police department to demonstrate proper car seat installation. For more information, go to http://www.dmv.org/how-to-guides/install-child-seat.php. Additionally, show students how to wear a helmet while riding a bike or skating. Plan mini-lessons around water safety, fire prevention, firearm safety, and safety around animals. Make sure students know what to do in an emergency, how to dial 9-1-1, and that they have their address and phone number memorized. For injury prevention lessons and a 30-day free trial, go to https://www.healthteacher.com/lesson/index/473.

Smoking Cessation

Although usage is declining, tobacco use remains the leading cause of death and disease in the United States (CDC, 2017b). In Alabama, 18.6% of high school students smoke, and each year approximately 9,300 children under the age of 18 become new daily smokers (Fosson & McCallum, 2011). Additionally in our state, there are 289,000 children who are exposed to secondhand smoke at home with nearly 800 deaths annually from secondhand smoke and smoking-related fires (Fosson & McCallum, 2011).

The good news is that tobacco usage is preventable and that 70% of smokers want to quit (CDC, 2017b). For more information on smoking cessation, checkout the American Lung Association at http://www.lung.org/stop-smoking/. In Alabama, free help is available at http://www.quitnowalabama.com/ or by calling 1-800-QUIT-NOW (1-800-784-8669).

Opioid Crisis

Opioids are highly addictive drugs used to control pain including morphine, oxycodone, hydrocodone, codeine, and heroin. The opioid abuse crisis is urgent in our state, far exceeding the national average across all age categories. Alabama has more opioid prescriptions than it does people. In 2012, doctors wrote 143 opioid prescriptions for every 100 Alabamians; *higher than any other state* (Paulozzi, Mack, & Hockenberry, 2014). To find the closest treatment location in a specific area, visit https://www.samhsa.gov/find-help.

Medical Screenings

Because of small facilities and limited health care services, rural residents are less likely to seek and use preventative medicine than urban residents (Stanford Medicine, 2010). This is frequently a natural consequence of geographical isoloation. Schools are one of the most common and important health intervention settings because of accessibility. Reach out to faculty, parents, and other members of the community by organizing medical screenings such as blood pressure, bone density, vision, hearing, dental, and cancer screenings. Contact your medical provider, local hospital, the Alabama Department of Public Health (http://www.alabamapublichealth.gov/), or Blue Cross and Blue Shield of Alabama (https://www.bcbsal.org/employers/pdfs/preventionKit.pdf) to get started.

Limit Screen Time

Rural children exercise less and spend more of their time playing video games and watching television than their urban counterparts (U.S. Department of Health and Human Services, 2011). Closely related to physical activity and obesity is the amount of time students spend in front of a screen. Parents and teachers should help navigate and limit television, computer, phones and other sources of digital media. Too much use can interfere with sleep, socialization, play, and study time. Parents should be encouraged to have media free times and areas at home such as during meals, while driving, and in bedrooms (American Academy of Pediatrics, 2017). Invite parents to set expectations for their children and teens by creating a Family Media Plan and

using the Media Time Calculator available at https://www.healthychildren.org/English/media/Pages/default.aspx.

Places to Play

Rural children typically lack access to amenities such as playgrounds, parks, recreation centers and opportunities to socialize (CDC, 2017). To promote health and reduce overweight and obesity, school and neighborhood environments should be examined for proper zoning and physical activity opportunities through use of sidewalks and parks. (Marks, 2009). Team up with the mayor, city council, and other leaders to prioritize safe and inviting places for children to play and ride bikes. Check out the nearest park or playground. Evaluate it for safety issues and get on the docket to present at the next city council or PTA/PTO meeting. Consider weekend and before and after school accessibility to your own school's playground.

Water Intake

Readily available clean water is essential for healthy growth and functioning and is a key component in the fight against overweight and obesity. Inspect school water fountains to make sure that they are clean and functioning properly. Consider budgeting school funds to install a water bottle filler at each water fountain. Insist that classroom and school policy allow for students to have access to drinking water during the day such as allowing them to bring and drink from water bottles during class. Establish school district policy guidelines to remove all sodas and sweetened drinks from the cafeteria and vending machines. Encourage faculty and staff members to

set a positive example to students by drinking water during the day, as well.

