**BEST PRACTICES**

*for Health, Physical Education, Recreation, and Dance*

(Same as subject to change)

**Program Descriptions**

Sponsoring OAHPERD Divisions: **AD** = Adult Development, **APE** = Adapted Physical Education, **D** = Dance, **H** = Health, **HE** = Higher Education, **PE** = Physical Education, **R** = Recreation, **SH** = School Health, **S** = Student, **SS** = Sport Sciences

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**ADULT DEVELOPMENT**

**Beyond the Classroom**
*T. Cole, State Teachers Retirement System of Ohio*

This session is for those interested in learning how to calculate their benefits. Includes an introduction to additional retirement account saving options and pension reform information. **AD**

**Retirement Countdown**
*T. Cole, State Teachers Retirement System of Ohio*

This session is for those thinking of retiring within the next 1–2 years. This offering covers the process and available health care options. **AD**

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**ADAPTED PE**

**Adapted PE with Differentiation**
*T.A. Gray & K. Shovestull, Woodridge Local Schools; J. Kenny, Chardon Local Schools; W. Whaley, Bedford City School District*

This session is designed to highlight Secondary, Middle School and Elementary Adapted Physical Education classes. Join Ty-Ann, Julie, Wendy and Keith as they share activities they use to engage their students in learning PE. No matter whether it’s differentiation, modification or simplification, it’s all education and this session is for you. Come ready to participate! **APE/PE**

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**Adapted Physical Education:**
**Changes Impacting PE and APE Teachers**
*A.C. Sullivan & J. Montoya, Otterbein University; J. Johnson, Upper Arlington City Schools*

This session will discuss current laws and policies specific to Physical Education for students with disabilities (including APE services). The roles of general and adapted physical educators in Ohio. National Consortium for Physical Education for Individuals with Disabilities (NCPEID) position papers, policies and activities. The Adapted Physical Education National Standards (APENS) and how to become nationally certified. Two recent graduates will provide insights as well as an overview of Otterbein University’s online Adapted Physical Education endorsement program. **APE/PE**

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**Children with Autism Spectrum Disorder and Physical Activity**
*S.H. Lee, The Ohio State University*

The purpose of this literature review was to synthesize research on strategies used in engaging children with Autism Spectrum Disorder (ASD) in physical activity. Key word searches were used to identify articles from electronic databases from 1998 through 2014. Thirty articles met all inclusion criteria. Five thematic categories emerged, which were: (a) comparison of physical activity (PA) levels between children with ASD and their typically functioning peers, (b) physical activities patterns of children with ASD, (c) barriers that impede children participation in physical activity, (d) benefits of participating in physical activities, and (e) strategies for engaging children with ASD in physical activity. Research shows that children with ASD do not participate in physical activities regularly and they tend to exhibit behaviors that impede their participation in physical activities during physical education. The benefits of participating in physical activity and effective strategies for engaging children with ASD in physical activities are addressed in this review. **APE**

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**Creative Adapted Physical Education Lessons**
*J. Dutched, K. Scaffide, R. Hager, & T. Sato, Kent State University*

Are you interested in learning more about adapted physical activity ideas? This presentation is to provide mini disability activity sessions, disability awareness lessons, and modified activities. You have opportunity to ask questions about assessments, evaluations, and the follow ups during the presentation. **APE**

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**Engaging Students with Disabilities in Sport and Recreation: Opportunities in Ohio**
*B. Hersman, Wright State University*

The purpose of this session is to present information about the various sporting, recreation, and camp opportunities that exist throughout the state of Ohio for individuals with disabilities. In this lecture, attendees will be introduced to these opportunities as well as the disabilities they serve in order to encourage students with disabilities to become physically active outside the school and Physical Education setting. In addition, transition to college adapted recreational sports programs within universities across Ohio will be discussed for individuals with disabilities who decide to further their education. As Physical Education teachers, it is our responsibility to teach students with disabilities the skills they will need to be physically active on their own, but in addition to that, we need to know what options exist for these students so we can help point them in the right direction. **APE/R**

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Importance of Enhancing Fundamental Motor Skill Development for Children with Autism Spectrum Disorder

