

KAHPERD

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

Volume 89 No. 2, Fall, 2017



**NEW
IDEAS
TAKE
SHAPE**

 **SHAPE Boston
America[®] 2017**
national convention & expo
March 14-18 • #SHAPEBoston

AUTHOR GUIDELINES

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

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

Manuscript Preparation

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

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

Manuscript Submission

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

Manuscript Content

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

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

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

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

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

The Review Process

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

Publication

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

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

Penalty for Plagiarism

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

KAHPERD JOURNAL

Volume 89 No. 2, Fall 2017

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About the Cover

At this years 2017 SHAPE America Convention in Boston Professor Dr. Julia Spresser presented a session on Zumba, one of the classes she teaches students at Pittsburg State University. In the picture you can see how she is interactive during her Zumba instructions enjoying the movement along with the participants in her session/classes. Many thanks to Dr. Spresser for going out and showing us all how to have a little fun while getting our move on! And another thanks to Dr. Shewmake for the great picture!

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

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Co-Editors: John Oppliger and Scott Gorman

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

Policy Statement

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

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Journal Editor's Corner

John Oppliger and R. Scott Gorman

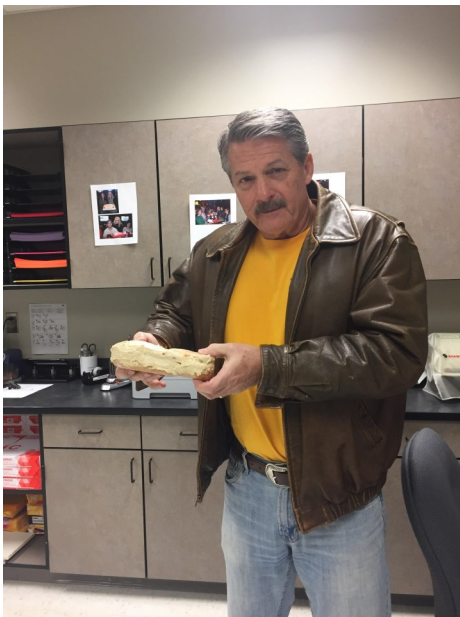
Once again it is that time of year when the weather is getting cooler, leaves are changing, football and volleyball are in full swing, and the KAHPERD Convention is quickly approaching. This year's theme is KAHPERD Movers, Shakers Active School Educators. Attendance was strong at last fall's convention held in Fort Hays. Expect this fall's convention being held at Washburn University in Topeka to be successful as well. We are encouraging all members to attend and to bring friends who are nonmembers and get them to join. Remember, it is the duty of all professionals to serve as advocates for their disciplines and active participation in professional associations is the best form of advocacy. Attending the various sessions of interest and sharing activities and endeavors makes the KAHPERD convention both fun and valuable. Being able to visit with peers about the challenges facing our disciplines is time well spent.

The fall issue of the journal continues to be in an electronic format, although hard copies will be provided to authors of referred articles. We always welcome articles for publication and encourage members to share games, activities, and research.

This issue includes the regular reminders about upcoming events as well as messages from our KAHPERD leaders. There are articles on technology, games, activities, and research. One of the research articles addresses early sport specialization, which is an issue of value to all of us under the umbrella of health, physical education, recreation and dance and not just athletic coaches. The popularity of cycling continues to grow and these editors learned about bicycle pump tracks for pumping! This is very popular in some areas of the country and it has made its way to Kansas. Also in this issue is an overview of the various fitness certifications available to those of us in the fitness/wellness professions.

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

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Executive Director Message

Vicki J. Worrell

Fall 2017

Life has certainly changed over the years. Do you focus on educating parents, as well as students, about leading a healthy, physically active lifestyle? Please watch the short video linked below and consider taking action.

<https://goo.gl/jjaCLM>



We hope to see you here at the 2017 KAHPERD Conference at Washburn University in Topeka!

Advocate for Physical Literacy

Claudia Welch, KAHPERD President

Terri Drain –Southwest District Physical Educator of the Year presented on Physical Literacy at Emporia State University (ESU). There are some highlights from her presentation that will benefit KAHPERD members.

What is Physical Literacy? “Physical literacy is the ability to move with **competence** and **confidence** in a **wide variety** of activities in multiple **environments** that benefits the healthy development of the **whole person.**” SHAPE America

Our role is to provide all students with a quality physical education experience and lay the foundation for our students’ physical literacy journey.

Physical Educators Ensure that children...

Develop fundamental movement skills (run, jump, skip, gallop, slide, dodge, throw, catch, strike, kick, dribble, balance...) Learn how to apply these skills in a wide variety of activities (hit a baseball, pass to a teammate, dodge a defender, shoot on goal, dance, jump rope, etc)

Develop confidence in their skills, their ability to learn, and a positive attitude towards participation in physical activity

Physical education programs should be **standards-based** and taught in a **warm nurturing environment**, where all students are **challenged** and **failure is a part of success** (FAIL = Frequent Attempts In Learning).

Delivering Physical Literacy

Determine program goals

Select “need to know” standards

Identify and share criteria for competence with students

“Provide student with multiple opportunities to practice the skill and receive feedback about their progress towards the learning goal”.

The goal is for students to learn these “need to know” skills and concepts *so well* they can transfer their learning to new environments and activities.

Remember Physical Education is the **ONLY** place where children receive formal instruction on how to move and take care of their bodies!

Resource:

“How to Design a Standards Based Lesson”: <https://youtu.be/bxP5X5NHnfM>

WHO AM I CHANT

IAM A PHYSICAL EDUCATOR STRONG AND TRUE
DEVELOPING **PHYSICAL LITERACY** IS WHAT I DO
I **BELIEVE** IN A CHILD’S RIGHT
TO HAVE THE SKILLS TO MOVE WITH JOY AND DELIGHT
THE STANDARDS GUIDE WHAT STUDENT LEARN
IN AN ACTIVE ENVIRONMENT, WHERE ALL GET A TURN
BUILDING COMPETENCE, CONFIDENCE, MOTIVATION, DESIRE
TO GET THIS DONE, I’LL WALK THROUGH FIRE
I AM A PHYSICAL EDUCATOR STRONG AND TRUE
NO ONE ELSE’S QUALIFIED TO DO WHAT I DO
I AM A PHYSICAL EDUCATOR **PROUD** AND TRUE
THIS IS WHO I AM, AND WHAT I DO

Active Schools

The *Let's Move!* Active Schools National Award is the nation's top physical education and physical activity distinction for K-12 schools. The award celebrates a school's commitment to providing students with at least 60 minutes of physical education and physical activity before, during and after school each day.

"The administrators, teachers, staff, and parents in these schools understand that physical education and physical activity are a must-have for students to reach their full potential in school and life," said Charlene Burgeson, Active Schools Executive Director. "They use creativity and determination to overcome challenges and provide students with the movement opportunities they need and deserve. Studies show that Active Kids Do Better. Physical activity not only helps kids stay healthy and strong, but it can also contribute to higher test scores, improved attendance, better behavior in class, enhanced leadership skills and a lifetime of healthy habits."

To earn a *Let's Move!* Active Schools National Award, a school must have met significant benchmarks in five areas: physical education; physical activity before and after school; physical activity during school; staff involvement; and family and community engagement.

The Active Schools movement encourages involvement by all who care about active, healthy and happy kids. To join, go to www.activeschoolsus.org. Everyone has a role to play!

Congratulations to these Kansas schools who were recognized this year!

Madison-Virgil Unified School District 386

- Madison Elementary School

Maize Unified School District 266

- Maize Middle School
- Maize South Middle School

Newton Unified School District 373

- Slate Creek Elementary School

Prairie Hills Unified School District 113

- Wetmore Academic Center

Seaman Unified School District 345

- Seaman High School

Wellington Unified School District 353

- Wellington High School

Wichita Unified School District 259

- Caldwell Elementary School
- Cessna Elementary School
- Christa McAuliffe Elementary School

- Cloud Elementary School
- Coleman Middle School
- Franklin Elementary School
- Gardiner Elementary School
- Isely Traditional Magnet Elementary School
- Kensler Elementary School
- L'Ouverture Computer Technology Magnet Elementary School
- Minneha Core Knowledge Magnet Elementary School
- Park Elementary School
- Pleasant Valley Elementary School
- Washington Accelerated Learning Elementary School
- White Elementary School
- Woodland Health and Wellness Magnet Elementary School

KAHPERD Joint Project Award

Jeff Arellano
Gardiner Elementary
Wichita Kansas

I had the opportunity to attend the 2017 SHAPE Convention in Boston Massachusetts this past March. This was possible through the KAHPERD Jump and Hoops joint projects scholarship. This opportunity was quite the experience having never been to a national convention and being an avid Boston Red Sox fan. We arrived a day early not knowing when we planned the trip that there would be a major snowstorm hitting the area. We managed to arrive ahead of the snow storm on Monday evening. When we arrived we checked into our apartment we rented for the week and then went to the Trader Joe's grocery store for food in case we were snowed in. We went and toured the area around where we were staying and went to Fenway to take the tour of the stadium. The town was planning on shutting down on Tuesday and possibly Wednesday depending on if they received the snow that was forecasted.

The Boston area received 18 inches of snow and not the 28-36 inches they were expecting. All flights into the Boston area were cancelled for Tuesday. The convention was still on as planned. We arrived after walking a couple blocks in the snow to get to the convention hall. Many of the presentations were cancelled due to presenters not being able to get to Boston. By Wednesday most of the snow was cleared out and presentations were on as planned.

The main presentation for the general session was Lady Gaga's born this way foundation manager Maya Smith and the Life is good CEO Steve Gross. Gross spoke about the power of optimism and how it brings more joy to your life. The next day New England Patriots players Patrick Chung and Nate Ebner presented, along with Olympian Aly Raisman. Kidz Bop led movement breaks throughout the sessions as well. One of the sessions was a walking tour of the freedom trail. Despite the cold weather there was a great turnout for this session. We walked about half of the freedom trail. The expo exhibit was every PE teachers dream with every piece of equipment you can imagine on display and for sale.

This is an experience I won't forget and hope to take advantage of in the future. There were so many opportunities to network with other physical educators, and take in so much information. There were presentations on almost every topic from new and exciting games to technology to recess and movement in the classroom. I look forward to attending another convention in the future. This really gave me some great ideas to take back to my school.



SHAPE America and the American Heart Association collaborate on the Jump Rope For Heart and Hoops For Heart programs.

Stephanie Lauren Bio

Stephanie Lauren (BS Education – Towson University) is an award-winning fitness and education leader.

Stephanie has used her evolving sense of safely optimizing exercise to create her fitness system PLYOGA (A hybrid 4-part interval system using accelerated and fundamental yoga as an effective active recovery for plyometric movement). PLYOGA is currently represented in 9 countries, and is accredited by the largest exercise science education organization in North America.

As a former NCAA Division I Gymnastics and Track Competitor, Stephanie still owns the outdoor Long Jump Record at Towson University. Stephanie has 2 children (5 & 1) and has focused her knowledge of movement to nurture their personal growth as young people, as well her own rapid migration back to athleticism after childbirth.

Extended Biography

Certified Continuing Education Provider in Group Exercise for ACE, AFAA, ISCA, NASM, SCW, and canfitpro.

AFAA Certified Personal Trainer. ACE Group Fitness Trainer. AFAA Perinatal Certified. YogaFit Certified ANBF Physique & Figure Pro

2017 NYC MANIA Fitness Presenter of the Year

2017 NYC MANIA Innovative Program of the Year

Featured with Jillian Michaels on Sweat Inc.

Star of 60 featured workouts on Brazil's BodyTech Fitness App

Featured in the best-selling PLYOGA Workout Series (2015) & PLYOGA Express (new release July 2017)

Welcome to Topeka and Washburn University



KAHPERD Welcome - President Claudia Welch

On behalf of the KAHPERD Executive Board and committees, welcome to the 2017 KAHPERD Convention here in Topeka. Thank you for joining us and for making the commitment to your profession to be the best you can be. With the assistance of our local host – Washburn University – we have planned an outstanding program for you!

At last year convention, SHAPE America announced a bold new vision designed to inspire the health and physical education professionals. This commitment - better known as “50 Million Strong by 2029” – will empower all children to lead healthy and active lives through effective health and physical education programs. To be successful, we will need to reconsider, reimagine and redesign how we deliver physical education and health education to Kansas students. For the health and physical education professions this is truly a time of great opportunity. But to succeed, all of us will need new skills and the motivation to impact students’ learning and behavior so that it will carry them into adulthood.

At this convention, you’ll have many opportunities to learn more about the central role you can play in “50 Million Strong by 2029” and updated information on “Every Student Succeeds Act” (ESSA). You can also share your own ideas so we can learn from you. In addition to attending presentations, take time to introduce yourself to colleagues from around the state. All of us share a common desire to give students the skills, knowledge and motivation to lead physically active and healthy lives.

Please take some time to visit our exhibitors and enjoy Topeka. Finally, be sure to connect with any of us on the KAHPERD Board to share your thoughts and suggestions about our convention or the future of health and physical education professions.

You are all truly **Super Heroes**, “**MOVERS, SHAKERS, & ACTIVE SCHOOL EDUCATORS**”.

Have a great convention!

Claudia Welch

KAHPERD President

**KAHPERD Super Heroes,
“Movers, Shakers, Active
School Educators”**

Special Guests

2017 KAHPERD Convention



DONALD R GLOVER has taught Physical Education for fifty years. This experience includes Elementary, Secondary, Adapted, Preschool and University level.

In 1981, Glover was recognized as **Minnesota Teacher of the Year** and in 1989 he was recognized as the state's first **Adapted Physical Education Teacher of the Year**.

He has written seven books, published numerous magazine and journal articles on Physical Education and sport and has been a clinician at more than 100 conferences and clinics. These clinics and conferences have been local, state, national and international. Glover has also coached Cross Country, Basketball and Track for 50 years.

Don's philosophy for this dynamic workshop is to "give teachers current practical information and content that they can immediately implement into their classroom curriculum.

Glover's books include:

Team Building Through Physical Challenge---More Team Building Challenges

Competition/Cooperation---making the Link-----Character Education

Essentials of Team Building----40 Years in the Gym---Building Character, Community and a Growth Mindset in Physical Education



Mary McCarley is a health and physical education teacher at Hawthorne Academy of Health Sciences in Charlotte, North Carolina. She has 14 years of teaching experience and excels at creating an engaging student-centered environment with a focus on real world learning based on personal interest and self-exploration. Mary graduated from UNC-Chapel Hill with an Exercise and Sports Science degree and East Carolina University with a Master of Arts in Education in Health Education. She is a National Board Certified Teacher in Health Education. In addition, Mary is the 2016 North Carolina High School Teacher of the Year for Health Education and the 2016 High School Southern District Teacher of the Year for the Advancement of Health Education. Mary is currently working with Goodheart-Willcox to co-author their middle school textbook.



Anthony (Tony) Loomis- Tony Loomis is proud to live and teach in Connecticut. After teaching high school physical education for 12 years he became and currently serves as the Health & Wellness Curriculum Resource Teacher for Wallingford Public Schools. Tony earned his bachelor's degree from Springfield College, and his master's degree from the University of Northern Iowa in partnership with the Grundy Center PE4Life Institute. In 2005 he won the CTAHPERD Outstanding New Professional Award. Tony is a member of the country's first ever Cadre of Physical Education Trainers. He travels around the state of Connecticut providing high quality professional development. Tony is also a member and officer for his state organization, CTAHPERD. In 2014, he was honored as both the Eastern District High School TOY and AAHPERD's National High School TOY!