Suicide

Suicide rates among teens and adults are higher in rural areas versus urban areas with the latest research indicating that the gap is increasing (Kegler, Stone, & Holland, 2017). Risk factors for suicide may include a history of mental illness such as depression, social isolation, alcohol or drug use, and easy access to guns or other means of death. In Alabama, the suicide rate is higher than the rate for homicide with nearly 79% of suicide deaths being male and just over 70% involving firearms (Alabama Department of Public Health, 2017). Do not delay in getting help, for someone that may be vulnerable to suicide. Take note of the following Alabama Crisis Numbers, distribute them to students and families, and display them at school:
The Crisis Center (Central Alabama)
Main Line: (205) 323-7777
Teen Line: (205) 328-LINK (205-328-5465)
Kids' Help Line: (205) 328-KIDS (205-328-5437)
Senior Talk Line: (205) 328-TALK (205-328-8255)
Crisis Services of North Alabama
(256) 716-1000 or 1-800-691-8426
Family Counseling Center of Mobile, Inc.
(251) 431-5111 or 1-800-239-1117

Conclusion

Living, working, and going to school in rural areas may present unique health challenges. Health and physical education professionals can proactively plan for the health and wellbeing of students by prioritizing rural health concerns. Input from community

citizens, education leaders, parents, hospital administrators, and business leaders is a great place to start.

Educators can make a difference by insuring that your district is focused on areas such as physical education, health education, nutrition services, a healthy school environment, and with supportive district policy requiring schools to implement these components. Enlist community resources such as nurses, police officers, therapists, and recreation personnel. The end results can make positive impacts in student attendance, health, discipline, and academics in rural settings.

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The Autonomous Curriculum: How Student Choice in Physical Education Contributes to Engagement, Enjoyment and Learning

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I can distinctly remember my 6th grade middle school physical education (PE) class that met during zero hour at 7am. After attendance was taken, my teacher called up the "class leaders," a.k.a. the star athletes of the class, to initiate static stretching. Next, we began dribbling a basketball down and back the length of the court five times. The next week, we practiced shooting tasks with my PE teacher offering a reward if the worst kid made a shot when guarded by the best player. The final week of the unit was a 4-day tournament in which the ball was passed to me twice per class. Although the team I was on won the class tournament, I didn't really learn anything due to my minimal involvement with my teammates. This adaptation of old-school PE is slowly being replaced by a high-quality version of physical education (Siedentop, 1994). A high-quality physical education program in schools focuses on ensuring students value physical activity through modified gameplay, different teaching styles, and adopting student choice, and it is one that should be implemented by physical education teachers at the middle school level.

PE students are learning skills and participating in activities because they "have" to, but they usually don't have a choice in what they are learning. Students should be given a choice in what they do during PE, and there's no reason we should not give them that choice. The goal of every physical educator should be to have students who are engaged, motivated, determined, and most importantly, value physical activity. Providing students with a voice in regards to the specific content they learn can help educators reach this aim.

Curriculum Choice, Student Motivation and Engagement

Motivation is an important factor of sustained participation in physical activity (How, Whipp, Dimmock, & Jackson, 2013). Further, literature posits the correlation between student choice and motivation. Deci and Ryan's (1985), theory of self-determination provides a theoretical background detailing ways to enhance motivation, leading to higher levels of participation in physical activity. According to this theory, there are three antecedents that lead to increased motivation. *Competent* students believe they can, and will succeed while performing physical activities. *Autonomous* students have a sense that they have choices related to physical activity, and *related* students are be more motivated to engage in specific activities (Willard, Wilkinson, Graser, & Prusak, 2008). One of physical educators biggest challenges is trying to engage and motivate a wide variety of students with different motivational profiles. A given class may have students ranging from those using PE as a means to practice for their extra-curricular sport, to students who are motivated to be active because it makes

them smile. As a result of these wide ranges motivational profiles, teachers must adopt various instructional methods to engage and motivate all of these different students.

One study, examining 5th-grade students, tasked the physical education class to create games that can be played in environments outside of school. The students collaborated to create a list of 21 games they would enjoy participating in; some of which required no equipment. Further conclusions of this study noted that the girls worked to create games that contradicted many of the traditional PE activities, but still met important aspects of standards-based learning such as skill development and participation in moderate-to-vigorous physical activity. The games also allowed the students to express themselves and interact with one another. Finally, the games stressed cooperation over competition and promoted full inclusion amongst the girls (Oliver, Hamzeh, & McCaughtry, 2009). These child-designed games allow for teachers to provide students with a choice in design, structure, and game play. Additionally, they allow children to meet individual interests and needs while maintaining the teacher's ability to teach standards-based PE.

Benefits of Adopting a Choice Curriculum
Students will increase their levels of engagement.

Student engagement in the secondary setting can be a challenge due to various interests of the students. It can be extremely difficult to satisfy and engage all of the students in a class on any given day. In an international study, students were given three options: 1) to participate in PE through teacher-presented lessons, 2) participate in teacher-presented lessons where students performed a variety of roles (such as umpire, organizer, peer teacher), and 3) allowed the students to partake in planning and undertaking their own physical activity program. All students who participated in option three exhibited higher levels of moderate-to-vigorous physical activity than any of the other options. The primary reason for this may be attributed to students who chose option three being more motivated to participate in programs they devised for themselves (How, Whipp, Dimmock, & Jackson, 2013).

Student voice leads to increased motivation and effort.