S.H. Lee, The Ohio State University

The purpose of this session is to synthesize research on Fundamental Motor Skills (FMS), particularly in regards to children with Autism Spectrum Disorder (ASD) and to provide instructional/practical teaching strategies to enhance their FMS development. The session will focus on: (a) the importance of FMS, (b) research findings on FMS involving children with ASD, and (c) instructional teaching strategies to enhance FMS development of children with ASD. APE

Ohio Adapted Physical Education (APE) Graduate Endorsement (Online)

G Jessel, Aurora City School; T. Sato, Kent State University

Are you interested in taking Ohio Adapted Physical Education (APE) graduate endorsement? This presentation is to provide the course outline, lecture contents, assessments, and practicum experiences. You have opportunity to ask questions about academic expectations, issues, and concerns during the presentation. APE/PE

Teaching Students with Disabilities in Physical Education: Is This a Job for the APE or PE Teacher?

Beth Hersman, Wright State University

According to the Individuals with Disabilities Education Act (IDEA, 2004), students with disabilities who are on Individualized Education Plans (IEPs) are required by law to receive physical education as a direct (i.e. required) service by a qualified Adapted Physical Education (APE) teacher if their IEP states the student needs APE. Unfortunately, in many cases, students with disabilities are not receiving their Physical Education services by a teacher who has been adequately prepared to teach students with disabilities in Physical Education classes. The purpose of this presentation is to highlight what should happen for students in these situations, and what the General Physical Education (GPE) teacher can do in order to advocate for these students. In addition, solutions for the GPE teacher to receive additional training will be presented in this session. APE

DANCE

Contemporary Master Dance Class

C. Bowden, Ohio University

In this 90-minute session, participants will have a variety of creative exercises of improvisation, partner work, and dance technique to generate a short movement phrase. This will be included within the main dance choreography and will be showcased at the end of the session. Come have fun and learn dance skills and phrases that can be taken back and shared with other students! 1 hour 30 minutes D/S

POUND Rockout Workout

C. Saad, Z-pulse Fitness

POUND is a full-body cardio jam session, combining light resistance with constant simulated drumming. The workout fuses cardio, Pilates, isometric movements, plyometrics and Isometric poses into a 45-minute series. Participants use unique, lightly weighted exercise drumsticks that have been specially designed to get you ripped—hence the name: Ripstix®. Twice the weight of a standard drumstick (¼ lb each) and slightly shorter in length, Ripstix® are designed to maximize your workout by altering the physics of your arm movement to burn more calories. POUND combines easy to follow (and not complex or embarrassing) cardio moves with strength training and drumming. This combo works the entire body, raises the heart rate to a fat-burning zone, and forces each move to be as precise as a basic beat. Each 2–4 minute song is carefully calibrated with interval peaks and extended fat burning sequences, providing you with the best workout in the shortest span of time. After you’re done rocking out to the 45-minute POUNDtrack, you’ll have done 15,000 reps, performed over 30 extended interval peaks, and zipped through over 70 techniques without even realizing it. D/R
**Tabata Bootcamp**
C. Saad, Z-pulse Fitness
Tabata Bootcamp™ is an 8 week group training program based on High Intensity Interval Training (HIIT) using the 20-10 Microburst Training Protocol. Workouts focus on lower body, upper body, and core. Within each 30 minute workout, participants experience short intervals based on Tabata Bootcamp’s training that delivers a calorie drenching workout and post metabolic boost. On the website, group members track their results, monitor their success, and receive support through fellow group members and trainers. The Tabata Bootcamp™ program strikes the perfect combination of short, efficient workouts, ongoing online support, and motivation in a small group training setting. Tabata is ideal for sports training, conditioning and recreation in a high school or college, gym or fitness center. **D/H**

**Zumba Fitness**
C. Saad, Z-pulse Fitness
Zumba Fitness is a Latin-inspired cardio-dance workout that uses music and choreographed steps to form a fitness party atmosphere. While many of the types of dance and music featured in the program are Latin American inspired, classes can also contain everything from jazz to African beats to country to hip-hop and pop. A total workout, combining all elements of fitness—cardio, muscle conditioning, balance and flexibility. The secret of Zumba is its pairing of red-hot international dance steps with sexy Latin music which blend together to create an addictively fun, yet challenging exercise party focused on the joy of movement. **D/PE**