Liz Willis- Elizabeth (Liz) Willis is a T44 below the left-knee amputee. She recently competed at the Paralympic games in Rio de Janeiro, 2016. Willis was the only U.S ambulatory athlete who qualified in all of the sprints (100m, 200m, and 400m), and took home the 6th place finish in the 400m. All of this was accomplished in 5 short years after having her leg amputated following complications of labor and delivery. Her son, Calum, was born 8 weeks prematurely and Liz was diagnosed with Crohn's Disease.

Progress post amputation was made quickly largely in part of realistic goal setting centered on areas of passion and purpose.

“My childhood dreams quickly turned into reality as proactive steps have been taken to properly train as a professional athlete.”

In addition to athletics, Liz has her master's in Special education and currently is in the process of adopting a 6 month old through the Kansas Foster Care program.



Marlys Gwaltney – 2017 KAHPERD and Central District Elementary Teacher of the year. A graduate of Topeka West High School and Fort Hays State University with a master’s degree in Physical Education, Marlys has been a physical education and health teacher for 22 years. During her tenure at Bentley Primary School in the USD440 school district, Marlys has served on numerous committees, coached volleyball and track, served as the athletic trainer for the high school football team, and has constantly promoted an active and healthy lifestyle for her young students. In the past few years, Ms. Gwaltney has received several grants and awards, some of these include: the national Jump Rope for Heart Grant Award, KAHPERD Jump Rope for Heart Coordinator of the Year, Let’s Move Active Schools National Recognition Award, USD440 Teacher of the Year, and KAHPERD’s Model Schools Gold Award. Marlys was also named Elementary PE Teacher of the Year for KAHPERD and SHAPE America’s Central District and is currently a nominee for the 2018 Kansas Teacher of the Year. This fall Ms. Gwaltney will hold the office of President for KAHPERD, helping the organization and its members connect, grow, and lead.



Sarah Jo Heath – 2017 KAHPERD and Central District Adapted Teacher of the Year. Sarah Jo teaches Adapted Physical Education for the Sedgwick County Area Educational Services Interlocal Cooperative. She has been teaching for 8 years. In 2017, Sarah was the runner up for the SHAPE America National Adapted Teacher of the Year. Her focus on diverse developmental and remedial activities paired with her planning and instruction help ensure students experiences success alongside nondisabled peers. Sarah's favorite thing about teaching students with exceptionalities is celebrating student success, no matter how small.



Randy Watson
Kansas Commissioner of Education

The Commissioner is the appointed Chief Administrative Officer over the Kansas State Department of Education. The Kansas Department of Education is organized into two divisions, Fiscal and Administrative Services and the Learning Services Division.

Karl Ely – 2015 Middle School TEACHER OF THE YEAR and Central District Middle School TEACHER OF THE YEAR. Karl graduated from Wichita State University in 2002. He has been teaching in Wichita Public Schools for 14 years and is currently teach K-8 Physical Education at Christa McAuliffe Academy. He also coaches cross country and boys basketball. In his free time, he enjoys spending time with his wife and two daughters.

Brandon Wolff – 2014 KAHPERD and 2015 SHAPE America Central District Middle School Teacher of the Year – Brandon has been teaching physical education and health for 15 years, he currently teaches at Maize South Middle School. As a physical educator, his job inside and outside of the classroom is to promote students to be healthy physically, mentally and socially. Some accomplishments are 2014 KAHPERD Middle School Teacher of the Year, 2015 Shape America Central District Middle School Teacher of the Year and Let’s Move in Active Schools National Award winner.



Meggin DeMoss – SHAPE America Central District Past-President, KAHPERD Past President



Vicki Worrell – KAHPERD Executive Director, AAHPERD Past President, NASPE Elementary TEACHER OF THE YEAR



Rhonda Holt – NASPE Elementary TEACHER OF THE YEAR



Rick Pappas – KAHPERD and Central District Elementary TEACHER OF THE YEAR, KAHPERD Past President

2017 KAHPERD CONVENTION PROGRAM

Washburn University

Wednesday, October 25, 2017

9:00-5:00

PLYOGA Fitness Teacher Certification

Seaman High School

1:00- 4:00 PM

President's Youth Fitness Program

Seaman High School

Movers & Shakers Social

Capital Plaza Hotel

Invitation only 4:30-5:30

5:30- 8:00 PM

Early Packet Pick-up

Capitol Plaza Hotel

Pre-Convention Social

5:30-7:00 PM

Capitol Plaza Hotel

7:00-9:00 PM

KAHPERD Board Meeting

Capitol Plaza Hotel

Thursday, October 26, 2017

7:00- 10:30 AM

Registration

Petro Allied Health Center

9:00-3:00

Exhibits Open

11:35-12:05 Exhibit Extravaganza

Lee Arena

General Session 8:15-8:30

Welcome

Location: Lee Arena A

Location	Section	Title & Description	Presenter(s)
Whiting Gym	Elementary	<p>The Essentials of Team Building</p> <p>This session will help attendees to understand the importance of team building to the curriculum. What steps should be taken prior to doing Team Building-- What are some roles associated with a team's ability to function, and actually doing some Team Building challenges will form the basis of this session. This session works hard to help develop the affective domain and capture the spirit of our students. If we capture the spirit the body is more likely to follow. Continues until 10:35</p>	Donald Glover
Lee Arena A	Secondary	<p>GOODMINTON</p> <p>GOODMINTON It is a combination of badminton and table tennis without a net. It can be played by 4th-12th grade students.</p>	Suzy Manning Hope Manning
Lee Arena B	Elementary Future Professional	<p>Intro to Teaching Games for Understanding</p> <p>This session will introduce the basics of Teaching Games for Understanding teaching model. The goal of the this session give PE teachers a good starting point for the TGFU model and give them a few examples of how/where to start.</p>	Patrick Whitney Michelle Lawson
Dance Studio	Dance	<p>Folk Dance For Everyone</p> <p>Learn simple folk dances that are fun to perform and educational. Modifications will be given and suggestions for integrating these with classroom curriculum will also be provided.</p>	Janice Jewett, Julia Spresser, Natalie Magee-Darling, Cole Shewmake
Room 226	Elementary	<p>Yoga: Smiling from the Inside Out.</p> <p>Attendees will learn:</p> <ol style="list-style-type: none"> 1. Basics of breath work incorporating a balloon & basic anatomy 2. Postures (animal/nature names), terminology and benefits of youth yoga sequences that are fun and easy to follow. 3. Ideas to help keep the children engaged and calm with help of peaceful music, wood stick chime and calm happy meditation circle. 4. Tone and volume that may be appropriate in yoga class. 5. Visualization exercise at the end of yoga practice 	Chelsey Powell-Davenport
Room 224	Health	<p>10 Strategies to Create a Fun and Motivating Health Classroom</p> <p>Join Shape America's 2016 Southern District Health Teacher of the Year, Mary McCarley, as she shares fun and motivating standard-based strategies, activities and assessments that will increase student engagement in the health classroom. Teachers will leave with 10 or more new ideas, activities, and assessments that can be easily implemented in the classroom.</p>	Mary McCarley

Room 221	Dance	<p>Revised Kansas Dance Standards 2017: Making Connections between Dance and Physical Education</p> <p>Presentation will share the revised KS Dance Standards that are based on the National Core Arts Standards. Discussion will include areas in which the Dance Standards align with PE and Health Standards. Ways that the Dance and PE standards differ will highlight Enduring Understandings that students learn while exploring and answering Essential Questions in dance. Also included, how the eleven Dance Standards are addressed through four processes: Creating, Performing/Presenting/Producing, Responding, and Communicating.</p>	Laura Donnelly Joyce Huser
Room 225	Advocacy ALL	<p>Make a Difference: Effective Advocacy</p> <p>Public policies determine whether every Kansas child can thrive, and educators are important advocates for health, education, and economic policies that benefit Kansas children. This workshop will build skills to advocate on behalf of Kansas children. Participants will learn how to build strong relationships with their policymakers and how to influence policy decisions. We will also discuss what lies in store for the 2018 Kansas Legislative Session. Participants can preview this workshop's content at http://kac.org/take-action/toolkit/.</p>	Amanda Gress
Computer Room	Elementary	<p>EZ Scan®! The New Lap Counting App</p> <p>It's fast, it's EZ and it's affordable. It's EZ Scan®. No more entering data by hand; kids scan their cards and the data syncs to your computer. Bonus! EZ Scan® verbally interacts with and encourages your kids. What fun! A win for everyone. Works with tablets and phones. Free EZ Scan® subscription awarded at the session.</p>	Brandy Coker

9:45-10:35

Location	Section	Title & Description	Presenter(s)
Whiting Gym	Elementary	<p>The Essentials of Team Building</p> <p>Continued from 8:45</p>	Donald Glover
Lee Arena A	Elementary	<p>Tools for Teaching OPEN Instant Activities and Building Personal and Social Responsibility in Students</p> <p>Elementary teachers know and understand the need to get students active and engaged as soon as they enter the PE Classroom. This session serves to help teachers get students moving quickly, while also work toward grade level outcomes and reinforcing personal and social responsibility in PE. Also learn about the free OPEN curriculum.</p>	Stephanie Dixon
Lee Arena B	Secondary High School	<p>Ultimate Frisbee and Spirit of the Game</p> <p>Ultimate Frisbee is a self-officiated sport and uses the unique concept of Spirit of the Game even the highest levels of competition. Attendees will learn methods to teach Spirit of the Game and other basic concepts of Ultimate.</p>	Amanda Borders Stephanie Rupp, Erik Shook, Jacob Pfeifer, Isaac Entz, Isaac Blick, Carey Jacquinot, Laura Gehrt, Jenna Galletta, Jordan Ast

Dance Studio	Joint Projects ALL	Joint Project Extravaganza Want free equipment? Want free resources? Want to Rock your Jump Rope for Heart or Hoops for Heart event? Join our session on how to have a successful JRFH/HFH event!	Jamie McVey Nathan Burgess AHA staff
Room 226	Health	Integrating Nutrition Education into PE This fun, hands-on session will showcase some practical examples of activities that can be incorporated into physical education classes to help enhance students' knowledge on nutrition and assist you in meeting your district wellness policy goals and state requirements.	Robyn Stuewe, MA, RDN, LD, CHES -
Room 224	Health Exhibitor	Health Education: Captivate, Educate, and Activate Behaviors Health activation focuses on taking small steps to create and sustain new behaviors rather than over-emphasizing educational points and scientific facts. During this session, participants will learn to apply health activation principles to their health education and health promotion efforts so that outputs reflect health-enhancing behaviors that pave the way to healthy lifestyle choices. Participants will critically examine their instructional strategies and programs, and then apply educational strategies that build skills and motivate health-enhancing behaviors.	Neal Nachtigall Donna Hardie
Room 221	Recreation Elementary- Secondary	Juggling Basics-As Easy as 1-2-3 Intermediate juggling will enable you to improve your skill level, teaching effectiveness and be more confident about including juggling into your school's curriculum! Students from elementary to college can all improve their personal eye-hand coordination, self-confidence, brain development and have a ton of plain old fashioned FUN in the process! Amaze yourself and eliminate the thought..."Oh, I can't juggle."	Scott Gorman Shelly Grimes
Room 225	Future Professionals	Develop & Grow Your Professional Brand This session is designed to provide young professionals and young professional organization leaders with information to excel in their professional endeavors. As they work to develop their unique brand.	Dr. Rick Hardy
Computer Room	Elementary	Get Moving with GoNoodle! GoNoodle helps teachers introduce new topics, review & practice fluency, and assess progress. Teachers can get kids up and moving while practicing core-subjects! GoNoodle is sponsored by Blue Cross Blue Shield of Kansas. GoNoodle is a suite of 100 plus learning games with over 100 custom question sets, PLUS the ability to customize your own games with your own questions, PLUS 100 printable learning extensions. Teachers will learn the basics of using GoNoodle, create accounts, and how to navigate the website purposefully	Layne Baxter Cook

10:45-11:35.

Location	Section	Title & Description	Presenter(s)
Whiting Gym	Elementary	<p><u>Winning Activities At The Secondary Level</u> This highly active session is all about what works and having fun. Come learn the favorite activities of a National High School TOY. Some involve vigorous activity, some require lots of thinking, and others are just plain fun! Be ready to participate, and you will be sure to leave with some gems!</p> <p>Psychomotor: Participate in at least 5 inclusive and vigorous activities. Cognitive: Explain how at least one of these activities can be implemented immediately into one's curriculum. Affective: Have fun while vigorously playing at least 5 activities.</p>	Tony Loomis
Lee Arena A	Elementary	<p>Standards Based Stations This super creative session will give you and your students a huge boost of fun fitness stations for elementary school. We will be using SQAIRs, noodles, cones and balls. Leave with 31 free downloadable station cards with standards and I CAN statements. Giving away equipment at end.</p>	Jade Ng
Lee Arena B	Elementary	<p>Let's Go Biking Attendees will participate in bike lessons that align with the National Standards and examples of ways to fund the purchasing of bikes.</p>	Denise Johnson
Dance Studio	Secondary	<p>Cardio Core Combat Cardio Core Combat will be a great cardiovascular workout designed for middle school grades and higher to promote heart rate training, coordination, balance, and strength. Most importantly it will be FUN!! The class consist of karate and boxing style moves that are non-contact (air movements) to encourage cardio health. Students will learn kicks, jabs, punches, and proper techniques for additional bag work to use for their classes that promote a healthy lifestyle.</p>	Michelle Grimes Julia Spresser
Room 226	Elementary	<p>Mindfulness in a Minute Have you thought of incorporating Mindfulness or Yoga into your curriculum, but can't find the time? Does you staff need a mental break during the school year? Attendees will discover resources and activity ideas to introduce mindfulness and yoga techniques in five minutes or less. Session attendees will leave with a toolbox of technology, literature and activity ideas to incorporate in the gym, classroom, teachers lounge or home.</p>	Sarah Jo Heath,

Room 224	Health	<p style="text-align: center;">Supercharge Your Health Class</p> <p>Join Shape America's 2016 Southern District Health Teacher of the Year, Mary McCarley, as she shares engaging and innovative standard-based activities and assessments that are proven to be effective in the health classroom. All activities and assessments shared can be adapted to best meet the needs and grade level of your students and can be easily implemented in the classroom. Teachers will leave with new ideas, activities, and assessments for their teacher toolbox.</p>	Mary McCarley
Room 221	Future Professionals	<p style="text-align: center;">You are the Future!</p> <p>KAHPERD Future Professional Chair and Chair-Elect will share their experiences of being a KAHPERD and SHAPE America member and how it has helped prepare them for teaching. The KAHPERD Executive Director, Joint Projects Chair, a KAHPERD Executive Board Member and KAHPERD Future Professional Advisor will also be available to answer questions students might have in preparing to be physical education teacher. Snacks and door prizes will be given. This is a "don't miss" session for college/university student.</p>	Rick Pappas - Ashley Foss Troy Babcock Meggin DeMoss Karla Stenzel Vicki Worrell
Room 225	Elementary	<p style="text-align: center;">Systems Approach to Increase Physical Activity During PE Time By Improved Class System Management</p> <p>Physical education (PE) is recommended to have at least 50% of time spent in moderate-to-vigorous physical activity (MVPA), however, students spend only about 36% of time in MVPA. This session will cover strategies to increase time spent in MVPA in PE by integrating blocks of time for physical activity stacked together during normal classroom routines and using a 3-phase process: investigate; design; and practice.</p>	Jennifer Church Chelsey Slechter
Computer Room	All	<p style="text-align: center;">Kansas PE-Drop In</p> <p>This session will introduce the revised Physical Dimensions, Focus and Essentials curriculum. Attendees will learn how to log on the the website and create their own account. They will learn how to search the site and create lesson plans. This session is for all levels.</p>	Meggin DeMoss Rhonda Holt