Students will have more motivation and give greater effort in activities they choose (Ward, Wilkinson, Graser, & Prusak, 2008). For example, a student that enjoys running will usually give a greater effort during the mile run than students who do not. Recent research has determined that giving students control of their learning activities will enhance their moderate-to-vigorous participation levels (How, Whipp, Dimmock, & Jackson, 2013). This confirms Deci and Ryan's theory of self-determination (Deci and Ryan, 1985) in that students who are competent, autonomous, and relevant will be more motivated to engage in a specific activity (Ward, Wilkinson, Graser, & Prusak, 2008). Simply, if a student gets to choose an activity, knows they can succeed in the activity and can relate to the activity, intrinsic motivation will take place to drive the high level of effort.

Students will develop a higher value of physical activity.

One of the unique benefits of physical education is that physical educators get to introduce students to activities, sports, fitness exercises, and other activities tasks that they may not have participated in before. By allowing students to make choices in regards to the activities taught and executed during PE class, students will be better prepared for a lifetime of self-directed activity (Condon & Collier, 2002). Further, employing student choice will ensure students are set up with the necessary motivation for a long-term physical activity pursuit in which they will self-engage themselves in lifetime physical activities outside of the school setting (Ward, Wilkinson, Graser, & Prusak, 2008).

Sample Lesson Utilizing Student Autonomy

This section will outline specific strategies to incorporate student autonomy an overhand throwing lesson. This outline includes a general warm-up, content-specific warm-up and the lesson content of teaching overhand throwing utilizing Mosston's inclusion style of teaching (Chatoupis & Emmanuel, 2003). Student being provided with choice, will likely lead to students being more engaged, developmentally appropriate, and students developing more motivation to succeed in the tasks.

The Warm-Up

Having students choose which exercises they will use is an easy, effective way to integrate student choice into any lesson. One example of this is an activity called "Four-Square". In this activity, teachers can create four different colored posters with each color representing any variety of exercises, or each color can signify a specific muscular group. For example (figure 1), the red poster has several exercises targeting core muscles, blue focuses on lower body exercises, green concentrates on upper body muscles, and yellow targets cardiovascular endurance exercises. Teachers can set a timer and play music for a specific amount of time depending on their objectives, and class time. Next, tell students to start on any color, do any exercise that correlates with that muscle group for any number of repetitions for 30 seconds. Each time the music changes students have to alter the color, and choose an exercise within that body group. Repeating this two more times will provide students with a full-body warm-up.

With this concept, the students consume full autonomy and perhaps grouped up with friends they work well with to complete each task. This type of activity can lead to students who are more engaged, motivated, and determined to complete these warm-ups with a considerable, effort because they chose what they got to do. However, this is not fail proof, as teachers must provide active supervision, monitor and address off-task students, and correct form to ensure optimal benefits. This "Four Square" warm up can be modified integrate various content areas into a warm ups, and even adapted into an introductory task during an overhand throwing lesson. For example, use Four Square and have each box filled with a few *__fun__* exercises that target the main motions of throwing: releasing, stepping <with the lead foot>, and following through (figure 2). Make the fourth box a cardio box because the other three

30

boxes are less intense activities and exercises.

Using the throwing motion boxes above, students have a choice to do any of the three activities during their warm-up. For example, if the teacher designates that the students start in the red box, and two students who played baseball together this past summer want to practice exercise #2 for the full 2-minutes (or however much time is allotted), let them. Don't restrict, or force them to switch to a different red box task if they are being safe, following directions, and meeting the learning objective.

The Lesson Body

This section will further demonstrate how student choice can be implemented into the main portion of a lesson. One of the easiest ways for students to be provided with a choice is by allowing them to self select the equipment they are going to use to practice a specific skill. Teachers can easily provide a variety of equipment that can be safely and effectively used in a given task (i.e., variety of objects to throw in a throwing/catching lesson). Differentiating instruction is an important aspect of student choice. If the primary objective of the lesson is for the students to understand and improve their mechanics, they should be able to choose the type of equipment that is most comfortable to them.

The beginning of this type of lesson will consist of an initial skill demonstration, focusing on the skill cues, and cognitive components of the throw. The learning task in which the student will be practicing and applying these cues emphasizes autonomy and incorporate Mosston's inclusion style of teaching (Chatoupis & Emmanuel,

2003). The inclusion style of instruction provides students with different levels of difficulty within the practice of the same skill. This allows students more time to practice, as it is inherently more developmentally appropriate (Chatoupis & Emmanuel, 2003). This teaching style employs different areas for student to practice throwing, but each station is of varying difficulty. For example, if using four stations, one is for students to practice throwing balls at the wall independently. Station two has students toward a stationary target that is fairly large. Station three allows students to throw smaller balls into a smaller target from a greater distance, and station four has students aiming at smaller moving targets for accuracy. During this lesson, students are given the option to practice tasks at a given station, and switch whenever they feel they are ready to perform a different challenge. If carried out successfully, students will choose an initial station that is challenging for them, and advance when they feel comfortable performing the given skill. If a student incorrectly assesses their skill level, they can choose to switch to an easier station. For all of these stations, physical education teachers are urged to make modifications, provide a variety of equipment and offer consistent feedback to help improve student learning.