**Health**

**Generation XXL**
N. Hall, Cleveland State University
Children spend the majority of their lives in school where they are taught a variety of lessons about life. At least one, possibly two, meals of each child are eaten at school. Nowadays, school meals are poorly budgeted and are often sponsored by popular beverage companies like Pepsi and Coca Cola. With that being said, state and federal governments are often making poor substitutions for vegetables like pizza and french fries. This then causes children to develop chronic diseases like cardiovascular disease, hypertension and diabetes. These are all preventable by reducing and changing the way students eat; by reducing sugar intake. **H/SH**

**Using Google Technology in Physical Education and Health**
B. Radigan, Olmsted Falls City Schools
Are you looking for a better way to communicate information to your students? Are you tired of bringing home paper assignments to grade? Do you have a hard time making sure that all students receive important information? If so, this presentation for you. I will introduce Google Classroom, Google Docs, Google Forms, and Google Sites to you, and show you how they can benefit you and your students. Bring your own device if you wish! **H/SH**

**Yoga and Meditation for Teachers and Students**
C. Bowden, Ohio University
The study of Yoga and Meditation is growing rapidly as these holistic sciences begin to integrate within medical and school settings. This class will have a movement portion and lecture/reflection portion as participants will get to participate in a Slow Flow yoga practice and a beginner meditation that can be modified and taken into a school wellness program. **1 hour 30 minutes H/SH**

**Higher Education**

**Is Your Health Classroom an Active and Hopping Place?**
M. LaVine, Youngstown State University and YSU Students
Interactive Health Education activities invite students to engage, critically think, openly discuss and make decisions, while actively learning life-long health content. This session will focus on introducing health topics that will engage the learner in active learning. Participants will be engaged in hands-on health topics with discussion and decision making, which they can use in their own health education classrooms. Participants will gain ideas on ways to create a more actively engaged health classroom. **HE**

**ABC’s of Adventure Based Learning**
S. Sutherland, The Ohio State University and OSU PESPA Majors
Interested in building a caring environment within your groups or physical education classes that fosters the personal and social responsibility of your students, addresses issues of bullying, promotes 21st Century Skills, while gaining further insight into meeting Standards 5 and 6? Then these hands-on sessions are perfect for you! The sessions will introduce you to: a) the sequence of Adventure Based Learning (ABL) activities, b) facilitation skills, and c) the Sunday Afternoon Drive debrief model which is designed specifically for novice facilitators. More specifically, ABC’s of ABL Part 1 will focus on developing communication and cooperation skills, while Part 2 will focus on developing trust and enhancing problem solving skills. Although the sessions will build on each other, you can still gain insight into how to use ABL in your program by attending one session. **1 hour 30 minutes PE/R**

**Addressing Sociocultural Issues in Physical Education**
J. Ganz, Hudson Public Schools; J. Walton-Fisette, Kent State University
Do your students struggle with issues not related to PE? Do you help, guide, support or address these issues? Some of the challenges students face are sociocultural issues, many of which are not explored in physical education. The focus of this session is to provide participants with an overview and a variety of activities on of how to address sociocultural issues in physical education. **1 hour 30 minutes PE**
Analysis of Academic Language Use by Teacher Candidates
A.C. Sullivan, C. Martin, & J. McClenathan, Otterbein University

Use of academic language by teachers, teacher candidates and PreK–12 students has been a focus within teacher education programs and teacher evaluation in recent years as it is pivotal for academic and professional success. This presentation will address teacher candidates’ understanding and use of academic language while engaged in a health-related fitness and games course that implemented the Sport Education and tactical games instructional models. Analysis of course data included teacher candidate weekly journals, peer teaching lesson plans, team recorded discussions, weekly quizzes, game assessments, video analysis, team goals and the team blog. Specific attention was given to use of vocabulary, syntax and discourse as well as methods of increasing academic language within physical education.