11:35-12:05	Exhibit time- visit the exhibits
12:10- 12:30	General Session Speaker: Randy Watson Kansas Commissioner of Education Location: Lee Arena A
12:30-1:15	Lunch Lee Arena KAHPERD Heart Hero Rewards Luncheon Invitation only-McPherson Booster Room

1:20-2:10

Location	Section	Title & Description	Presenter(s)
Whiting Gym	Elementary	<p>Fitness Ideas for Physical Education Different activities will be presented that have a focus on fitness ideas. Shaped for students in grades 2nd-6th. To help with teaching muscles, types of fitness, calories in/out...</p>	Ken Murfay Emporia State Students
Lee Arena A	Elementary SPONSOR	<p>Action Team Games Action Team games By Gopher Sport. This is a 50 Minute presentation for educators to learn team building and to see the new products gopher has to offer.</p>	Mike Tindal
Lee Arena B	Secondary	<p>Paddle Zlam Participants in this session will walk away with the knowledge of an new and exciting activity that they can take back and share with their students, as well as their friends. This game combines precision paddling, volleying, running and mental awareness alike. Players get so caught up in the game they don't even realize the extent to which they are doing physical activity. One participant will walk away with their very own Paddle Zlam game!</p>	Vicki Worrell
Dance Studio	Elementary	<p>PE-USIC - Pairing PE and Music to rock the school! Through our PE-USIC presentation, we intend to provide attendees with a tool box of activities that they can utilize in the PE and Music classrooms when those disciplines are combined. We will demonstrate and explain how we are able to make PE-USIC work in our elementary school and how our dancing day performances work. We hope attendees will have many ideas they can utilize in their classrooms to promote PE-USIC in their schools.</p>	Cindy Johnson Lindsay Blurton
Room 226	Other	<p>PA Beyond PE Want to take your physical education concepts beyond the gym for students to experience them in practical applications? Unsure of how to offer your classroom teachers more than just Brain Breaks to provide physical activity throughout the day? Curious about how to engage students in a growth mindset and achieve meaningful goal-setting? Attendees will walk away with a variety of tools to promote their PE program, implement running programs, and create an active school environment.</p>	Marlys Gwaltney
Room 224	Health	<p>Thrive in K-5 Health: Mini Lessons your Students Will Love Join Shape America's 2016 Southern District Health Teacher of the Year, Mary McCarley, as she shares K-5 health curriculum that students will love. These mini health lessons are easy for the teacher to facilitate and fun for the students. Teachers will learn strategies to overcome current obstacles and leave with a fun and motivating K-5 curriculum.</p>	Mary McCarley

Room 221	All Exhibitor	<p>Step Up your Sport Stacking Program</p> <p>An advanced Sport Stacking activity session showcasing physical activities from our comprehensive curriculum. Triple up Triple down relay, March Madness, and Fetch 12 are featured activities. Experience the excitement, fun and movement these activities offer every student regardless of ability. First time attendees receive FREE Instructional materials.</p>	Jackie Hall
Computer Room	All	<p>Kansas PE-Drop In</p> <p>This session will introduce the revised Physical Dimensions, Focus and Essentials curriculum. Attendees will learn how to log on the the website and create their own account. They will learn how to search the site and create lesson plans. This session is for all levels.</p>	Meggin DeMoss Rhonda Holt

2:20-3:10			
Location	Section	Title & Description	Presenter(s)
Whiting Gym	Elementary	<p>50 Years in the Gym--Favorite Activities</p> <p>This will be a fast paced presentation. During this session attendees will learn new and creative instant activities-warm-ups, games, and ice breakers. We will pack in as much as possible in the time allotted. These activities are the presenters favorite after 50 years of teaching.</p>	Donald Glover
Lee Arena A	Secondary	<p>Creating an Environment for Success at the High School Level</p> <p>High school students can be a challenge to motivate. Learn how to create a positive environment conducive to learning. Remarkable activities and instructional strategies will be shared! You will walk away with resources and ideas that can be implemented immediately. Be prepared to move during this highly active session.</p>	Tony Loomis
Lee Arena B	Coaching Physical Education	<p>Developing Mental Skills to Enhance Activity and Performance</p> <p>This fun, interactive session is designed to help teachers/coaches prepare students/athletes to mentally perform to their potential. It will be presented by members of the collegiate E-Sport Psychology Team that conducts mental skills and drills workshops at middle/high schools for athletes as well as entire student bodies. Activities will focus on the importance of mental training, achieving the proper arousal zone, setting proper goals and to increase positive self-talk, imagery and focus skills.</p>	Mark Stanbrough Emporia State University Coaching Minor Students

Dance Studio	All Exhibitor	PLYOGA	Liz
Room 226	Elementary	<p>Utilizing Physical Activity as an Academic and Behavioral Intervention (continues to 4:10)</p> <p>In this session you will have the opportunity to learn the science behind the benefits of utilizing physical activity throughout the day as an intervention. You will have the opportunity to learn how physical activity will increase academic and behavioral success both at school and at home. You will learn indicators to look for as well as how to address specific needs through physical activity. You will learn why it's important to physical educators to take an active role in promoting and supporting the use of physical activity throughout the day as an academic and behavioral intervention.</p>	Shelly Swartz
Room 224	Health Exhibitor	<p>A Project-based, Innovative Health program (and it's FREE!)</p> <p>Session attendees will come away with a high-level overview of our FREE project-based program. They will understand the day-to-day lessons, how those lessons progress in the classroom - for both the students and teacher, and, the final project and presentation that will developed. We provide documentation of the specific National Health Standards and Kansas Health Standards that are covered during our program. We will share all the FREE resources, training and web-based software for the program.</p>	Amy Merritt Lauren Butler Patti Whittington-Burton
Room 221	Advocacy	<p>Make a Difference: Effective Advocacy</p> <p>Public policies determine whether every Kansas child can thrive, and educators are important advocates for health, education, and economic policies that benefit Kansas children. This workshop will build skills to advocate on behalf of Kansas children. Participants will learn how to build strong relationships with their policymakers and how to influence policy decisions. We will also discuss what lies in store for the 2018 Kansas Legislative Session. Participants can preview this workshop's content at http://kac.org/take-action/toolkit/.</p>	Amanda Gress
Computer Room	Secondary Middle School	<p>Fitness Testing Done Easy!</p> <p>In this session, attendees will learn different ways to fitness test their students. We will also be demonstrating each fitness test to help clear up any questions regarding a certain test. Lastly, we will share how to effectively and efficiently record fitness test scores and how to create a goal setting sheet for individual students.</p>	Brandon Wolff Andrew Moore-
POOL (outside)	Recreation (lasts until 4:10)	<p>Fly-Fishing Basics- Trout Do NOT live in Ugly Places!</p> <p>Attendees will learn how to cast a fly or in this case a piece of yarn for safety. This motor skill will enable them to catch fish in the future using a flyrod! We will also go over associated knots and a variety of dry, wet and nymph flies!</p>	R. Scott Gorman- John H. Gorman-

3:20-4:10

Location	Section	Title & Description	Presenter(s)
Whiting Gym	Future Professionals	<p align="center">Future Professional College Bowl</p> <p>Teams from Kansas colleges and universities will come together for a friendly, yet competitive battle of the bodies and minds. There will be two activity rounds and one question/answer round. Spectators are welcome to join the fun, cheer on the students, and root for your alma mater.</p>	<p>Ashley Foss - Troy Babcock Taylor Winegarne Todd Thacker Cameron Peak Kayla Ayer Hope Manning Makenzie Boltwood</p>
Lee Arena A	ALL Exhibitor	<p align="center">Doing it all with Foam Coated Balls Except for Dodgeball</p> <p>This is an active participation presentation ~ K-12 Teachers Using Foam Coated Balls in a variety of developmentally appropriate activities to foster critical and creative thinking, fitness, socialization and skill development.</p>	Randy Kempke
Lee Arena B	All Exhibitor	<p align="center">Introduce tennis to your school with the USTA and Net Generation!</p> <p>The United States Tennis Association (USTA) has collaborated with SHAPE to create a new school curricula designed to encourage and challenge kids to advance at their own pace guided by the national grade-level outcomes. With resources and tools of USTA and Net Generation, Tennis in Schools has never been easier to teach or more accessible!</p>	<p>Jaren Glaser Jodi Gordon Tara Williams</p>
Dance Studio	Other	<p align="center">POUND Workout</p> <p>POUND is the world's first cardio jam session inspired by the infectious, energizing and sweat-dripping fun of the playing of drums</p>	<p>Shellie Stahly Joan Bolt</p>
Room 221	Elementary - Continued	<p align="center">Utilizing Physical Activity as an Academic and Behavioral Intervention- Continued</p>	Shelly Swartz
Room 224	Health	<p align="center">Read, Write, Health: Integrating Literacy into Health Assessments and Activities</p> <p>Join Shape America's 2016 Southern District Health Teacher of the Year, Mary McCarley, as she shares health activities, assessments, and strategies that integrate literacy. Teachers will leave with 5 or more new ideas, activities, and assessments that can be easily implemented in the classroom.</p>	Mary McCarley
Room 226	Other	<p align="center">Understanding the Basic Human Needs</p> <p>Each and every one of us has the capacity to change the world, one life at a time.</p> <p>By understanding the motives behind our behavior, we can identify our faults, our strengths, and implement tools to achieve personal success. But most importantly, we can change the world.</p>	Damon Parker
Computer Room	Meeting	<p align="center">PAL Meeting</p> <p>This meeting is for all PAL's trained during this past summer. You will meet with your mentors during this time.</p>	<p>Susan Oldfather Lori Heger</p>

Thursday Evening

5:30-6:15	President's Social and Appreciation Awards Capital Plaza Hotel
6:30-8:30	KAHPERD Awards Banquet Guest Speaker Para Olympian Liz Willis Capital Plaza Hotel

Friday, October 27, 2017

8:30-9:20

Location	Section	Title & Description	Presenter(s)
Whiting Gym	Secondary	<p style="text-align: center;"><u>Get Going with Glorious GRIDS</u></p> <p>This session is all about grids. Grids can be a fun and vigorous activity. They can be used as a successful instructional strategy. They can be utilized for skill acquisition or conceptual learning. Regardless of how they are implemented, grids are efficient, practical and fun. Learn how to incorporate grids into your curriculum, and get ready for results.</p>	Tony Loomis
Lee Arena A	Elementary	<p style="text-align: center;"><u>Character Education in Physical Education</u></p> <p>Attendees will learn specific methods to infuse Character Education into Physical Education. Hopefully, attendees will realize that Physical Education can be the leaders within the school in the area of Character Education. Strategies to teach Character within every daily lesson will be the focus of this session. We are going to pack a lot of information into one 50 minute session and this session will give you a roadmap to get started in your school.</p>	Donald Glover
Lee Arena B	Elementary	<p style="text-align: center;"><u>Passport to Play</u></p> <p>Passport to Play is exploring the globe through games and activities that are played around the world! Rayuela from Comumbia South Africa, Tour D'Gym from France, Dragon Tail and Great Wall from China and other games from all seven Continents!</p>	Arianne Seidl
Dance Studio	Elementary	<p style="text-align: center;"><u>Easy dances for Elementary Classes</u></p> <p>This session will introduce elementary age appropriate dances that can easily be taught to classes for use in programs or simply for a shift from the traditional lessons.</p>	Tiffany Dirks Ross Friesen Washburn Students
Room 221	Health	<p style="text-align: center;"><u>Healthy Living</u></p> <p>Staying fit for life requires discipline and motivation. We will take a look at 3 components of healthy living: diet, exercise and positive thinking and how to integrate these habits into our demanding and busy life schedules.</p>	Liz Willis
Room 224	Health	<p style="text-align: center;"><u>Nutrition, Growth Mindset, Social emotional skills and more in Physical Education and Health</u></p> <p>Attendee's will leave this session with new ways to address Health Education. In addition to nutrition ideas, attendee's will also learn ways to teach growth mindset and social/emotional standards in their Health classes!</p>	April Baugh Adam Castillo

Room 225	ALL	<p>Active Schools....Let's Move Kansas!</p> <p>This session will provide examples of how Kansas teachers have successfully implemented one or more strategies to help their school environments be more physically active. Participants will actively discover unique avenues of reaching administrators and other decision makers to facilitate their buy-in to the importance of physical activity for students and schools. Ideas for helping teachers understand how to integrate physical activity into the classroom setting will be demonstrated. An overview of the success of three types of trainings that are offered to Kansas teachers through the "Active Schools....Let's Move Kansas" initiative will be shared.</p>	<p>Mark Thompson Rhonda Holt</p>
Room 226	Secondary High school (Coaching)	<p>Teaching is Coaching; Coaching is Teaching; Or is it?</p> <p>The attendee will learn key pedagogical similarities (and differences) between teaching and coaching.</p>	<p>Steve Sedbrook</p>

9:30-10:20			
Location	Section	Title & Description	Presenter(s)
Whiting Gym	Elementary	<p>Big groups, limited time and low budget - get them moving!!</p> <p>This session contains many, many game ideas for Physical Education Teachers to use with the emphasis on large numbers of students, low budget and short class periods. Teachers will be given game ideas that keep kids active in the short amount of time you may have them and for schools that don't have huge budgets for the physical education programs.</p>	<p>Amy Finch Tyler Sission</p>
Lee Arena A	Elementary	<p>Mindful, Meaningful, and Motivated Movement</p> <p>Teaching advanced physical education concepts and strategies to young children is challenging. Learn how to use fun and unique activities to help even the youngest student understand court sense, offense and defense, creating space, basic tactical skills, and grasp some of the many "whys" they will encounter in your class. Activities presented can be easily modified for older students to help reinforce and hone these same concepts outside of conventional game play.</p>	<p>Marlys Gwaltney -</p>

Lee Arena B	Adapted	No Broken TOYS: Activity Ideas for All Abilities Central District Adapted TOY, Sarah Jo Heath, will present innovative locomotor, object manipulation, small sided games, mindfulness, rhythm, dance, lifetime activity and Holiday activity ideas for individuals with communication deficits and limited mobility. Session attendees will gain knowledge in structured scheduling and augmented communication during activity, as well as gain understanding of barriers to effective adaptations for individuals with special needs in the Physical Education environment.	Sarah Jo Heath,
Dance Studio	Dance	West Coast Swing The history of west coast swing, why people engage in it and then we will demonstrate a little of the dance and get people actively involved in dancing with us.	Brittany Thomas Chelsey Powell-Davenport
Room 221	Other	Wake-up Your Ease Applying the Alexander Technique to Athletic Activity This experiential session, Wake-up Your Ease Applying the Alexander Technique to Athletic Activity, will allow participants to explore the principles and application of the Alexander Technique. This Technique is a method of determining the best amount of energy to use for each activity. It helps reduce performance anxiety, overworking, repetitive stress, and excess tension. Alexander Technique allows the practitioner to get the most out of rehab and re-training after an injury.	Laura Donnelly
Room 224	Health	Confident Me! A Free Middle School Body Confidence Program Confident Me! is a 1 session and 5 session self-esteem program for middle school students. This session will bring awareness and education to the free program for any middle school interested in using it. Participants will participate in engaging activities to learn more about the program and support and incentives around implementing it in their school community.	Brandon Wolff
Room 225	Advocacy All	Advocating for Your Physical Education Program (What is new with ESSA?) This proposal will address the changes that are taking place in the Every Student Success Act (ESSA) and securing funding for physical education programs. The session will also provide a venue for members to have a conversation about the best way to advocate for physical education, at a state and national level.	Verneda Edwards
Room 226	Coaching (this session goes until 11:20)	Coach Led ACL Prevention Programs: Effectiveness and Implementation Attendees will learn how the Federation International de Football Association's (FIFA) 11+ ACL prevention program can be effectively implemented as part of the warm-up for any sport to reduce the risk of ACL tears in their athletes. Attendees will perform the exercises, biomechanically analyze proper technique and identify methods to correct performance errors.	Karen Garrison John Burns