Student Choice in Physical Education and the Affective Domain

Oftentimes in physical education, the affective domain is deemphasized. A truly effective, high-quality program educates the whole child by equally integrating all three learning domains into each lesson. Per Hansen (2009), the affective domain is arguably the most important domain that can be

taught in PE. This is due to the innumerable situations students can be placed in to practice affective qualities such as listening, inter/intrapersonal skills, conflict resolution, self-confidence, assisting others and accepting assistance from others. Traditionally, middle school PE curricula are team sport centric. By adopting student choice in the content (psychomotor and cognitive domains), we can place a higher emphasis on teaching students teamwork, proper responses to successes and failures, and listening to others ideas during strategy-based learning tasks. The affective strategy of 'conflict resolution' is something that can be incorporated on a daily basis in the gymnasium. Teachers, who do not hold their students to high expectations, may see negative behaviors such as yelling, screaming, name-calling, and potentially physical aggression. However, physical education teachers that implement fair play techniques into their classes (i.e., hand of fair play) (Dowling & Karhus, 2011) and emphasize conflict resolution strategies such as "discussing conflicts," or "re-doing the last play," are more likely to have students use these techniques regularly. In order to include each student in the process of improving their affective domain learning, Hansen suggests utilizing student journals and accountability checklists that should be completed weekly (Hansen, 2009). Teachers can gain further insights by giving students a pre-test before and after implementation of these affective concepts. A list of sample affective domain questions and their skill targets can be seen in Table 2.

Incorporating opportunities for students to answer questions regarding these topics will help provide insights into how students would apply these concepts into their everyday life. With this information, teachers can place students into similar situations to help reinforce, or further demonstrate a theme.

Steps toward an Autonomous Physical Education Curriculum

There are several steps that educators can take prior to the school year to help create an autonomous curriculum. First, ask students what they want to learn by creating a survey that includes curriculum topics, student interests, student disinterests, and questions regarding lessons from the previous year that they really enjoyed. Provide students with opportunities to offer open-ended responses to elicit a deep understanding of students' interests. When devising questions, take into consideration facility/facilities, equipment, administrative support, weather and demographics. Finally, be willing to escape that cocoon left behind by "Old School" PE teachers and be determined and motivated to grow wings and take your curriculum and students to new heights. Table 1 provides a general outline of steps to take to begin implementing an autonomous curriculum in physical education.

Discussion

With the prevalence of childhood and adult obesity, it is imperative for physical educators to make a significant impact on each and every student. While physical education reform is consistently being adjusted, educators only have so much control with regards to time students spend within the gym. Physical educators must take ownership, and create adaptions into their curriculum to promote optimal

levels of engagement with the aim of motivating students. As the SHAPE America National PE Standard #5 states: "The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction." Physical educators should emphasize value, and enjoyment. If students value physical education and activity, they are more likely to autonomously participate in activities outside of the school setting. To accomplish these goals, physical education teachers should continue to provide students with a voice in their curriculum creation, and integrate student choice within their daily lessons.

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Figure 1.Whole-Body Student Choice Warm-Up Exercises

Core Muscle Exercises	Lower Body Exercises
1. Flutter Kicks 2. Russian Twists 3. Plank	1. Mountain Climbers 2. Leg Lifts 3. Squats
Upper Body Exercises	**Cardiovascular Exercises**
1. Medicine Ball Passes 2. Push-Ups 3. Triceps Dips (Using a chair against the wall)	1. Ski Jumps 2. High Skipping 3. Speed walking

Figure 2. Overhand Throw Student Choice Warm-Up

Releasing	Following through
1. Imaginary catch 2. Catch with a partner without moving feet; aim for chest 3. Arm circles	1. Opposite leg toe touches 2. Partner mirror high-fives (opposite hands) 3. Walking Swimming Motion (arm behind head to opposite hip)
Cardio	**Stepping**
1. Jumping Jacks 2. Walk/Jog Lap 3. Leap Frogs	1. Karaoke/Grapevine Dance Step 2. Stepping Box 3. Monkey on the Woodchips (with polyspots)