Climb On! How to Bring Rock Climbing to Your School
J. Ries, Everlast Climbing

Indoor rock climbing is a dynamic physical activity that enhances strength, muscle endurance, balance, flexibility and cardiovascular endurance and has the power to transform your physical education program while uniquely captivating a wide range of youth. Educators report that many students who aren’t athletic in other areas are successful on the rock wall. The Climb On! presentation informs participants about everything they need to know to bring rock climbing to their school. Participants will explore the rationale for adding climbing to their program. They will learn how climbing can improve physical fitness levels, while also developing cognitive and social-emotional skills. They will be introduced to the different types of climbing walls that are available and how to choose the one that will best meet their needs. Step-by-step planning, safety and risk management information will all be addressed. The program ends with an overview of exciting activities that can be hosted on a climbing wall. Participants will leave inspired and equipped with resources that will inform and support a planning process for acquiring a climbing wall at their school.

Comprehensive School Physical Activity Programs: Maximizing Physical Activity in Your School
K. Lorson, Wright State University

Comprehensive School Physical Activity Programs (CSPAP) is a multi-components approach by which school districts and schools use all opportunities for students to be physically active 60 minutes each day. Opportunities for incorporating physical activity include: during the school day; before and after school; physical education; family and community engagement; and staff involvement. The session will focus overview CSPAP, identify activities in a CSPAP, outline the steps to developing a program, and resources teachers can use to develop support for their CSPAP.

Connecting Literacy and Motion Across the Gym and Classroom
J. Gorecki, Kent State Univ.; R. Hovatter, Shepherd Univ., WV; D. Lipovic, Woodbury Elem., Int’l Baccalaureate Candidate School, Shaker Hts. PSD

Current emphasis in education is based on the Common Core Standards Initiative and the vital role literacy plays in student learning. When learning and teaching are approached within a moving cross-disciplinary framework more children can be reached. Connections will be made among physical literacy, general literacy, and physical education by sharing activities both for the gymnasium and classroom that support movement, literacy, math, cognition, social interactions, and positive affect. 1 hour 30 minutes

Creating Effective Progressions for Movement Skills and Activities: More than Modifying the Equipment
P. Bechtel & B. Summersett, Bowling Green State University and BGSU Elementary Methods Students

Effective progressions help PreK–12 students move forward and increase their skill levels and skill learning. Elementary Methods Students from BGSU will present progressions designed and implemented in their recent methods teaching experiences including locomotor skills, dance, gymnastics and games will be presented. This session will include activity from the audience.

Dancing Around the World
K. Scaffide & J. Walton-Fisette, Kent State University

Are you looking to put on your dancing shoes and learn different dances from a variety of cultures that are being performed around the world? If so, then this presentation is for you! The focus of this session is to provide participants with a few multi-cultural dances that teachers can immediately incorporate into their physical education programs.

Developmentally Appropriate Activities for Elementary Children
G. Bowyer & A. Bowyer, Miami University, Ohio

This session will present a number of developmentally appropriate activities for elementary children. All the activities are aligned with the Ohio Physical Education Standards. Strategies for implementation and assessment will also be given.
Enhancing Teaching and Learning Through Imagery in Physical Education
I. Kim, Kent State University
This presentation will be designed to discuss effective ways to use imagery for teaching content and concomitant student learning in physical education. Several recent studies found that teachers who have more in-depth content knowledge frequently use analogies or metaphors in ways to effectively represent the content in physical education classes. Some teaching examples using imagery in various content areas will be demonstrated and explained throughout the presentation. PE

How to Market a PE Program Through the Use of Social Media
C. Nieman & C. Luburgh, Ohio Univ.
With social media, we are more connected than ever before to the world around us. We can see what is happening in real time. We can see what our friends are doing. We can also use this instant connection to attract prospective students to a PE program and showcase the talents of our current students. The strategies showcased in this presentation can be used by both PETE programs and K–12 PE teachers to make a connection to the community and promote physical activity. PE

I Need it ASAP! (Active Soon As Possible)
J. Mushkin, SPARK
These awesome ASAP’s are quick to learn and easy to teach activities for students in grades K–8. Participate in a variety of active examples that provide an appropriate warm-up, incorporate engaging music, use little to no equipment, and get your class off to a GREAT start! Rated R for Relevant. PE