Computer Room	ALL K-12	Kansas PE-Drop In Continued to 10:20	Meggin DeMoss Rhonda Holt
10:30-11:20			
Location	Section	Title & Description	Presenter(s)
Whiting Gym	Elementary	Maximizing physical activity from start to finish! By the end of the session the people who attended Maximizing physical activity from start to finish will be able to implement multiple instant activities, body awareness activities and use different prompts to help with classroom management to maximize physical activity in the class with little to no down time!!!	Matt Dunkin Nick Gardner
Lee Arena A	Secondary Middle School	Want to run laps today? No? Well, your students don't either. Fitness made fun! No running laps at this session. You will leave this session with several warm up games that you can implement right away into any K-8 physical education program. We will share several fitness activities that are great for teaching and assessing the student's knowledge of the fitness components. Part of this session we will share how our students create their own workout plan using some new fun fitness equipment purchased with the help of the \$1500 KAHPERD member grant. Come ready to play and never make your students run laps again for their warm up!	Karl Ely Todd Junker
Lee Arena B	Elementary	Innovative Ways to Use Traditional Equipment Are you looking for unique, outside-the-box activities for your Physical Education classroom? This session will give you several options that will allow your students to learn physical literacy skills in a fun and engaging way. Plank cone flip, scooter cage ball, table ball, hula hoop kick are a few of the examples that will be demonstrated. Join us as we share instant activities, warm ups, and outside the box lessons in this hands on session!	April Baugh Tara Yost
Dance Studio	Elementary	Get Your Kicks on Route 66 This is a fun session aimed at elementary and middle school levels. Participants will actively participate in moving through the classic Route 66 Highway while learning history. As we move through the different cities/states in Route 66, there will be different activities related to those geographical spots. Route 66 originated in Chicago, Illinois where we will play Pizza Tag. There will be several other activities before we reach the end of Route 66 in Santa Monica, California with Beach Ball Hockey. There will also be two line dances taught - Life is a Highway and Get Your Kicks on Route 66.	Rick Pappas
Room 221	Future Professionals Social also	Recreation... Make it a Family Thing! In this session attendees will learn about the importance and benefits of family recreation. Presenters will showcase family-friendly activities that attendees can promote in their classrooms as well as to their students' guardians.	Sarah Ball Dr. John Oppliger Dr. Rick Hardy

Room 224	Health	Strategies to Improve Mental Health in Secondary Schools The objectives for this session include: Participants will discuss how the mental health of secondary students impacts future success in both academic and personal settings. Participants will observe and practice interactive health strategies to teach mental health concepts.	Sunnin Keosybounheuang Katie Mathews
Room 226	Health	The Walking Detective: Teaching Kids to Investigate Their Communities Meet The Walking Detective! KC Healthy Kids' newest educational resource teaches kids all about the built environment and how to advocate for neighborhoods that are safe and friendly for walking, biking and playing. Learn about The Walking Detective and how to organize a walking investigation for kids in your community	Andrea Clark
Room 225	Coaching	Led ACL Prevention Programs: Effectiveness and Implementation- continued	

11:30-12:00 PM	
Closing Ceremonies Door Prizes	Lee Arena A
12:15-1:30 PM	
Post- Convention KAHPERD Board Meeting All CURRENT & NEW Board members should plan to attend this meeting!	Room 225

Thank you KAHPERD SUPER HERO- MOVERS, SHAKERS, ACTIVE PHYSICAL EDUCATORS for attending. Please fill out surveys for each session you attended via SCHED. See you next year in Emporia

**KAHPERD Super Heroes,
“Movers, Shakers, Active
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KAHPERD Convention – Topeka, KS October 25-27, 2017 Committee Chairs

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COLLEGIATE CHALLENGE

Purpose:

To provide opportunities for Future Professionals to gain valuable experience with the American Heart Association/SHAPE America Service Learning Projects: Jump Rope for Heart and Hoops for Heart.

The Challenge:

For each collegiate HPER Club to gain valuable experience by helping with local JRFH/HFH events

The Guidelines:

Find out which local schools will be hosting a Jump Rope for Heart and Hoops for Heart event for that school year

Contact Rebecca Giles at Rebecca.giles@heart.org for help with finding local events!

Assist schools that are hosting an event with organization, planning, hosting, and celebrating their event

Schools will receive points based on the time put into helping with an event. The coordinator of the event will need to sign off verifying the students hours helped.

Students will receive 1 point per half hour involved with any aspect of the JRFH/HFH event (examples: assist coordinator, help count donations, help with gift orders, organize kick-off assembly, distribute thank you gifts, help with promotion, assist with the actual event, demonstrate JRFH/HFH activities).

There is no limit to the number of students or amount of time students can be involved.

Schools will receive points for raising funds as well. 0-\$250 = 25 points, \$250-\$500 = 50 points, \$750 and above = 100 points.

Bonus points can be received by inviting your local youth marketing director to present to your students (25 points) or recruiting a new school to host an event (100 points).

When you feel you have completed the Collegiate Challenge, please fill out the attached document and return by May 5, 2017.

The Reward:

Future professionals will gain valuable experience on what it takes to organize and host an event at the school-age level.

The Ultimate Reward:

The HPER Club with the largest point total will have its name engraved on the traveling plaque which can be displayed on campus. The collegiate sponsor will be recognized at the KAHPERD Heart Hero luncheon in honor of their schools efforts as well as receive the traveling plaque at the KAHPERD banquet.

COLLEGIATE CHALLENGE

University Name: _____

Department Chair: _____

Total points earned: _____

Please list names of schools where students helped with an event:

*Submit by email to: jmcvey@usd374.org by May 5, 2017, or you may submit by mail to:
P.O. Box 12 Copeland, KS 67837

COLLEGIATE CHALLENGE Scoring Guide

Points:	How to earn:
1 point	Students receive one point per half hour involved with any aspect of the JRFH/HFH event.
25 points	Invite your local youth marketing director to present to your students Raise 50-250 dollars for the AHA
50 points	Raise 250-500 dollars for the AHA
100 points	Recruit a new school to host an event Raise 750 or more dollars for the AHA



TOGETHER TOWARD TOMORROW

What will it take to create a future where our nation's young people are active and healthy?

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Coaching in Three Dimensions: Making a Difference Beyond the Physical Component

Mark Stanbrough, Ph.D.

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Emporia State University

Abstract

The coach is one of the most prominent authoritative figures in the lives of today's youth. Coaches have a platform to make a positive difference in lives. This paper examines three dimensions of coaching—physical, mental, and heart/life skills. All coaches coach the physical dimension but only 20% intentionally and systematically coach in the 2nd and 3rd dimensions. Special emphasis is placed on coaching beyond the first dimension of physical. Evidence and ideas are presented to help coaches integrate psychological components and life skill lessons into daily routines to help athletes develop holistically.

Introduction

The famous evangelist Billy Graham once said that, “One coach will impact more lives in one year than the average person does in a lifetime” (3D Institute, 2017). Sport has become the largest discretionary activity youth participate in (Gould & Carson, 2008). The only activity larger than sports is going to school—and that's mandated by law. We have elevated sport to the highest pedestal in our culture. Because of the position sport occupies in our society, it gives coaches a position of power and a platform to influence the lives of young people. Coaches are among the most powerful influence on youth athletes' behaviors (LeUunes & Nation, 1983). Before coaches look at how they are coaching and what they are coaching, they should understand why they are coaching. One definition of the word coach is a definition that comes from the 1500s in Europe that says, “A coach is a covered carriage that takes a person of importance from where they are going to where they want or need to go” (3D Institute, 2017). Note the word “covered” in the definition. Coaches create a safe learning environment to pick athletes up and deliver them to a better place that they cannot get to themselves. That's what coaches do. Coaches take people of importance—athletes—rom where they are to where they want or need to go.

Because of this powerful influence, several coaching frameworks such as 3Dimensional Coaching (Duke & Bonham, 2014), Positive Coaching Alliance (Thompson, 2010), InSideOut Coaching (Ehrmann, 2011), and American Sport Education Program (Martens, 2012), have emerged to prepare coaches to effectively coach beyond just the physical component. One approach, 3Dimensional Coaching, emphasizes intentional coaching beyond physical skills and strategies. 3Dimensional Coaching is based upon the research of Jeff Duke of the University of Central Florida (Duke & Bonham, 2014). A pyramid is used to illustrate the three major concepts of 3Dimensional Coaching. The first dimension represents the fundamentals of the physical component of sport. The second dimension is the psychological component. The third dimension and top of the pyramid is the heart or the development of character and life skills. People are made up of all three dimensions, and great coaches “intentionally” coach to improve all three. The 3Dimensional coach has the potential to make a significant positive difference in lives by coaching in all three dimensions—physical, mind, and heart.

Most coaches tend to coach the way they were coached. This could be good or bad. There are numerous great coaches making positive difference in young athletes. However, current research shows that only 20% of coaches are intentional in coaching beyond the first dimension of the physical component (Duke & Bonham, 2014). If coaches are to truly make a difference in lives, coaches must be intentional in thinking about how to incorporate life skills that go beyond the first dimension. This intentionality begins with developing a clear coaching philosophy and identifying life skills that are core to the sport program and establishing relationships to allow the planned development to come into action (Gould & Carson, 2008; Gould, Collins, Lauer, & Chung 2007; Hellison, 2011; Weis & Bjornstal, 2009).



1st Dimension—Physical

With only 20% of coaches systematically and intentionally coaching beyond the first dimension, 80% of coaching occurs only in the first dimension. Coaching in the first dimension is important. It is the founda-

tion of coaching. Its place at the bottom of the pyramid represents the foundational importance. A coach has to excel in the first dimension to win championships. It is vitally important that you understand training, physiology, proper progression, and tactics. One-hundred percent of coaches are coaching in the first dimension. Because this dimension is generally covered thoroughly, the emphasis of this article will not be on the first dimension, but rather coaching beyond the first dimension.

Stuck in the first dimension

Why are so many coaches stuck coaching in the first dimension? There are three main reasons for not spending time developing mental and life skills:

- a. Lack of knowledge: Most coaches don't really understand how to teach or practice psychological skills. A coach might yell, "Concentrate!" The assumption is the player knows how to concentrate but is just not doing it. However, it is not easy to do unless the athlete has been educated on how to concentrate and then practice that skill (Weinberg & Gould, 2015).
- b. Misunderstanding the importance and application of psychological skills: Are champions born or made? All great athletes that have achieved stardom have put in endless hours of practice to refine physical skills. The same is true of the psychological side. Some athletes may be more genetically disposed to being more mentally strong, but hours of mental training will improve performance. We are all born with certain physical and psychological predispositions, but skills can be learned and developed. The days of simply telling athletes to "don't choke," or "be tough" are over. Such advice requires action-oriented approaches and plans for improving mental skills. The good news is that research from Wrisberg, Withycombe, Simpson, Loberg, & Reed (2009) has found an increasing acceptance of sport psychology and an overall increase in athlete openness to using mental training.
- c. Lack of time: One barrier may be coaches' (perceived /or real) lack of time (Bean & Forneris, 2017).
Coaches have many duties, which may include teaching, and many are part-time coaches focusing on youth. These coaches may find it difficult to adequately tend to a comprehensive 3Dimensional approach. Coaches should be aware of how 2nd and 3rd dimension coaching can be streamlined into coaching practice by implementing physical and mental skills simultaneously.

How is a 1st dimension-only coach limited? Let's use a scenario to demonstrate a coaching only in the 1st dimension problem. Bob is at the free throw line with the game on the line. The opposing coach calls a time out to free Bob. Coach tells Bob to "just relax." But Bob keeps thinking about how important the game is to his teammates, coaches, school, friends, and family. He starts to think about how bad it would be to let everybody down. As a result, he becomes tense and the muscles in his shoulders and arms tighten up. He rushes his shot, his normal rhythm is gone, he misses, and his team loses the game. The next day in practice, Bob's coach tells him he wasn't mentally tough enough and he needs to work more on his free throw shooting. To solve the problem, he prescribes a workout of shooting 100 extra free throws every practice, and he will have to run extra to become mentally tougher. Bob's problem wasn't physical. He could practice free throws and run all day (a 1st dimension solution) and it would not improve the pressure of shooting when the game is on the line. Bob needs to develop skills to relax both mentally and physically when under great pressure. Fortunately these skills can be developed in the 2nd dimension. Coaches cannot solve a 2nd dimension problem with a 1st dimension solution. Unfortunately a coach that only coaches in the first dimension is stuck. However, a 3Dimensional coach is able to coach in the 2nd and 3rd dimensions to solve the problem.

2nd Dimension—Mind

One does not need a Ph.D. to use sport psychology. Specialists may have more training and may be more familiar with the most current research. However, coaches are more familiar with the specific context in which they practice. Coaches see athletes daily and are in an important position to administer psychological intervention over the course of a season. Psychological skills training involves putting sport psychology into practice in a training program. It is the systematic and consistent practice of mental skills for the purpose of enhancing the sport experience (which includes increasing enjoyment). Psychological skills training is an educational process and as with physical skills, systematic practice over time is key to developing and effectively using mental skills. The ultimate goal in mental skills training is self-regulation, which involves effectively monitoring and managing your thoughts, feelings, and behavior.

When asked the question, "how much of your sport is mental?" Most coaches consider sport to be at least 50% mental when competing against an opponent of similar ability. Coaches of individual sports

consistently report that the mental component is 80-90% of the game (Weinberg & Gould, 2015). It is difficult to put an exact percentage on it, but there is universal agreement that it is important. Over the course of the last several decades, the role of psychological skills and mental preparation in sport has increased dramatically (Vealey, 2007).

Have you ever witnessed a coach at the beginning of the week inform their athletes that there would be no practice all week, but on Friday night the athletes better be ready to show up and play well? NO! Coaches would never cancel practice for the entire week. How would athletes be able to perform if they don't practice? But how about the team that does not perform up to expectations in competition and coach tells the media the athletes were not mentally tough. Whose fault is that? If the coach did nothing to prepare the athlete mentally, it is the coach's fault! The mental game is just like the physical game, it must be intentionally practiced on a consistent basis. Just like the physical game, it is developed over time. However, many coaches allot 20 hours or more to physical practice and little, if any, to mental practice. This proportion is out of whack. Sport psychology must be carried out in an intentional, systematic plan over time often using a variety of psychological techniques to form an integrated program.

The time needed for practicing mental skills varies. If a new psychological skill is being learned, special 10-15 minute training sessions, 3-5 days a week may be necessary. The first or last 10 to 15 minutes of practice is often a good time for training. As athletes become more proficient they will be able to integrate the mental training more with physical training and may need fewer special training sessions. An athlete's first exposure to psychological skills training in a formal program should last 3-6 months. Learning, practicing and integrating new mental skills requires time (Weinberg & Gould, 2015).

3rd Dimension—Heart

The third dimension of 3D Coaching—coaching the heart, where the highest level of coaching takes place—focuses on providing positive leadership. 3D coaches place sport within the greater context of character and value. Approximately 50% of youth regularly participate in organized sports in the United States, Canada, and England, with rates increasing to approximately two-thirds in Australia and New Zealand. Participation rates peak between the ages of 9 and 11 years (Tremblay et al., 2014).