Table 1. Creating an Autonomous Curriculum

Steps toward an Autonomous PE Curriculum	Elaboration and Value to Program
Offer a set of forced answer questions about units that students will be interested in learning/participating in from the current PE curriculum	The list of units should: • Comprise of units that the PE teacher definitely knows how to or can learn how to teach • Extend beyond traditional sports units; include outside-the-box ideas such as dance, gymnastics, modified adventure education, teambuilding, etc. • Gear toward all students' possible interests, not just a specific group of students
Offer a few blank spaces, two or three max, for students to write in other activities they'd be interested in learning that are not listed	This step is imperative to understand what your students want to learn and try to teach them what they want to learn. Sample questions: • "What units/sports not listed above would you like to see in PE?" • "What kind of physical activity are you involved in outside of school?" • "What are some things you disliked about PE in previous years?"
Take into consideration your facility/facilities, equipment, administrative support, and demographics	Strive to satisfy the wants from the students' responses in the survey: Uncontrollable factors are barriers, not roadblocks. Discuss with staff and administration how to go around these. Modify as needed, the students will still be appreciative a concerted effort was made to meet their demands.
Be willing to go outside your comfort zone to accommodate students' needs	To achieve this, utilize the 3 C's: *Creativity*: extend beyond the traditional sports and fitness testing. Introduce topics based on student choice or give options such as dance, yoga, Tae-Bo, or other unorthodox games and activities that contribute to student learning. **C**ommitment: The students will be more receptive if this commitment to creative topics is done on a consistent basis. It is quite possible that students become more creative and create their own games and ideas that could be taught in class. **C**hallenging: This process is definitely time-consuming, but the benefits are fruitful. Gain assistance from colleagues, other subject teachers and students for ideas, set-up, and cross-curricular opportunities. Utilize your resources!

Table 2. Affective Domain Questions

Affective Domain Question Samples	Affective Domain Skill Target
During a basketball game in PE class, student A continued to try to score a basket by himself because he thought he was the best player on his team. Each time Student A tried to score, his teammates were yelling his name because they were open for a shot too. What should Student A do to be a better teammate?	Teamwork Sportsmanship Respect Team-building
In your own words, explain why you think it is important to follow rules.	Sportsmanship Respect
Construct your own specific, positive comment directed toward a classmate who attempted something but did not succeed (i.e. missed soccer goal)	Respect Teamwork Team-Building

Title: Comparison of GPA, BMI, Body Image, and Fast Food Consumption among Track and Field Athletes

Authors/Affiliations: Z. Blahnik, S. Holden, and N. Schwarz, University of South Alabama

Purpose: The purpose of this study was to describe GPA, BMI, personal body image, and fast food consumption among female collegiate track and field athletes. **Methods:** Research was conducted online using female track and field athletes from various NCAA Division I, II and III institutions throughout the United States. All participants were current female track and field team members at their university. Participants reported height, weight, and grade point average (GPA). BMI was determined based the height and weight indicated by the participant. The Photogenic Figure Rating Scale (PFRS) or Stunkard Scale was used to assess body image among participants and the Michigan Behavioral Risk Factor Survey (2004) was completed to record fast food consumption. **Results**: Data from 165 participants was obtained. Results indicated fast food consumption may be related to BMI of the participants in this study. Using NIH BMI classifications, the "underweight category" (<18.5 BMI) consumed fast food an average of 2.75 times per month, "normal weight" (18.51-24.9 BMI) 4.68 times per month, "overweight" (25-29.9 BMI) 5.96 times per month, "obese class I" (30-34.9 BMI) 8.50 times per month. However, "obese class II" (35-39.9 BMI) consumed fast food an average 5.20 times per month. Moreover, increased fast food intake was associated with lower a GPA in this sample. Student athletes with a GPA between 2 and 2.9 on a 4.0 scale consumed fast food an average of 5.87 times per month, those with a GPA between 3 to 3.9 reported an average of 4.94 times per month, and students with a GPA of 4.0 consumed fast food an average of 3.68 times per month. Further, it was hypothesized athletes who reported a lower body image satisfaction (on a scale of 1-5, 1 being least satisfied) would report a lower GPA. However, athletes in this sample reported an average GPA of 3.54 and results showed those athletes that labeled their body satisfaction as a 1 reported a mean GPA of 3.74 GPA. Those that reported a body image score of 2 had a mean GPA of 3.33, those who reported a score of 3 had a mean GPA of 3.59, and those reporting 4 and 5 both reported a mean GPA of 3.55. **Conclusion:** Results of this study are interesting considering the impact proper nutrition has on athletic performance. Future research should further explore these findings to determine whether these results are prevalent among other athletic teams at the NCAA Division I, II and III levels of competition.

Title: Physical Education: Do our students listen?