Incorporating Netball into the Physical Education Curriculum
D. Darlington & H.J. Oh, Ohio University
A novel game enhances a curriculum by providing students with opportunities to learn new game skills and knowledge while increasing student activity and multicultural experience (Clancy et al., 2007). Netball, a great lifelong and multicultural activity, is played by more than 20 million people in over 80 nations across the globe. Netball is generally played by females, which can be easily integrated into the physical education curriculum. This activity session will introduce basic skills of teaching Netball while highlighting instructional strategies and content development. 1 hour 30 minutes PE

Integrating Web 2.0 Tools to Enhance Student Learning
S. Kelley, Gahanna Middle School South
This presentation will leave you energized to implement simple tools to enhance student learning and to also advocate your programs to all the major stakeholders. Topics will include apps and web tools such as wix, vimoe, comic life, pickers, team shake, video star and many, many more. PE

JRFH & HFH Update Session
S. Taylor, OAHPERD JRFH State Coordinator; T. Grissom, OAHPERD HFH State Coordinator; K. Boldish, American Heart Association
This session is power packed for all Jump and Hoops Coordinators in mind and is presented by OAHPERD’s State Jump and Hoops Coordinators. American Heart Association Representatives will also be present to give updates. There will be 3 points of focus: the on-line tools available for teachers and students at www.heart.org/jump and www.heart.org/hoops; current information on SHAPE America’s $2500 grant opportunity and a contact person to help you if you choose to apply; great ideas to add to your jump or hoops program from experienced coordinators. Come and get pumped up for your event! PE

Jump-Jump and the Beat Goes On and On
M. LaVine, M. Hartzog, M. Stetler, & K. Coward, Youngstown State University
The session will focus on incorporating jump rope, jump bands and tinikling to create enthusiasm and excitement while engaging in fitness education. The session will be interactive with participates engaging in hands-on activities to motivate students to be active learners. Participants will learn some heart health/fitness education activities that are fun and creative. The sky is the limit and the beat goes on and on and on! PE

FREE THROW SHOOTING CONTEST

Give it a Shot!
T. Grissom, American Heart Association
Step up, take 10 shots from the basketball free-throw line, record your score and drop your card in the contest bucket. Prizes will be given for the most baskets out of ten and there will be a random prize drawing for all participants. PE/R

Find us in the Kilimanjaro Ballroom, Suite 5 on Thursday, 9:00–10:45 A.M.
K–8 Warm-up Activities—Adding Variety to Maximize Fun and Participation
N. Hauke & C. Sexton, Western Brown Local Schools

In this session we will talk about and demonstrate a variety of warm-up activities for students in grades K–8. We have students perform a large variety of cardiovascular and strength-based activities at the beginning of each class before transitioning to the skill or game activities. We have kids perform running and other exercises in many different ways both individually and as partners/teams. We will share many of our favorite ways to engage students in a proper warm-up focusing on all areas of fitness.

Knock, Knock. Who’s There? No, This Isn’t a Joke. We Need to Have More Active Classrooms!
C. Brown, P. Howard, D. Mack, A. Wenbooff, S. Panchik, & D. Frye, University of Mount Union

Give K–12 classroom teachers and university education majors ideas and strategies to incorporate physical movement into sedentary lessons! Research has concluded that students who are physically active tend to perform better academically, behave better in the classroom, and are overall healthier than non-physically active students. This seminar will provide you with ideas on brain breaks, active classroom strategies, and structured recess ideas. Join us as we bridge the gap between physical activity and K–12 education!

Mini Cricket
A. Turner, Bowling Green State University

This session will introduce modified cricket games for instructional use with elementary, middle, and high school students. Tactics and skills learned in these striking and fielding games can be used to address Ohio Physical Education Academic Content Standards I and 2 in alternative learning contexts to softball and baseball. Closer approximations to the real game of cricket will be presented across the session via a progression of mini cricket game activities utilizing lightweight equipment readily available in most school gymnasias.