In an oft-cited study, the Institute for the Study of Youth Sports (Ewing & Seefeldt, 1988) at Michigan State University asked 28,000 junior high and high school students to list their top eleven reasons for participating in sports. At the top of the list for both boys and girls was "to have fun," followed by "do something I'm good at," and "to improve my skills." Almost thirty years later, has the hyper-competitive nature of youth sports changed the attitudes of kids? Do they play sports more to win (as a lot of adults might think) or is fun still number one?

Several research studies have given us answers as to what is still most important for youth participation. In its most recent sportsmanship study, the Josephson Institute of Ethics (2006) found that the overwhelming majority of high school athletes value winning but would much rather play for a losing team than sit on the bench for a winning team, and they don't believe winning is essential for the enjoyment of the sport. Visek, Achhrati, Manning, McDonnell, Harris & DiPietro (2015) interviewed numerous youth athletes and asked them why they played sports, and 90% said the #1 reason they played was because it was fun!

What happens by age 13? Seventy percent of kids in the United States stop playing organized sports because "it's just not fun" (Crane & Temple, 2015; Sánchez, M. et al., 2013; National Alliance for Youth Sports, 2017). If coaches are to be successful and retain athletes, they must capture the heart of the athlete. Having fun while developing relationships is key to coaching in all three dimensions.

Sport develops character, but current research shows it can be less than desirable character unless athletes are guided with positive leadership (Power, F.C. & Seroczynski, 2015; Papacharisis, Goudas, Danish, & Theodorakis, 2005). Sport is an ideal context for promoting life skills. However, intentional coaching practices need to be set in place in order for the sport experience to promote life skills development. In support of the powerful influence that coaches have to transform lives, the International Sport Coaching Framework (ICCE, 2013) acknowledges that coaches should take a holistic approach to athlete development, including considering life skills. The ICCE states that exploring strategies by coaches to implement life skills development should be a priority. Coaches should seek and implement best practices to help develop the right conditions and implement effective strategies to promote life skills development (National Standards for Sport Coaches, 2006).

Research in sport psychology has a rich history of exploring life skills development (Weiss, 2016). There have been a variety of frameworks for developing life skills through physical activity (Gould & Carson, 2008; Hellison, 2011; Hodge, Danish, Forneris, & Miles, 2016; Holt et al., 2017). Sackett and Overway (2017) reviewed the literature on life skills training and identified five broad areas coaches should consider in developing life skills. These five areas are (a) planning for life skills development, (b) using effective strategies for life skills, (c) creating an optimal sports climate, (d) building relationships, and (e) promoting life transfer skills. Developing a philosophy that incorporates life skills development has been noted as a critical first step for sport coaches. In interviews with coach of the year nominees, Gould (2007) found that coaches have a clear philosophy for achieving developmental outcomes and making these objectives a priority both on and off the field. These coaches emphasized lessons in discipline, teamwork, individual roles, and emotional control. Hellison (2011) also emphasized the importance of identifying your philosophy and teaching of core values.

Coaches should not only provide opportunities for life skills use but should systematically integrate life skills lessons into daily routines to allow athletes an opportunity to practice skills and have them reinforced (Hellison, 2011; Petitpas, VanRaalte, Cornelius, & Presbrey, 2004). Coaches should plan daily practices and be intentional of their life skill goals for each day and week and how these goals can be repeatedly introduced through the season to help the athletes develop life skills. Turnnidge, Cote, and Honcock (2014) suggest there may be strength in implicit transfer of life skills if a coach sets the right conditions within the sport environment.

Strategies for coaching in the 2nd and 3rd Dimension

The 3Dimensional Coaching philosophy is a framework. Once a coach knows why they are coaching and has a transformational purpose, they are empowered to use strategies to fulfill their purpose. A successful example of applied strategies within a program was the UNIFORM (**use** goal setting, **no** mistakes, **image-ry**, **fully** focus, **overtly** positive, **relaxation** and stress control, **make** routines) program (Gilbert, 2011) developed for younger, lesser skilled athletes in high school. The focus for the younger athletes was to learn psychological skills and apply them during practice, competition and everyday life. Results indicated that

athletes enjoyed the intervention and significantly improved upon their mental skills (Gilbert, 2011; Horn, Gilbert, Gilbert, & Lewis, 2011). Another example of an intentionally planned program is the First Tee (Weiss, Stuntz, Bhalla, Bolter, & Price, 2013). This program highlighted an intentional curriculum, which identified special life skills and provided coaches with a set of detailed strategies for implementing the life skills that were integrated into the daily golf lesson.

Examples of coaching strategies that can be implemented into practice to develop athletes in the 2nd and 3rd dimensions are presented below.

Motivational stories have the ability to raise our spirits, to encourage and motivate us, and to teach us valuable life lessons. They can have a powerful impact on the mind and heart of the 2nd and 3rd dimensions. The positive modeling demonstrated in stories can be used as stepping stones toward living a better, significant life. Books such as *Developing Character Through Motivational Fables* (Stanbrough, 2014) and *Developing Character Through Motivational Heroes* (Stanbrough, 2014) provide short stories that can be read aloud to a team with questions that go along with each story to help a team to process the lesson. As 3D Coaches, tapping into the power of telling stories in an intentional way can help athletes learn the meaningful life lessons they offer.

Having fun is the number one reason athletes participate. A simple running game called the “match run” can be used at the 2nd and 3rd dimension levels to learn more about the group members while performing an aerobic warm-up and having fun. Define a starting line and one turnaround point approximately 15-30 meters on each side of the starting line. Place the other turnaround point the same distance on the other side of the starting line. Designate one turnaround point as the matching point and one as the non-matching point. The runners line up side-by-side on a starting line. The first person in line calls out a fact about themselves. Those who match the description will run to the matching turnaround point and back. If the first person calls out, “I have a brother,” everyone who has a brother has to run to the matching turnaround point and back. Everyone who does not fit that description will run to the non-matching turnaround point in the opposite direction. After both groups have returned, the next person in line may say something like, “Pizza is my favorite food.” Everyone who likes pizza as their favorite food will run to the matching turnaround point and

back, while the other group will run to the non-matching designated point and back. Everyone must run one direction or the other (Stanbrough, 2014). After you complete the exercise, spend some time processing what was witnessed. What was surprising about your teammates? What was learned? This simple exercise allows everyone to learn more about their teammates on a deeper level.

Spotlight Drill: After practice, take one of your athletes and put her/him in the “Spotlight.” Ask individual members of the team to say the person’s name and tell the person in the Spotlight what they appreciate about her/him. It can be something they specifically did to help them personally in or outside of the sport. It can be a character attribute that they consistently demonstrate. The statement should be specific and directed to the person. The more specific the statement, the more powerful. The athletes should look each other in the eye. The person in the spotlight should not deflect the words of affirmation (Duke & Bonham, 2014). An atmosphere of appreciation is developed. Value is given to those who don’t get the strokes from playing time. This teaches performers to see the value of those on the team who may not be as physically skilled as others. People don’t quit where they feel they have value.

Conclusion

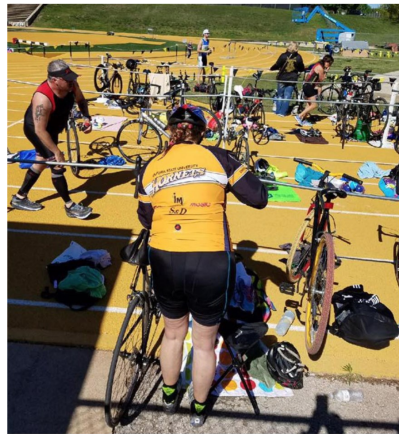
As a 3D Coach, your challenge is to “intentionally” coach in all three dimensions- physical, mental, developing the heart with life skills. By intentionally implementing all three dimensions into your practices, you will make a positive difference in many lives. You have a tremendous opportunity to influence people with joy they can experience for the rest of their lives. Will that be part of your legacy as a coach?

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Spring Migration Triathlon Directed by Mark Stranbrough

In Memoriam

Gerald "Chris" M. Christensen – June 20, 1937 – May 11, 2017



Gerald "Chris" M. Christensen died on May 11, 2017 in Topeka, Kansas following a courageous battle with Alzheimer's. He was born on June 20, 1937, in Denver, Colorado. His parents were Mildred and Dr. Bryant E. Christensen. He spent his early childhood in New York City where his father was a practicing physician. He graduated from Northwestern Military and Naval Academy, Lake Geneva, Wisconsin and then came to Kansas to attend Kansas State and Emporia State University where he received his B.S. and M.S. degrees. He met the love of his life, Karen A. Palmer at ESU and they married in 1958. He is survived by his wife, his three children, Bryan (Claudia), Eric (Kelly) and Cindee (Kyle) Williams, six grandchildren and two great-grandchildren. His teaching and coaching career began in Whiting, Kansas. He also taught in Jamestown and Norton, before joining the staff at the Kansas State Department of Education in 1965. His career included consulting in the areas of civil defense education, physical education, and health. During his career he served as a guest lecturer for the Australian Petroleum Council and Australian Driving and Traffic Safety Center in Melbourne, Australia in 1981. He served as National President of State Supervisors of Traffic Safety for two terms and was honored to be in the Department of Health, Physical Education and Recreation Hall of Honor at Emporia State University. He retired in 1998 as the Director of School Safety Services which included motorcycle safety, bus safety, and driver education as well as the Director of Proprietary Schools.

In addition to his professional career, Chris volunteering hours equated to another full time job - one in which he relished every moment. His activities included founding the Topeka Thunderbolt Track Club where he was volunteer head coach for 46 years. This organization provided track and field skills for hundreds of youngsters throughout Kansas with many of his athletes continuing their running careers into college and beyond. He served as the Executive Director of the Missouri Valley Track and Field Association from 1992-2006 as well as served as chairman of officials for the Missouri Valley USATF from 1992-2003. He officiated at numerous college and high school track meets throughout Kansas and Missouri and volunteered at Topeka West High School, serving on the chain crew at football games, for several years. He also enjoyed refereeing basketball. Chris was a member of St. David's Episcopal Church where he served on the vestry for many years. He was a Master Mason with Wellington Lodge #150 for more than 50 years, as well as a member of Scottish Rite. He enjoyed volunteering at Lowman Hill Elementary School and serving as a board member of Florence Crittenden Services. He held a private pilot's license flying for both business and pleasure.

In Memoriam

Robert F. “Bob” Jackson, Jr. – November 11, 1945 – August 13, 2017



Robert F. “Bob” Jackson, Jr. 71, passed away Sunday, August 13, 2017. He was born November 11, 1945 to Robert Sr. and Theresa Jackson in Pryor, Oklahoma. He went to high school in Liberal, Kansas, and graduated in 1963. He attended Hutchinson Junior College and graduated from Wichita State University. He married Patricia Anne Vieux on August 26, 1967. Bob was an outstanding elementary physical education teacher and was named the KAHPERD Elementary Teacher of the Year in 1991. He taught for 43

years and retired from the Wichita Public Schools in 2011. He was a Wichita State University alumni and an avid Shocker fan. He loved playing golf, pickleball and tennis. He absolutely loved teaching and most recently taught pickleball for Wichita Parks & Recreation. He is survived by his wife, Pat; daughter, Leigh (Kevin); sons, Ian and Keir (Dinusha) all of Wichita; mother, Theresa; brother, Reggie of Fritch, Texas; sister, Terri of Chicago. He was preceded in death by his father, Robert.



KAHPERD *Winter Workshop*

February 21st, 2018
Bethal College in
North Newton
9am – 3pm

**BUILDING CHARACTER, COMMUNITY,
AND A GROWTH MINDSET IN PHYSICAL
EDUCATION**

The Kansas vision for education places a high priority on Social-Emotional Factors and this workshop will focus on the affective domain by including methods to infuse Character Education into our curriculum. Don and Leigh will also present some tried and true team building activities as well as focus on how to get our students to develop a growth mindset. Their philosophy for this dynamic workshop is to “give teachers current practical information and content that they can immediately implement into their classroom curriculum.”

The 2018 KAHPERD Winter Workshop will be held on February 21st, 2018 from 9am – 3pm at the Kansas Wesleyan University campus in Salina, Kansas. We are excited to bring you these two talented presenters that will broaden your understanding of how to implement a positive learning environment that encourages students to develop a growth mindset to overcome challenges and setbacks and live healthy and active lives.

DONALD R GLOVER has taught Physical Education for fifty years. This experience includes Elementary, Secondary, Adapted, Preschool, and University instruction. In 1981, Glover was recognized as Minnesota Teacher of the Year and was honored as the state’s first Adapted Physical Education Teacher of the Year in 1989. He has written seven books, published numerous magazine and journal articles on Physical Education and sport and has been a clinician at more than 100 conferences and clinics. These clinics and conferences have been local, state, national and international. Glover has also coached Cross Country, Basketball and Track for 50 years.

LEIGH ANDERSON currently teaches in White Bear Lake, Minnesota. In addition to her elementary classroom and intervention experience, Leigh taught at the Graduate level in the Masters of Teaching and Learning program at Saint Mary’s University. Leigh has co-authored two books dealing with best practices in education and has presented both nationally and internationally. Leigh holds a Bachelor's Degree in Elementary Education and a Master’s Degree in Curriculum and Instruction.



Leigh Anderson and Donald Glover



**Online registration opens November 1st at
www.kahperd.org
Graduate Credit will be available**

Early Sport Specialization: Are there risks to Early Sport Specialization?

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Abstract

In recent years, there has been much debate about the positives and negatives of early sport specialization. The positives might include early development as an athlete and early success, while the negatives might include stress, burnout and dropping out. Even though most parents and youth sport coaches are aware of the negatives, they push ahead with specialization in hope of success, scholarships, and recognition. This article presents the implications and risks that are associated with early sport specialization, along with corrective measures that can be implemented to reshape the landscape of youth sports.

Introduction

Current societal perceptions lean towards placing children into a singular sport at an early age in the hopes that it will equate to some form of success. Children across the globe are being exposed to competitive sports at alarmingly young ages with the hopes that devoted participation will result in social, economic, and other benefits associated with success (Malina, 2010)

The race to obtain early success has implanted itself in youth sports and taken over the landscape. Participation in multiple sports and participation for enjoyment are no longer the norm within youth sports. Instead, sport specialization has taken its place. Children as young as six years old are members of organized clubs and travel teams that practice year around, attend state, regional, and national tournaments, all with the goal to get an early foot in the door. Although there are benefits associated with early sport specialization, such as obtaining an earlier grasp on the mechanics of the sport, it is important to understand that sport specialization has many adverse and potentially harmful risks that accompany early sport specialization. Burnout, societal isolation, injuries and overdependence are just a few of the adverse and harmful risks that accompany youth sport specialization (Malina, 2010; Read et al., 2016).

The rest of this article will discuss the implications and risks that are associated to early sport specialization and the corrective measures that could be implemented to correct the landscape of youth sports.

Sport Specialization vs. Sport Sampling

Proponents to early sport specialization have found support for their stance in the research by Simon

and Chase (1973), Ericsson, Krampe, & Clemens (1993), and Sloboda et al. (1996). The research presented is in agreement with the concept of the “10-year rule”. This concept was founded upon evidence that supported the hypothesis that 10 years was the needed timeline to gather the knowledge necessary to obtain the level of expert. Research on the “10-year rule” has occurred within various fields such as music (Sloboda et al. 1996) and chess (Simon & Chase, 1973). However, there is a lack of sufficient research and evidence to prove that the “10-year rule” can be applied to the attainment of mastery within all sports. While obtaining mastery and success are the fueling desires behind early sport specialization, it is important to remember that there are many factors that will impact and impede the ability to gain mastery: psychological, physiological and biomechanical elements of the child. The research by Ericsson et al. (1993) on deliberate practice has shifted the paradigm of sport participation from participating in a wide variety of sports, to singular participation and the accumulation of a vast number of hours in the pursuit of excellence.