Authors/Affiliations: J. Everett and J.A. Helm Allen. The University of North Alabama

Purpose: The purpose of this research was to study how well students listen in a physical education environment. **Methods:** This study took place at an elementary

Laboratory School located on a college campus where the participants were twenty-four third grade and twenty-two fifth grade students. The data for this research project was collected during nine lessons taught by university students taking a Physical Education methods course. The data was collected using a "post-lesson questionnaire" that asked questions that pertained to the information given in the lesson. The five questions were designed to see what the students retained from the activity by simply listening to the teacher. The third and fifth grade students filled out the questionnaire immediately following each lesson. **Results**: For seven of the nine lessons, the students were able to answer all five questions on the questionnaire demonstrating that they had listened to the teacher. For the other two lessons, only 50% of the students were able to answer all five questions. There were two different reasons for this: either the teacher had not provided enough information within the lesson or the students had not listened to the teacher thoroughly. **Conclusions:** The data gathered in this study helped us learn how well the students listen in this particular physical education environment and what changes a teacher could make in order for their students to listen and comprehend the information necessary to be successful.

Title: Social Media Use for Health in University Students

Authors/Affiliations: S. Ford, S. Jones, J. Reaves, D. Allegro, A. Russell, Auburn University at Montgomery, Montgomery, AL.

Purpose: The purpose of this study was to evaluate the social media trends among University students with regard to health-related information. **Methods:** A survey supplied by USDA federally funded grant GetFruved including questions about social media use was e-mailed to students campus-wide at a local university. A total of 181 students completed the survey (Female = 64.9%, Male = 41.1%, Age = 21.63. ± 3.19) and were included in this analysis. Participants self-reported their social media preferences and use in minutes. Questions on health related information, nutritional influence, and food purchasing were also presented. Frequencies were run to determine percentages of students reporting use. **Results:** 93.3% of students report using social media, of which 84.7% report using it for more than 20 minutes a day. 71.8% reported using social media for health-related information, with Instagram (29.6%), Facebook (20.4%), and Pinterest (16.7%) the most frequently reported sources. 50.4% indicated social media influenced their views of nutrition, while 40.0% indicated it influenced their food purchasing behavior. Usage was not found to be statistically different between males and females. **Conclusions:** This study found a majority of students are using social media as a source of health-related information. Findings also suggest the potential for influence on health views and purchasing behavior, indicating a need for quality health-promotion information on social media.

Title: The Power of Positivity: Positive and Negative Coaching Attributes

Authors/Affiliations: M.S. Green, J.B. Sluder, C. Howard-Shaughnessy, K.C. Coleman, O.V. Mills, P.C. Moynihan, & C. Biagtan, Troy University, Troy Alabama

Purpose: The purpose of this study is to educate high school and collegiate coaches on coaching style attributes that can strengthen or weaken team cohesion. The authors wanted to know if there was a difference between positive and negative coaching attributes. **Methods:** The researchers reviewed a large body of the latest research on team cohesion as it relates to a coach's coaching style. Coaches and athletes of professional, collegiate, and high school sports were interviewed. **Results:** The results of the investigation revealed that positive characteristics correlated with a democratic style of coaching provides the most ideal environment for the development of healthy team cohesion. **Conclusions:** Adopting a more positive and supportive approach to coaching can positively affect team cohesion. As a team grows closer they will play harder for each other and that will ultimately lead to more victories.

Title: Does Adding Music in Physical Education Increase Active Participation During Activity Time

Authors/Affiliations: J.C. Greer, M. Messer, T. Yarbrough, & J.A. Helm Allen, University of North Alabama

Purpose: The purpose of this research study was to determine if adding music in Physical Education increases active participation during activity time. **Methods:** This study took place at an elementary Laboratory School located on a college campus where the participants were twenty-four fourth grade students. The data for this research project was collected during twelve lessons taught by university students taking a Physical Education methods course. During each lesson one college student taught and the other eleven observed the fourth grade students with data collection sheets measuring their participation levels. The first half of each lesson was done without music. During that time, the college students tracked the participation of their assigned fourth graders. When the lesson reached the half way mark, the music was turned on. The college students continued to track the participation of the fourth graders while the music played and noted any changes to the participation levels. **Results:** The data indicated that the music did not have a significant impact on the overall participation during all twelve lessons. However, we did find that their active participation did increase when the music started in the middle of each lesson. The high participation rate may be due to the nature of the both the students that attend the laboratory school and the environment at the school. **Conclusions:** Recent research suggests that adding music to activity time in Physical Education has an important effect

on physical activity rates. (Barney & Prusak, 2015). We found this to be true with our study because although our participants wanted to participate with or without the music, they their participation was more actively engaged when the music was added to the lessons.

Title: Natchez Trace Parkway: Outdoor Recreation Implementation Development for Elementary and Secondary Education

Authors/Affiliations: A. J. Mauldin and P. Shremshock, University of North Alabama.