More Really Cool Stuff to Teach: Purposeful Elementary and Secondary Physical Education Lessons that Begin with the End in Mind
K. Casper & A. Belles, Copley-Fairlawn City Schools

Join us as we demonstrate a systematic approach that builds layers from simple to more complex. We will share purposeful lessons that begin with the end in mind. Our lessons and unit ideas will engage your students and lead them to become part of the learning process. This process can become HOW YOU TEACH using our standards and assessments to shape the way our students become lifelong learners.

Ohio’s Physical Education Evaluation: The First Three Years
K. Lorson, Wright State University; S. Mitchell, Kent State University; R. Eldridge, Ohio Dept. of Education

This session presents what was learned from the first three years of implementation of the Ohio Physical Education Evaluation. Presenters will share perspectives about the impact of the assessments and assessment data from the 2012–15 school report card ratings (high, moderate, low) for physical education from across the state will be summarized and the implications discussed. The impact of the assessments on teachers, curriculum and students will be shared along with future directions for the evaluation.

PEDL: An Online Solution for Standards-Based Elementary PE Programs
J. Klein, Human Kinetics

The Physical Education Digital Library K–5 provides a complete physical education program that is easily accessed from your desktop, laptop, or mobile device. Easy to navigate, it offers over 200 new lesson plans, plus hundreds of proven activities and assessments developed over the years by leading publisher Human Kinetics and aligned to the specific standards and grade-level outcomes set by SHAPE America.

Personalizing Our Wellness Incorporated: An After School Program for High School Females
K. Dyer & A. Frisoli, Ohio University

Personalizing Our Wellness Incorporated (P.O.W. Inc.) is a FREE after school program that is designed to inspire young females to unleash their full potential by participating in happiness inducing activities to improve one’s overall wellness. This session is designed to share the theory behind P.O.W. Inc. and the avenues Ohio University took to create and implement a pilot program to empower young high school females.

Problem Solving in PE
H. Barbour, Highland Local School District

We all know the impact that physical activity has on learning, so why not apply that learning to your PE class? Classroom teachers encourage students to analyze, compare/contrast, classify, develop, describe, think critically, and we can, too, in PE! Instead of telling students the focus of the day, let’s let them use their critical thinking skills to figure it out. This method is similar to the Tactical Games Approach, however it can apply to fitness and health concepts as well. Learn different ways to engage students’ brains with problem solving and applying literacy/math skills through physical activity in this interactive session.

America’s Largest Indoor Waterpark offers something for everyone! No matter what the weather is like outside, you can splash, splash all day long indoors at Kalahari!
Putting the WOW into PE!
K. Nowak, Beachwood City Schools

A WOW class is defined as a spontaneous, novel, creative event that provokes curiosity and surprise. Designed to anchor learning, WOWs stimulate bursts of positive energy, delivering powerful remedies for “School is sooo borrhrrringgg!” (Steve Barkley) Come discover how to make your class a WOW class. You will learn how to take your students on adventures around the world, to the rainforest, fairytale land, the zoo and many more places without leaving the gym! At the same time you will cover the PE State Standards and integrate core subject matter. Your students will be having so much fun they won’t even know they are working on skills. This workshop will also provide ideas on ways to include students with special needs. PE/APE

School of Rock Climbing: How to “Rock” Your Traverse Wall
J. Ries, Everlast Climbing

Are you looking to refresh your climbing wall unit with new ideas and activities? Or did you “inherit” a climbing wall and need help using it with your students? The “School of Rock” presentation will enable you to get the most out of your traverse wall. Participants will learn climbing wall best practices, including basic climbing techniques, safety and risk management protocols and strategies to maximize moderate-to-vigorous physical activity. Participants will be introduced to a variety of dynamic climbing wall activities that help develop physical, social-emotional and cognitive skills. Some activities will demonstrate how the climbing wall can be used to support learning in such content areas as math and literacy. This presentation will also include assessment ideas. The session ends with an opportunity for participants to share their own ideas and experiences and to ask questions. Leave inspired and equipped with climbing wall practices and activities that can be put to immediate use! PE

Teaching Badminton Using an Innovative Curricular Model “Situated Game Teaching through Set Plays”
X. Xie, Yilin Li, & Weidong Li, The Ohio State University