Many of the proponents to sport specialization and the individuals making the decision to specialize in a sport at an early age are the parents and coaches (Finley, 2006; Gould, 2010). With this being the case, it is important that the implications and risks associated with early sport specialization, and the actual success rate of such a child be described to all the stakeholders in these situations (Malina, 2010; Stewart & Shroyer, 2015; Feeley, Agel, & LaPrade, 2016). Studies have shown that early specialization in a sport can lead to many risks such as burnout, social isolation, overdependence on family, and overuse injuries (Gould, 2010; Malina, 2010; Stewart & Shroyer, 2015; Feeley et al. 2016; Read et al. 2016). Such risks can have long lasting and life-long implications that are rarely taken in to consideration.

It is important to note that in certain sports such as gymnastics, golf and tennis, early specialization for the development of certain skills, where postpubescent size and strength are not deemed as important or valuable may have some benefits associated with it (Feeley et al. 2016). Even though early sport specialization may be helpful in a handful of sports, it is important to note that research has suggested that late specialization within a sport, may result in better sport success than those who specialized earlier (Jayanthi et al. 2012).

The Associated Risks

Burnout and *motivation loss* are becoming ever more prevalent within the youth sport setting, particularly with those who specialize in a sport at a young age. Burnout can be defined as the “psychological, emotional, and at times physical withdrawal from a formerly pursued and enjoyed activity” (Smith, 1986). It is no surprise that burnout is so prevalent with early sport specialists. The pressures placed upon them, the lack of enjoyment, the vast amounts of practices, competitions and travel, will eventually lead to diminished performance and a possible removal, not only from their chosen sport, but sport as a whole.

Social isolation is a growing concern amongst early sport specialists as their involvement in sports and their environments ultimately separates the young athlete from their peers which can hinder the social and mental development of the athlete (Gould, 2010). Because of this, a child whose life revolves around obtaining sporting success may become less developed socially due to the lack of experiences and interactions with various groups of people who can help stimulate and develop social, and mental growth. Alongside social isolation, the loss of a childhood is also ever present with early sport specialists as lives become dedicated to achieving sporting success; hours spent travelling, practicing and competing, which ultimately comes at the price of having a childhood full of fun, enjoyment and sporting experimentation.

Overuse injuries are a consequence of continual, stressful movements, applied to the body in a repetitive manner. Injuries, such as tendinitis and stress fractures, typically occur when the body is not given sufficient time for the tissue to heal and adapt to the stresses imposed upon it (Kaleth & Mikesky, 2010). In certain circumstances, a child whose body cannot fully conform to the stresses of certain skills or forces placed upon it may end up with injuries that have the possibility of lasting a lifetime (Feeley et al. 2016). Therefore, it is important to understand what the body can withstand without causing serious harm, while altering and administering appropriate training and competition practices. In some cases, for instance in youth baseball, USA baseball has recommended a pitch count that aids in reducing the quantity of overuse injuries (USA Baseball Medical and Safety Advisory Committee, 2008). A reduction in overuse injuries may correlate in a longer youth career with the possibilities of furthering competition to the high school, collegiate and even professional ranks.

Overdependence is a result of early sport specialists having highly regulated lives where they do not partake in the decision-making process as their life is dictated by their overbearing involvement in a sport. Coaches, parents, and their involvements on various teams ultimately dictate their lives, decisions and behaviors. The overdependence on adults and coaches that accompanies early sport specialization can also result in stunted social emotional growth, and a loss of self-control and autonomy (Stewart & Shroyer, 2015; Rerick, 2016).

Corrective Measures for Early Sport Specialization

Only a few of the individuals who decide to specialize in a sport at a young age actually make it to some sort of elite level. These select few will reap the social, economic and other benefits associated with this level of success. However, a large majority of those who follow down the same path of sport specialization will never reap the same benefits (Malina, 2010). Therefore, it is important to keep sport in perspective and formulate different attitudes and approaches with regards to early sport specialization and sport participation. Here are a few recommendations on how to change the current landscape of youth sports.

Mass sport participation, or sport sampling, has numerous benefits associated with it. The ability to participate in a variety of sports can assist with a multitude of areas such as: reducing levels of burnout, injury prevention (Myer et al, 2016), skill acquisition through alternative sports (Baker, Cobley, & Fraser-Thomas, 2009), social, mental and positive development experiences (Gould, 2010), and the acquisition of a new friend group just to name a few.

Focusing on play. The aspect of playing to play is lost amongst the rigors and importance of success in the sporting world. No longer do we see as many children playing pick-up games in the park, or neighborhoods coming together to formulate a spur of the moment baseball game. Instead, we see children being ushered into personal training sessions, in to an air-conditioned facility where a coach has been hired for an excessive fee. Some of the greatest athletes to ever play sport have come from these environments where the importance was placed upon playing, rather than skill development and competition (Baker et al, 2009). It is also important to note that success in youth sports, is not a predictor long-term success and that early sport specialization can be a limiting factor to further success. In addition, by having fun and having

the freedom to just “play” without stipulations or focusing on success, a life-long association with sport can be forged (Kaleth & Mikesky, 2010).

The use of *appropriate training practices* is often neglected if a young child has the potential to become successful. The child is subjected to difficult and strenuous workouts, with minimal time for recovery. Therefore, it is important for coaches, parents, and any other stakeholders to become knowledgeable about long term athletic development, biomechanics, child psychology and the maturation process. When appropriate training practices are upheld and administered, not only can the child continue to develop and hone their skills, but risks such as burnout, overuse injuries, over dependency and social isolation are reduced.

Letting the child choose their path is also another recommendation with regards to early sport specialization. Coaches and parents play a large role in the decision to specialize in a sport from an early onset. With this being the case, burnout is ever present in these scenarios. However, if the child is the decider in this scenario, there is a greater chance that many of the associated risks of early sport specialization i.e. burnout, overuse injuries etc. will be reduced as the choice to specialize is an independent one, and not one forced upon them by a parents and/or coach.

Conclusion

Sadly, there is not enough research on the appropriateness or inappropriateness of early sport specialization. Studies show that early sport specialization is not a guarantee for sporting success. While early sport specialization may be beneficial in some circumstances i.e. early entrance in to the sport and skill development, a variety of risks and issues also accompany early sport specialization: burnout, overuse injuries, social isolation and overdependence. At this moment in time, it is best to have an approach that encourages an involvement in a variety of sports during the younger years. Evidence suggests that early sport sampling is linked to a longer sporting career, increased physical activity, psychological development and an appreciation for a lifetime (Normand, Wolfe, & Peak, 2017; Russel & Limke, 2013).

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SHAPE America and the American Heart Association collaborate on the Jump Rope For Heart program.

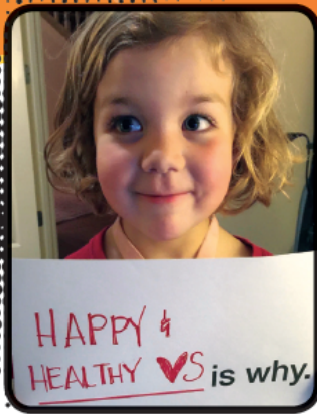
It takes heart to be a hero

Jump Rope For Heart and Hoops For Heart are national education and fundraising events created by the American Heart Association and SHAPE America-Society of Health and Physical Educators. Students in these programs have fun jumping rope and playing basketball — while becoming empowered to improve their health and raise funds for research and programs to fight heart disease and stroke.

Funds raised through Jump Rope For Heart and Hoops For Heart give back to children, communities and schools through the American Heart Association's work:

- Funding research to improve and save patients' lives
- Advocating at federal and state levels for physical education and healthy food in schools
- Teaching CPR to middle and high school students

Millions of students have joined us in being physically active and in fighting heart disease and stroke by funding research and educational programs. Be a part of these great events and your school will earn gift certificates for FREE P.E. equipment from U.S. Games.



HEART HERO

Sina

Sina Anderson has an atrial septal defect, a hole in the heart wall that separates the upper chambers of her heart. Sina's congenital heart defect was discovered when she was only 6 months old.

Sina will soon have heart surgery at the young age of 2. Following surgery, She'll spend 1-2 days in the ICU, then 4-6 days in the hospital. As her cardiologist said, Sina will most likely run out of the hospital! Children recovering from this surgery are known to be resilient, and I'm quite confident our little Sina will be as well!



Call **1-800-AHA-USA1** or visit **heart.org/jump** or **heart.org/hoops** to get your school involved.

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Elite Form Technology

Kevin Schadt, Assistant Strength and Conditioning Coach
Kansas State University

The Elite Form System provides health, human performance, and recreation professionals with a multi-faceted platform to better serve the athletes they work with. The system is a two-camera system that is specifically designed to be mounted on a squat rack and will analyze barbell movement via 3-D motion capture technology to give instant feedback in the form of various metrics. The two-main metrics the system can give to the coach and the athlete are: bar speed in meters per second in the two forms of average velocity and peak velocity, and both peak and average power in watts.

Why velocity? Athletes from all level of sport (informal to professional) can benefit from velocity based training (VBT), and the Elite Form is the simplest and most versatile way to accomplish that. As Mann (2015) states, “while there have long been % of 1RM zones used for making improvements in different traits such as strength and power, there are similar corresponding zones for making improvements in those same traits with velocities.” Mann continues, “this is essentially because our nervous system is never constant.” In their review paper from the Australian Strength and Conditioning Association, Jovanovic and colleagues’ (7) used formulas by Jidovtseff (6) to estimate a daily 1RM through the load-velocity profile. They noted an approximately 18% difference above and below the previously tested 1RM, meaning that there was a 36% range around the previously tested 1RM.

Strength has several different sub-qualities that are used during sports and competition performance. Each one is categorized by a different average speed in which it takes place. The velocity zones, as described by Dr. Bryan Mann and his research at the University of Missouri, are: starting strength (>1.3 m/s), speed-strength (1.3 – 1 m/s), strength-speed (1-.07 m/s), accelerative strength (0.75 m/s), and absolute strength (<.5 m/s).

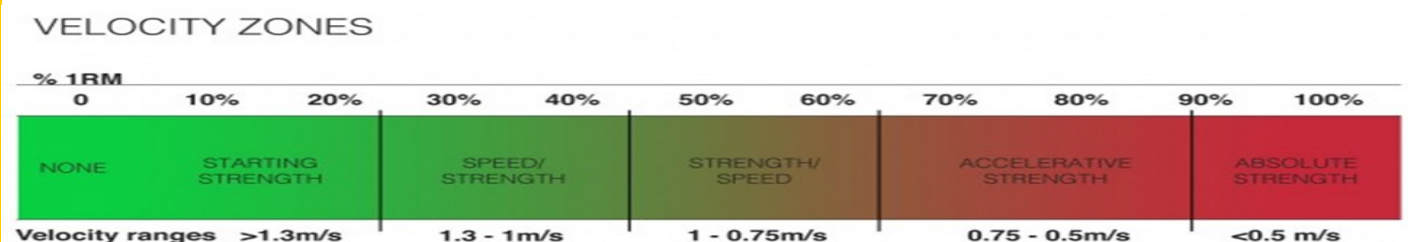


Figure 2.1 – Dr. Bryan Mann’s Velocity Based Training Strength Continuum

Performance and strength and conditioning professionals have been utilizing different methods to measure bar speed and program target speeds for their athletes for decades. One of the unique aspects of the Elite Form is that it is completely wireless, as opposed to older tools such as the tendo unit or the GymAware system that provides speed measurements, but must be physically attached to the barbell. This provides much more flexibility for programming, as well as eliminates time when training, which is critical in collegiate and interscholastic settings when athletes are working on a very tight time schedule. This author has observed this in action over the course of this summer working with Power 5 conference collegiate football players and has recorded steady increases in strength following the implementation of velocity based training (VBT).



Figure 1.1 – Examples of a Tendo Unit and GymAware

The Elite Form system also offers a paperless exercise programming and record keeping software known as their strength planner. Strength Planner allows the coach or professional to create athlete databases that include name, address, email address, phone number, birthdate, and 1-rep maximums for any exercise they wish to track. The database is very user friendly, and can store information for up to one calendar year right at their computer for them to review and evaluate. Anything older than one year will be stored at the Elite Form headquarters located in Lincoln, Nebraska and can be accessed easily by contacting the company and placing a request. For example, if a coach would like to know at what speed an athlete moved a certain weight in the summer of their freshman year 5 years ago, the coach would just need to provide Elite Form with the name of the athlete and what date the workout was completed and the company will send the needed information.

Strength planner also allows a coach, trainer, or teacher to stay current in this, the modern technology age by going completely paperless and using a wireless tablet to administer workouts. The tablet can be accessed via a touch screen right at the workout station and athletes will be able to bring the strength card that their coach has prepared when they log in. If a facility or program is not platform or rack-based and utilizes more machine training, the strength planner can still be used to create and store workouts as the option to print the workouts as well as send them electronically to athletes is available.

Figure 1.2 – Elite Form tablet



Another interesting feature is the power tracker that can be utilized on the power rack without creating a workout card through the strength planner. If an athlete wants to just measure speed of a single lift and then move on to training in another part of the facility or the Elite Form system is being utilized at a public gym and strength cards are not available individually, one can simply press “start workout” and choose their exercise from a drop-down menu then begin training. This can be very helpful for professionals in a large group training setting who would like to track power output and bar velocities but do not have the resources to provide individual workout cards for each client.

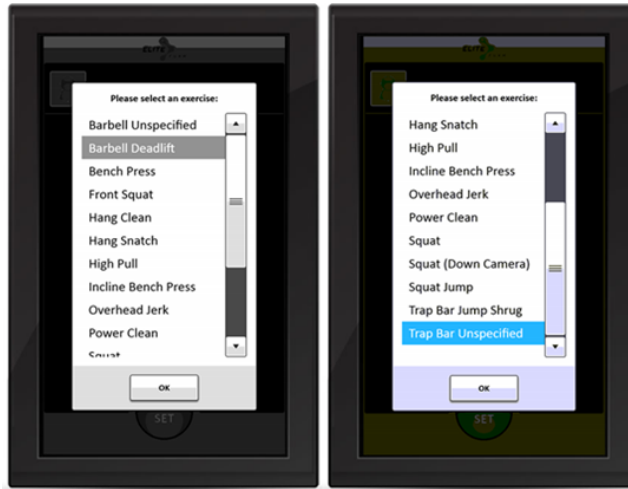


Figure 1.3 – Power tracker mode without a strength planner card

To be able to utilize the Elite Form, professionals would need a power rack or platform that is equipped with a custom mount to place the hardware. Companies like Power Lift, Hammer Strength, and Sorinex can all provide racks that come complete with mounts for the Elite Form system when ordering equipment. Elite Form has also just recently began offering a portable power tracker system that can be placed on any free-standing column or pole and can produce speed feedback. This feature is still in its beginning stages, but could end up being a great tool for HHPR professionals in the future as it would require much less needed equipment in the start-up stage.

The following link provides an example of what Elite Form can do:

<https://www.youtube.com/watch?v=F8wvVV876ak>

The next link is a how-to on creating workouts with the Strength Planner Software:

https://www.youtube.com/watch?v=v4bh_7WBAuY

Pricing for the Elite Form system is the main issue that will deter high school programs and smaller schools from implementing the product. The hardware that is placed on each work station costs approximately \$5,000, while the strength planner software costs approximately \$8,000 initially and then \$9,800 dollars per year to maintain the subscription.