Purpose: The purpose of this study is to have a qualitative study researching the Alabama portion of the Natchez Trace Parkway to evaluate new outdoor recreation programs that can be installed recruit more elementary education students to participate and visit the Natchez Trace Parkway. **Methods:** Qualitative data was collected from the Natchez Trace Parkway database. The data collected, and past research was considered when developing these new outdoor recreation education projects. Data collected based on Native American heritage and National Parks Service rules and guidelines were met to proceed with the implemented projects. **Results:** The Natchez Trace Parkway offers many opportunities for quality outdoor recreation education opportunities. The resources offered allows for modification to meet educational needs. **Conclusions:** Water safety inspection lesson plans, bird watching catalogs, Native American Olympics, Stickball, Disc Golf, and tug boat pulley system lesson plans have been created to upload onto an internet database for use of Alabama elementary and secondary school teachers.

Title: A Comparison of Perceived Healthy BMI and Actual BMI in African American and White Females

Authors/Affiliations: D. Millender, D. Allegro, A. Russell, M.Depace, Auburn University at Montgomery, Montgomery, AL. A. Zediker, Troy University, Troy, AL.

Purpose: The purpose of this study was to examine the relationship between perceived healthy BMI (PHB) and actual BMI (AB) in African American (AA) and White college-aged females. **Methods:** A survey supplied by USDA federally funded grant GetFruved including questions about body image from the BIAS-BD Figural Drawing scale was e-mailed to students campus-wide at a local university. Of the 181 students who completed the survey, 56 contained all required data, were female, (Age = 21.68. ± 3.35, AB = 25.92 ± 5.11, Race = 34 White, 22 AA) and were included in the analysis. Participants self-reported their height and weight, which were used to calculate AB. Participants also were presented with pictures of different bodies corresponding to a range of BMI's from 16.9 to 39.5, from which they selected the image that they believed represented a person with a healthy BMI (PHB). Analyses were performed for the overall group, and for AA and White women separately. Mean AB and PHB were

calculated, and the difference between mean AB and mean PHB was examined with dependent t-tests. An independent t-test was used to evaluate the difference in AB and PHB between AA and White women. **Results:** Mean AB was 25.92 ± 5.11 overall, 25.90 ± 4.77 in Whites, and 26.00 ± 5.72 in AAs. Mean PHB was 24.43 ± 3.56 overall, 25.06 ± 2.73 in Whites, and 23.45 ± 4.45 in AAs. The difference between mean AB and PHB was not significant overall (1.50 ± 6.41; $t = 1.746$, $df = 55$, $p = .086$), in Whites (0.83 ± 5.71; $t = -.851$, $df = 33$, $p = .401$), or in AAs (2.52 ± 7.39; $t = 1.599$, $df = 21$, $p = .125$). The difference in AB and PHB between AA and White women (-1.69 ± 1.76) was also not significant ($t = -.960$, $df = 54$, $p = .341$). **Conclusions:** Overall, college-aged females selected a BMI that was at the upper end of normal as a healthy BMI. However, White females selected an overweight BMI as healthy, while AA females selected a BMI in the normal range as healthy. Although the differences between White and AA females were not statistically significant and despite both White and AA participants having an overweight BMI, the results of this study suggest that White college-aged females perceive an overweight BMI as healthy. Obesity-interventions in this population may need to include education on healthy BMI.

Title: The Pros and Cons of Sport Specialization

Authors/Affiliations: J.B. Sluder, M.S. Green, C. Howard-Shaughnessy, T.T. Fuller, S.G. Griffin, & Z.M. McCray, Troy University, Troy Alabama

Purpose: The purpose of this investigation is to provide current research on what is considered to be the proper timing of youth's participation and specialization in sports. Additionally, the authors want to illustrate the pros and cons of early vs. late specialization in sport through the consensus of the latest literature. **Methods:** Over twenty of the most up to date studies on sports specialization and sport diversification were reviewed. These studies interviewed over 500 athletes in a variety of professional, college, and high school sports. These athletes provided their personal account of their sports career from start to finish. The authors were looking for overall trends and results associated with their athletic careers. **Results:** The results of the investigation revealed that the majority of elite level athletes did not specialize in the sport they gained elite status in until ages 12-15 years old (which is considered late specialization). Additionally, there is less risk for burnout and injury associated with later specialization. **Conclusions:** It is important to educate parents, coaches, trainers, and family physicians on the risks of early sport specialization.

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-over-

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Must have served in his/her current position at least 3 consecutive years and must have made administrative contributions that have positively effected HPERD programs in his/her school or schools.

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Name: _____

Address: _____ Employment: _____

Phone: _____ Email: _____

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Name: _____

Address: _____ Employment: _____

Phone: _____ Email: _____

Athletic Coach of the Year – Circle one: Female   Male

Must be presently coaching in a middle/junior/high school in Alabama; have 5 years coaching experience in Alabama; and be an active professional member of ASAHPERD

Name: _____

Address: _____ Employment: _____

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Must have made significant contribution to girls and women in sport in Alabama. Open to ASAHPERD members and non-members.

Name: _____

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Must be current member of ASAHPERD; at least 3 years experience as JRFH event coordinator.