The National Strength and Conditioning Association Foundation provides several grant opportunities that could help professionals with the purchase of Elite Form. The most appealing grant listed is called the Young Investigator Grant that supports individuals employed by nonprofit research organizations who

are within seven years from conferral of their Doctorate degree (PhD, MD degree, or equivalent). The maximum award is \$20,000 plus indirect costs at a rate of up to 20%. A second option would be the senior investigator grant that funds individuals employed full-time by nonprofit research organizations who are within seven years from conferral of their Doctorate degree (PhD, MD degree, or equivalent) (NSCA, 2017). There are also grant programs provided by the U.S Department of Agriculture and Rural Development that may be an option (their website is <https://www.rd.usda.gov/programs-services/community-facilities-direct-loan-grant-program>). They provide a community facilities direct loan and grant program that aims to help develop essential community facilities in rural areas. Public bodies, community-based non-profit corporations, and federally-recognized Tribes are all eligible to apply for this program. There are several other grant opportunities that may be available, but the technology would need to be included under costs for facility upgrades or start-ups.

Overall, the Elite Form provides an outstanding number of features and is continually being updated by the company to further accommodate professionals around the country. If their software is unable to do something that a coach needs, they are very open to adding new features or adjusting their cameras and hardware to adapt to their clients. That is the largest positive when looking to work with this technology, as one deals with real people who care about their job and are out to help their clients. The largest negative to this software is the price, as most programs and facilities do not have the budget to acquire multiple Elite Form systems. In a situation with plenty of resources or extra grant money, it is recommend that HHPR professionals add the Elite Form to their health and fitness program or facility.

For a look at the WOW ME Video Project explaining Elite Form and its uses, please go to the following link: https://www.youtube.com/watch?v=-mu2R_aPBy4&t=277s

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Color Run: A Positive School Wide Event

By Brady Coker

Through the opportunity to have received the KAHPERD “Play It Forward” Grant, Hesston Elementary was able to put on a Color Run this past April. Our Color Run was used as a Finale for our annual Spring walking/Running program, SWAG (Swather Walkers Achieving Greatness). SWAG is a program that the School Nurse, Tammi Krehbiel and myself have implemented for the last two years. Every student participated in the Color Run regardless of how many miles they achieved during the SWAG program. This allowed us to have all students participate in this fun new event.



Before the race took place, we had our Art teacher, Shea Neufeld, help the students create capes out of old donated white shirts to match our school theme for the year, which was Superheroes. This is where the color was aimed at the keep a large amount of it from being breathed in by the students as they ran. This run was a mile and a half course (with kindergarten doing .75 mile) at a local park. This event was also used to create involvement amongst our youth at the elementary and our community. We stagger started the fun-run-no winner race with 4th grade going first one class at a time, all the way down to kindergarten going last.

Mayor, Dave Kauffman, led the race on his bike and our local EMS/Police ran or walked the course with students. Our middle school and high school students came out to cheer and our parents threw out color or lined the course to cheer. Community members and teachers/staff also cheered and supported our students through the entire event.

We also had a water station halfway along the course for students and community participants. When they finished they received a bottle of water. The logistics and planning of the event, along with the grant



helped make this event a success, but it also ended up being so much more. When our race planning started and we received a KAHPERD grant, it was originally thought of as simply a way to promote exercise and fun way to end SWAG for the year. However, after reflection on the event we discovered so many other benefits it created for our students. This was a huge opportunity for the kids to learn about perseverance. All of the students that started finished the race! Many completed the Color Run course with classmates cheering them on creating a feeling of camaraderie amongst

students. The support from community, staff and most importantly their peers helped every student finish! That aspect is a huge confidence builder for all students, especially those that struggled. The positive response of this event was overwhelming. We now plan to make this an annual event.

Are You Pumping: Bicycle Pump Tracks

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BMX Rider & Pump Track Designer/Builder

Abstract

Bicycle pump tracks may offer a viable opportunity for increased activity in youth and adults. Anyone old enough to ride a bicycle can ride a pump track. Smaller kids seem to learn to pump quicker than adults. Cyclists are similar to skiers and snowboarders: they look for bike trails, parks and tracks/courses as a destination for their next vacation destination.

Introduction

Physical activity has been linked positively with a wide range of health benefits. (Dressing, Pierik, Sterkenburg, Dommelen, Maas, & de Vries 2013). John Ratey, M.D., a Harvard Medical School professor, is quoted as stating “*A bout of exercise is like taking a little bit of Prozac and a little bit of Ritalin*” (Barcott, 2010). “*Exercise works as well as psychotherapy and antidepressants in the treatment of depression, maybe better,*” says James Blumenthal, PhD, a Duke University professor in behavioral medicine (Yeager, 2014). Cycling can help children with ADD and ADHD (Tomporowski, 2008). Brian Christie, Ph.D, says:

Exercise is like fertilizer for your brain. All those hours spent turning your [bike] cranks create rich capillary beds not only in your quads and glutes, but also in your gray matter.

More blood vessels in your brain and muscles mean more oxygen and nutrients to help them work (Sage, 2014).

Hillman (2006) concluded exercise increases brainpower and helps hold off Alzheimer’s in mature adults. Cycling is a type of exercise that works aerobically while also building muscle and improving balance. BMX Pump tracks, a relatively new type of cycling, are sweeping across Europe and are gaining popularity in the United States. Carmont (2012) states that “*a rigid bike with a hard tail and front suspension is best for creating muscle stress.*” This description matches the bike build (set-up) for most pump track riders.



Harley Kennedy and family ride pump track at Shawnee Mission Park in Shawnee, Kansas

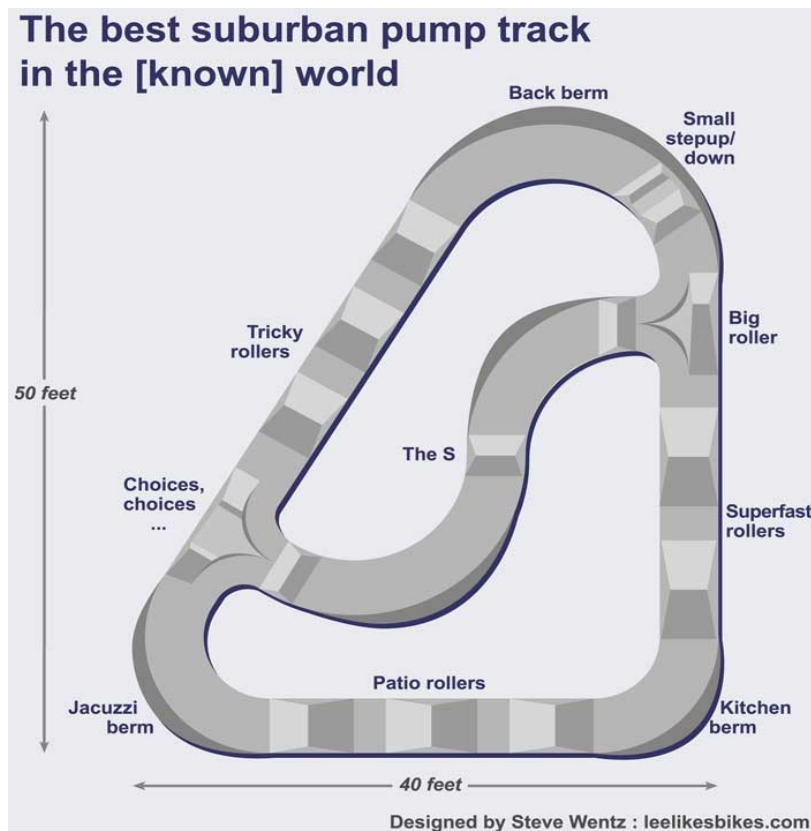
Background

Bicycle Motorcross (BMX) began in the U.S. in the late 1960s and early 1970s. Bruce Brown's motorcycle documentary "On Any Sunday" featuring Steve McQueen was probably an important inspiration for kids in southern California to start riding and customizing their bikes to emulate the motorcycles in the movie and the bike riders in the opening credits. (MPORA, 2016).

A BMX race is similar to motocross racing. Riders start at a drop-down gate, similar to the gates seen in horse racing. Riders race around a dirt track filled with rollers (small hills and valleys), jumps and berms (wide banked turns) to the finish line (MPORA, 2016). BMX evolved over the years to add flatland BMX, Street BMX, park riding, and dirt riding. (MPORA, 2016).

Mountain biking can trace its roots back to the U.S. Army's 25th Infantry Bicycle Corps who rode customized bikes over rough terrain in 1896 (Marin Museum of Bicycling, n.d.). In the early 1950's on the outskirts of Paris, French riders from the Velo Cross Club Parisien customized their bikes for off road riding. Finally, in the late 1960s-early 1970s, a group of teenagers known as The Larkspur Canyon Gang, rode 1930s-1940s era bikes on Mount Tamalpais and in Baltimore Canyon in Northern California (Marin Museum of Bicycling, n.d.). Pump tracks emerged as mountain bikers sought places to work on their skills between races that were relatively close, in their town or even in their backyard. Australia can be credited

with introducing the first pump tracks around 2002 (Lightcap in California's Adventure Sports Journal, n.d.). Steve Wentz, a professional downhill mountain bike racer, built the first U.S. pump track at The Fix Bike Shop in Boulder, Colorado in 2004 (Lightcap in California's Adventure Sports Journal, n.d.).



Steve Wentz pump track design

A pump track is essentially a BMX track that loops back to the beginning or employs combinations of intersecting loops. The tracks can be built from dirt, man-made composite material, wood, concrete, tarmac, or asphalt. Pump tracks are usually narrower than BMX tracks, three to six feet wide, and are often contoured to the land on which they are built (Clark & Kent Contractors, n.d.). Like BMX tracks, pump tracks utilize a series of rollers and berms. The minimum area recommended to build a pump track is 30' x 30'. A 50' x 50' area that is slightly sloped would be preferable (Lightcap in California's Adventure Sports Journal, n.d.). Michael Frank (2012) suggests that in pump track design "every square inch should tilt up, down or sideways" in order to keep the rider's momentum up. "The pump track is the best riding I have done," says Mark Weir, a professional racer and pump track ambassador (Lightcap in California's Adventure Sports Journal, n.d.). Dirt pump tracks are fairly easy to maintain, using just a flathead shovel, a dirt tamping tool, and some water. A dirt track should always receive some maintenance before riding.

Riders do not pedal on a pump track; riders pump. “Pumping is the art of managing pressure to minimize impacts and generate propulsion,” states Lee McCormack (2014). Pumping is the up and down (pull and push) force a rider exerts on the bike through their arms, abdomen and legs as they traverse a roller while keeping the body’s center of gravity constant. The action resembles the up and down motion of a piston. Biking on a pump track will build “MMA-worthy core strength and balance skills” (Frank, 2012) and produce a strenuous upper and lower body workout.



Lee McCormack roles through a berm

Discussion

Pump tracks are sprouting up all over the world. In the United States, pump tracks can be found in almost every state, and more are being built every year. Oklahoma City, Oklahoma has two pump tracks. There is a dirt pump track in Shawnee Mission Park in Shawnee, Kansas, and the Finger Lakes State Park near Columbia, Missouri has a concrete form(ed) pump track.



Finger Lakes State Park pump track

These are just a few tracks built in the Four States of Kansas, Oklahoma, Arkansas and Missouri. Anyone old enough to ride a bicycle can ride a pump track. Smaller kids seem to learn to pump quicker than adults. Cyclists are similar to skiers and snowboarders: they look for bike trails, parks and tracks/courses as a destination for their next vacation, states professional downhiller, Claudio Calouri. (Calouri, n.d.). Pump tracks may draw people to a community's park, school district, school and/or recreation area. Dirt pump tracks are fairly easy to build and, by using volunteer labor, can be built with little to no impact on budget. Pump tracks are relatively safe to use; bike falls are recorded on the flattest ground or paved areas.



First time pump track rides for youngsters on Leavenworth, WA pump track

Pump tracks are a way to increase muscle tone, balance, endurance, and skills while also being a social conduit for different ages, types and backgrounds of riders and/or non-riders/observers. Help build a pump track in your town.



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Fitness Professional Certifications: What Fits you Best?

By: Haley Smith

Fitness professionals have an assortment of certification opportunities to further their health and wellness career. However, the ultimate question comes down to what certification is right for you? That question then turns into, who should I obtain my certification through? These are types of question that you may ask yourself at some point during your career. Regardless of your future/current profession, certifications are beneficial. Dance, Health Education, Physical Education, Recreation, Health Promotion, and more all have certifications that help put an individual above others in the field.

Let's start by looking at the plethora of organizations that provide fitness professionals with certifications. It is first important to make sure that the organization you choose is accredited by the National Commission for Certifying Agencies (NCCA). The certifications that have been accredited by the NCCA have proven to adhere to modern standards of practice and has shown to provide high-quality programming. Accredited certifications are highly looked upon. With that being said, there are twelve organizations involving health and wellness that provide these accredited certifications of which are listed below (in no particular order).

1. American College of Sports Medicine (ACSM)
2. The American Council of Exercise (ACE)
3. National Strength and Conditioning Association (NSCA)
4. National Council on Strength and Fitness (NCSF)
5. National Exercise Trainers Association (NETA)
6. National Commission for Health Education Credentialing (NCHEC)
7. Cooper Institute (CI)
8. International Fitness Professionals Association (IFPA)
9. National Exercise and Sports Trainers Association (NESTA)
10. National Federations of Professional Trainers (NFPT)
11. National Academy of Sports Medicine (NASM)

12. National Council for Certified Personal Trainers (NCCPT)

There is no set standard on the best organization to go through because they all provide an array of certifications. Although, some organizations may have different main focuses. For example, NASM's Personal Trainer certification tends to have more in-depth kinesiology components compared to ACE's Personal Trainer certification.

To give a clearer idea on what certification may suite you more efficiently. The organizations have been provided with their associated cost and details regarding what the certification qualifies the professional to do.

American College of Sports Medicine (ACSM)		
Certification	Exam Cost- Mem- bers	Renewal Pe- riod
Personal Trainer	\$349	3 years
Group Exercise In-structor	\$239	3 years
Exercise Physiologist	\$279	3 years
Clinical Certifications	\$279	3 years

Personal Trainers are qualified to apply knowledge in assisting clients to reach fitness goals. They are able to plan and implement exercise programs for healthy individuals as well as medically cleared individuals. A Certified Personal Trainer develops and administers programs designed to enhance muscular strength, endurance, flexibility, cardiorespiratory fitness, body composition, and skill related components of physical fitness.*

Group Exercise Instructors are qualified to teach, lead, and motivate through intentionally-designed exercise classes. They apply knowledge to provide safe instruction across a multitude of class types (i.e. Tabata, Cycling, Step Aerobics, and more.). They have effective skills in planning science-based exercise group sessions, possess motivational and leadership techniques, and the ability to help classes achieve their fitness goals. **

Certified Exercise Physiologists are qualified to help motivate people to practice healthy behaviors. They are capable of conducting and interpreting physical fitness assessments. They have the knowledge to create exercise prescriptions for individuals who are healthy or with medically controlled diseases. It is important for these professionals to prescribe personal-

ized and appropriate fitness programs for all clients.

Refer to American College of Sports Medicine’s website for details on the clinical certifications, which includes the Clinical Exercise Physiologist and the Registered Clinical Exercise Physiologist.

The American Council of Exercise (ACE)		
Certification	Exam Cost- Mem- bers	Renewal Pe- riod
Personal Trainer*	\$399	2 years
Group Exercise Instruc- tor**	\$249	2 years
Health Coach	\$399	2 years
Medical Exercise Spe- cialist	\$499	2 years

Refer to the Personal Training and Group Exercise Instructor** descriptions from ACSM to see qualifications.*

A Health Coach is qualified to direct a variety of people in adopting structured behavior change to focus on improving a client’s lifestyle and weight management. These professionals have the behavior change, physical activity and nutritional coaching skills needed to empower people to lead long-term health change.

Medical Exercise Specialists are qualified to provide detailed fitness programming for individuals who are at risk or recovering from diseases/disorders such as cardiovascular, pulmonary, metabolic, or musculoskeletal. These individuals can also work with special populations which includes older adults, pregnant women, and children. They provide preventative and post-rehabilitation programming to their clients. They also serve as the day-today guide for their patients, leading those affected by obesity, diabetes, low-back pain, knee surgery and many other conditions to real, health change.

National Strength and Conditioning Association (NSCA)		
Certification	Exam Cost- Mem- bers	Renewal Pe- riod
Personal Trainer*	\$300	3 years
Strength & Conditioning Specialist	\$340	3 years
Special Populations Specialist	\$340	3 years
Tactical Strength & Conditioning Fa- cilitator	\$300	3 years

**Refer to the Personal Training descriptions from ACSM to see qualifications.*

Certified Strength and Conditioning Specialists (CSCS) are qualified to work with athletes in a team setting by designing and implementing safe and effective strength and conditioning programs. The CSCS applies scientific knowledge to train athletes for improvement in their sport performance along with providing guidance in nutrition and injury prevention.

Certified Special Populations Specialist (CSPS) are qualified to work with individuals who have chronic and temporary health conditions. This includes pregnant clients, young children, and elderly adults. As a CSPS one uses a personalized approach to assess, motivate, educate, and train clients regarding their health and fitness needs. These certified professionals must collaborate with healthcare professionals to ensure the client’s safety is put ahead of all else.

Tactical Strength and Conditioning Facilitators (TSAC-F) work with individuals who are amongst the many emergency personnel jobs. These individuals include military, fire and rescue, law enforcement, protective services, and more. The TSAC-F’s goal is to aide in improving performance, promoting wellness, and decreasing risk of injury. This certification provides the professional with knowledge on giving nutritional guidance as well.

National Council on Strength and Fitness (NCSF)		
Certification	Exam Cost- Mem- bers	Renewal Pe- riod
Personal Train- er*	\$299	2 years
Nutrition Spe- cialist	\$299	2 years
Strength Coach	\$299	2 years

**Refer to the Personal Training descriptions from ACSM to see qualifications.*

The Certified Nutrition Specialist has the knowledge to recommend nutrients to optimize body function and performance based on the latest research. They evaluate nutrient and supplementation requirements for human performance and function. These professionals are qualified to plan and monitor nutritional status for anabolic adaptations, effective fat loss, and body composition for health and sport performance while calculating nutrient requirements to manage nutrient timing to accelerate adaptations to training. Lastly, the Nutrition Specialist is able to recognize and manage disordered eating in athletes and active populations. The Certified Strength Coach is designed for exercise and allied health professionals who work with individuals, groups, or teams. The certified professional has qualifications to educate others on

injury prevention, aid in getting individuals back to sport, and fitness activities.

National Exercise Trainers Association (NETA)		
Certification	Exam Cost- Mem- bers	Renewal Pe- riod
Personal Trainer*	\$349	2 years
Group Exercise Instruc- tor**	\$239	2 years

Refer to the Personal Training and Group Exercise Instructor** descriptions from ACSM to see qualifications.*

National Commissions for Health Education Credentialing (NCHEC)		
Certification	Student Cost	Renewal Pe- riod
Health Education Specialist	\$210 - \$265	5 years
Master Health Education Spe- cialist	\$250 - \$390	5 years

Health Education Specialists have the knowledge and skill capabilities to help in multiple aspects within health education and promotion. These aspects include assessing needs, resources and capacity, planning and implementation, conducting evaluation and researching, administration and management, serving and communicating, promotion, and advocating for health.

The Master Health Education Specialist has the capabilities that the Health Education Specialist has but is able to demonstrate efficiency in the entry and advanced-levels.

Cooper Institute (CI)		
Certification	Exam Cost - Mem- ber	Renewal Pe- riod
Personal Trainer*	\$350	3 years

**Refer to the Personal Training descriptions from ACSM to see qualifications.*

International Fitness Professionals Association (IFPA)		
Certification	Exam Cost - Mem- ber	Renewal Pe- riod
Personal Trainer*	\$349	2 years

**Refer to the Personal Training descriptions from ACSM to see qualifications.*

National Exercise and Sports Trainers Association (NESTA)		
Certification	Exam Cost - Member	Renewal Period
Personal Trainer*	\$477	4 years

**Refer to the Personal Training descriptions from ACSM to see qualifications.*

National Federations of Professional Trainers (NFPT)		
Certification	Exam Cost - Member	Renewal Period
Personal Trainer*	\$199	1 year

**Refer to the Personal Training descriptions from ACSM to see qualifications.*

National Academy of Sports Medicine (NASM)		
Certification	Exam Cost - Member	Renewal Period
Personal Trainer*	\$699	2 years

**Refer to the Personal Training descriptions from ACSM to see qualifications.*

National Council for Certified Personal Trainers (NCCPT)		
Certification	Exam Cost - Member	Renewal Period
Personal Trainer*	\$199	2 years
Group Exercise Instructor**	\$199	2 years
Various Specialist Certifications	\$199	2 years

Refer to the Personal Training and Group Exercise Instructor** descriptions from ACSM to see qualifications.*

The specialty certifications through the National Council for Certified Personal Trainers include Youth Fitness, Strength Training, Weight Management, and Flexibility. To obtain further information on these certifications, visit NCCPT's website.

Now look back at the questions from the beginning. What certification is right for you? Who should I obtain my certification through? You are now able to go through these qualifications to determine which best suits you. Determining the right organization may differ between each individual. Some may choose based on cost, difficulty of the exam, or it could be that there is only one organization that offers that certification.

Overall, becoming a certified fitness professional provides one with the credibility needed to flourish in the field of health and wellness. You've got all the information to get started, so why not try for a certification

to help you in the fitness world?

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A practical, hands-on journal for everyone who coaches sports or teaches physical education. Helps overcome the challenges of daily practice, and gives you a winning edge. *Published six times a year.*

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Careful, probing, documented answers to serious questions about movement, exercise science, physical education and sport. *Published four times a year.*

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Keep up-to-date with the latest SHAPE America news, including members on the move, upcoming conferences and workshops, and new initiatives. *Published three times a year.*

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Hudl Technique

Alex Moase

There has been a tremendous amount of growth in technology targeting health. Fitness, nutrition, sleep, and mental health are facets targeted. These technologies provide data and motivation to support personal health goals. Hudl technique, an app created for coaches, athletes, and health professionals, takes a new approach to analyzing an athlete's performance. Any technique can be recorded and reviewed in slow motion. Notes, drawings, and edits can be added to highlight necessary changes before sharing. Hudl Technique app is a technology resource available to teach and assist individuals who are learning or improving a fitness skill. Currently, more than 150,000 active teams and nearly 5.5 million users are adopting Hudl Technique to prepare and stay ahead of their competition (Hudl Technique).

Hudl Technique can be downloaded for free on an iPhone, iPad, Apple watch, Android or tablet. For iPhone and iPad devices, Hudl Technique must be downloaded through the app store. Individuals using an Android or tablet can get Hudl Technique on Google Play. An Elite package, which includes added features, is feasible with an additional cost. Elite users can back up videos at any time to free up space on their device. Videos can be saved on their personal Hudl Technique account. Once videos are backed up, they can be accessed on other devices. Elite users have connections to further video tools including pausing of videos while recording, use of stopwatch timer during video playback, as well as adding text to videos. Some professional videos including golf, bowling, track and field, and weightlifting are available for free on the community icon, but most videos are an extra cost. Elite users have the avenue to view and use all videos offered. To become an Elite member and receive the unlimited features Hudl Techniques has to offer, it cost \$7.99 a month or \$49.99 a year.

Hudl Technique includes a vast amount of features, creating a great resource and tool to improve and learn new skills. Hudl Technique can record movements, motions, and skills through videos. Videos can also be imported from a personal camera roll or gallery for further analysis.

To analyze videos, drawing tools, slow motion controls, zoom, comment reviews, comparing, flipping, and trimming options are available. Lines, shapes, and colors are drawing tools provided by Hudl

Technique. Discovery is found through drawing. Drawing is a way to investigate and work through problems, understand whether a skill or movement is working, and allows coaches and athletes to formulate an approach for improvement. Four slow motion speed controls including, 1/1, 1/2, 1/4, and 1/8 can be used through Hudl Technique. Incorporating slow motion analysis provides precise information that is not possible to see in real time. With slow motion, measurements of specific joint angles can provide more specifics regarding an athlete's abnormal mechanics. In addition, slow motion enables athlete's to view his or her own body mechanics. This provides a deeper level of engagement and learning as they can visualize their own movement dysfunction. Ultimately, slow motion can help identify the root of a problem to reverse poor body mechanics. Hudl Technique gives users the capability to zoom in on videos. Much like slow motion controls, the zoom can help users identify problems resulting in a flawed skill. Posting comments and giving feedback is an important element towards analyzing a video. Comments allow athletes to understand what needs to be improved upon. Coaches can leave comments on Hudl Technique videos for their athletes to read and respond to. Comments can be viewed at anytime, besides when the video is playing. There is also an option to delete comments. Coaches can leave voice over comments critiquing the video the video. Athletes can listen to the voice-overs as they are viewing the recorded video. Hudl Technique enables users to compare videos side-by-side as well as transparently. Comparing videos side-by-side or transparently is a great visual aid and learning tool. Athletes are able to see their body mechanics compared to other videos. Differences and similarities can be noted, and pursued as athletes continue to improve their specific skill set. There are three ways to compare a video in Hudl Technique. Videos can be compared with a new-recorded video, an existing recorded video, or with a pro athlete. Videos available when you choose to compare with pro athletes include professional golf, tennis, lacrosse, and track and field athletes. Drills are available for basketball, softball, and baseball. Videos can be flipped through Hudl Technique for more comparison. Video flips can help modify video images for special effects. Video flips also help better analyze a skill and characteristics that may need improved upon. After a video is

recorded and analyzed, it can be trimmed. The purpose of trimming is to tidy up your video clips quickly and easily. Trimming allows unwanted frames from the start or end of your video clip.

Videos recorded by Hudl Technique can be tagged and shared with others. Once an individual creates a Hudl Technique account, phone contacts and/or Facebook contacts can be linked. Coaches can create rosters with their athletes, enabling them to tag and share videos with them. Videos can also be shared with the public through the community tab. You have the opportunity to post comments on public videos. You can also receive feedback on your own videos you post to the public.

Videos recorded on Hudl technique can be sorted by technique, sport, or athlete. This makes it easier to locate a specific video. Hudl Technique users have the ability to favorite videos. Often times, users favorite commonly watched videos. Along with organizing recorded videos by technique, sport, or athlete, videos can also be sorted by favorites.

Hudl Technique supplies a variety of capabilities, creating many pros for why HHPR professionals should consider using the app. Hudl Technique is a mobile application, allowing coaches and health professionals to film athletes right on the spot. Four slow motion speeds, drawing tools, and automatic start, pause, and stop buttons are features available to break down biomechanics and analyze movements. Coaches and athletes are able to communicate through the app with voice overs and comments. Overall, the app is a great visual for learners to improve their technique. All videos are private by default. Videos can only be shared by people you share them with or if you post them to the community. Anybody can see videos that are posted to the community. No Internet connection is needed to operate Hudl Technique. To log in or create an account you must be connected to Wi-Fi. The whole experience is available online, giving coaches and athletes secure access at home and on the go. Hudl Technique can be used for educational purposes in the classroom. The app can be hands on for students as they can record different components of fitness in sports. Through the app, they can break down and analyze movements as well as

display knowledge of material using technology. With every piece of technology come cons for its usage. Unfortunately, it is an extra charge to upgrade to the Elite package. The elite package offers additional features for video analysis. From personal experience as well as read reviews, Android products do not support Hudl Technique as well as Apple products. Those who use an iPhone, iPad, or Apple watch will have more capabilities than individuals who use an Android product. Hudl Technique includes about 50 sports with a wide variety of techniques, skills, and movements per sport (Hudl Technique). Because it is impossible to include all sports and movements, it is possible but very seldom, that the sport or movement you are analyzing may not be listed. This will just prevent you from labeling your movement correctly. It may be a challenge to find community videos and professional's videos to compare to your movement to. I personally believe that Hudl Technique is user friendly, but it can be difficult to learn for beginner users. It took me some time to learn and understand how to use the app correctly and fully. There are some features on the app that can be a little challenging to use. At times, I found the video quality to be a little blurry. Despite the flaws of Hudl Technique, I think the pros outweigh the cons. Hudl Technique is a great learning app that allows health professionals to analyze videos. The features Hudl Technique provide results in technique improvements for athletes in their chosen sports.

A large number of grants are available for educators to receive the resources they need to educate their students. To use Hudl Technique, coaches, teachers, and students must have access to an electronic device. Coaches and teachers can apply for various grants to help them receive iPads or tablets to allow them to use Hudl Technique. Apple joined with Obama's ConnectED initiative and pledge \$100 million of teaching and learning solutions to over 114 undeserved schools across the country (ConnectED). Every year Apple donates iPads and Macs to teachers and students for the classroom. Apple wants to implement a process that provides planning, professional learning, and ongoing guidance so every school can experience the transformational power of technology (ConnectED). You can receive more information by visiting <https://www.apple.com/connectED/>. Active schools (<http://www.letsmoveschools.org/resources-grants/>) provide good sports equipment grants for k-12 students. They serve youth in economically disadvantaged areas of the country (Resources & Grants). Educators for America also support teachers by providing

grants. Educators of America are driven to supply teachers and educators in the classroom with the technology they need, as well as train them to use it in the most effective way possible. You can apply by going to <https://www.educatorsusa.org/>. Look into grants the state provides as well. It is important for teachers and coaches to take advantage of grants available to them. Ultimately, grants are what provide educators the supplies they need to teach their students and athletes.

For those interested in using Hudl Technique, many tutorials are available to teach individuals how to use the app. Visit <https://www.youtube.com/watch?v=dAueDtInYKA>, <https://youtu.be/tcpoeE1LqSs> (Wow Me Video), and <https://www.hudl.com/products/technique> to learn more about Hudl Techniques features.

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Funding Opportunities for Fuel Up to Play 60 Are Available to Help Schools Make Healthy Changes!



[Fuel Up to Play 60](#), the in-school nutrition and physical activity program from National Dairy Council, Midwest Dairy Council and the National Football League, in collaboration with United States Department of Agriculture (USDA), is helping to make wellness part of the game plan in more than 73,000 schools across the country.

Funding opportunities for Fuel Up to Play 60 are available to K-12 schools enrolled in Fuel Up to Play 60. The competitive, nationwide funding program is designed to support schools that implement Plays from the 2017-2018 edition of the Fuel Up to Play 60 Playbook. Whether you're just starting out with Fuel Up to Play 60 or looking to expand and extend an initiative that's already in motion, funding opportunities from Fuel Up to Play 60 can help. Funding opportunities for Fuel Up to Play 60 are competitive — Funds are awarded based on the quality of the application and the suitability of the specific request.

We are very excited that the Chiefs have selected Fuel Up to Play 60 to receive the proceeds from one of their gameday 50/50 raffles this fall. We greatly appreciate their generosity to fund more Fuel Up to Play 60 grants to support youth wellness efforts in Chiefs Kingdom!

Visit fueluptoplay60.com to download a PDF of the application and find instructions to apply for funding. The deadline to apply is November 1, 2017.



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