Name: _____

Address: _____ Employment: _____

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Hoops for Heart Coordinators of the Year

Must be current member of ASAHPERD; at least 3 years experience as HFH event coordinator.

Name: _____

Address: _____ Employment: _____

Phone: _____ Email: _____

Outstanding Future Professional Award

Full time, first degree undergraduate student in Alabama and member of ASAHPERD; positive role model; evidence of professional commitment and growth.

Name: _____

Address: _____ Employment: _____

Phone: _____ Email: _____

ASAHPERD Nomination Form Officers
to be Elected November 2018

QUALIFICATIONS:
1. Be an active member of ASAHPERD (5 years for President-elect; 1 year all other offices)
2. Reside or work in the state of Alabama
3. Have demonstrated leadership in HPERD or coaching
4. Have served on the Board of Directors for at least 1 year (President-elect only).

CHECK THE APPROPRIATE OFFICE

__ President-Elect

__ VP Elect Sport & Exercise Science Division

__ VP Elect Health Division

__ VP Elect Physical Education Division

__ Chair-elect Athletics Council

__ Chair-elect Research Council

__ Chair-elect Physical Activity Council

__ Chair-elect Higher Education Council

__ Chair-elect Adapted Physical Education/Activity Council

__ Chair-elect Elementary Physical Education Council

__ Chair-elect Middle/Secondary Physical Education Council

****

District Representative: (Must be employed in district of representation)

__ 2 Barbour, Butler, Coffee, Covington, Crenshaw, Dale, Geneva, Henry, Houston, Pike

__ 4 Jefferson, Walker

__ 6 Bibb, Choctaw, Greene, Hale, Marengo, Perry, Pickens, Sumter, Tuscaloosa

__ 8 Blount, Cherokee, Cullman, DeKalb, Etowah, Jackson, Limestone, Madison, Marshall, Morgan

I nominate (name) _____ (county) _____

(address) _____ (phone) _____

(city) _____ (state) _____ (zip) _____

e-mail _____

Nominated by _____

Phone (H) _____ Phone (W) _____

e-mail _____

DEADLINE FOR NOMINATIONS - July 1   Reproduce this form for additional nominations.

Send to: Erin Reilly ereilly@aum.edu

Publishing in the ASAHPERD Journal

The ASAHPERD Journal is looking for articles that communicate theory, research and practice in an ASAHPERD (health, physical education, recreation, or dance) discipline. Acceptable topics include teaching techniques; research; Alabama state resources and services; meeting Alabama state or national standards; philosophy; advocacy and policy appropriate for Alabama; and reviews of web resources, books, and audiovisuals.

Manuscripts must meet the most current APA Guidelines, be submitted electronically as a word document in portrait configuration (not landscape), include an abstract, and not exceed 2500 words or 5 pages single-spaced, Arial, 12 font, and fully justified. Headers should be centered and sub headers left justified. Do not insert any extra blank spaces or special formatting. The current schedule for publication is spring and fall. Acceptance of articles for publication is ongoing. The abstract should be 50 words or less. Please include a cover letter with your credentials (student or faculty and your university affiliation or place of employment) and stating the article is not being considered for publication elsewhere. Contact asahperd.journal@gmail.com for more information.

Pre-professional undergraduate and graduate student submissions must be accompanied by a letter on official University letterhead from a faculty sponsor (even if NOT listed as a co-author) that they have reviewed the paper and vouch that it is in a condition worthy to be submitted to a peer-reviewed journal. We are requesting faculty sign and provide their contact information for an undergraduate or graduate student to ensure that the work is of high quality and was produced as part of a guided experience.

Interested in Reviewing for the Journal?

Would you be interested in making a professional contribution to our organization from the comfort of your own home? Do you enjoy reading the latest research going on in our field? Would you like to be a part of the journal process? If so, please apply to be an ASAHPERD journal reviewer TODAY!

Qualifications:

- Must be a current ASAHPERD member and maintain ASAHPERD membership

- Must have a terminal degree in an ASAHPERD field (i.e. health education/health promotion, physical education, adapted physical education, recreation, athletics/ coaching, exercise science, etc.)

- Have read and agree to the roles and responsibilities of an ASAHPERD Journal Reviewer

If interested access the link for the journal reviewer application here or contact the journal co-editors at **asahperd.journal@gmail.com** for more information.

Professional Development Opportunities in 2018-19

State Department of
Education Summer Workshop
Clanton, AL
June 25 - 26, 2018

ASAHPERD District 2 Workshop
Dothan, AL
June 28, 2018

ASAHPERD Fall Conference
Hoover, AL
November 4-6, 2018

ASAHPERD Spring Conference
Orange Beach, AL
April 5-6, 2019

SHAPE America/Southern
District Convention
Tampa, FL
April 9-13, 2019

Get more information at www.asahperd.org