For meaningful learning to occur, sports should be taught within an authentic game context, which reflects the dynamic integration among techniques, rules, tactics, and strategies of a sport. Based on Situated learning theory, we developed an innovative curricular model “situated game teaching through set plays.” The ultimate goal of this curricular model is to develop game skillfulness among students, where techniques, rules, strategies, and tactics of a sport are taught through set plays situated in an authentic game. In this presentation, guided by the model of situated game teaching through set plays, we will demonstrate how to design teaching progressions for badminton. Detailed developmentally appropriate unit plans by grade levels in teaching badminton will be provided. PE

Tabata
S. Kelley, Gahanna Middle School South

Learn how simple and fun Tabata is to get kids moving in PE as well as indoor recess and for brain breaks throughout the day. Tabata can be done without equipment, anytime, anywhere! You will leave motivated and ready to infuse tabata in your school after the conference. PE

Team Building and Games Teaching: Getting Students Engaged Learning, Working Together and Developing Game Strategy
M. LaVine & M. Hartzog, Youngstown State University; and YSU Students

This session will focus on engaging students to work cooperatively while developing a strategy in the context of games teaching. The Youngstown State University physical education and health majors will present a variety of activities focused on student engagement while creating an engaging teaching/learning environment. The session will be active, come ready to move, think and play nice. Students will show how instructional supports can be used in the physical education classroom to encourage the learning. PE
The Game of Tchoukball
K. Weidner & B. Chase, Baldwin Wallace University

Tchoukball is a unique game developed in Sweden and designed to contain multiple elements from other sports while remaining completely independent as a sport. It is unique in that each team can score on either side of the field and there is no defensive action allowed with field progression. This allows for a one-of-a-kind experience during play as well as allowing for varying ranges of intensity as the game progresses. There are limits on the number of passes and the number of steps a team may take before they must attempt to score. Excitement can grow quickly due to the irregular field play as the team passes it back and forth across the entire field. Taking advantage of the games unique play style it can get tricky when taking shots due to the flashy ways that one can attempt to shoot and bounce off the trampoline. While no player is allowed in the forbidden zone of the court there is no rule against jumping through it while taking a shot. This allows attempts to confuse or stump the opposing team.

PE/R

Updated Ohio Physical Education Evaluations and Best Practices for the Elementary, Middle School, and High School PE Teacher
R. Eldridge, Ohio Dept. of Education

This presentation is an introduction to the three individual sessions (Elementary, Middle School, and High School) covering the updates, evaluations, and best practices for implementing the upcoming 2016–17 updated evaluations.

PE/APE

Updated Ohio Physical Education Evaluations and Best Practices for the Elementary PE Teacher
R. Eldridge, Ohio Dept. of Education

This presentation will be conducted by elementary physical education teachers who were part of the Physical Education Standards and Evaluations Updating Committee and will present on the updates, evaluations, and best practices for implementing the upcoming 2016–17 updated evaluations.

PE/APE

Updated Ohio Physical Education Evaluations and Best Practices for the Middle School PE Teacher
R. Eldridge, Ohio Dept. of Education

This presentation will be conducted by middle school physical education teachers who were part of the Physical Education Standards and Evaluations Updating Committee and will present on the updates, evaluations, and best practices for implementing the upcoming 2016–17 updated evaluations.

PE/APE

Updated Ohio Physical Education Evaluations and Best Practices for the High School PE Teacher
R. Eldridge, Ohio Dept. of Education

This presentation will be conducted by high school physical education teachers who were part of the Physical Education Standards and Evaluations Updating Committee and will present on the updates, evaluations, and best practices for implementing the upcoming 2016–17 updated evaluations.

PE/APE

Wax On—Wax Off; Unorthodox Physical Education to Foster the Development of Job Skills for Adolescents with Developmental Disabilities
B. Ward, New Albany, Plain Local Schools

Due to many barriers and lack of employable skills, adults with developmental disabilities remain significantly under- or un-employed when compared to their non-disabled peers. The secondary school years are a critical time for learning skills needed to transition to adult life. How can physical education programs contribute to this transition? The purpose of this presentation is to brainstorm ideas and discuss how adolescents with developmental disabilities can learn and practice essential job skills within an inclusive physical education setting. By re-thinking goals of inclusion and re-inventing instructional content, students with developmental disabilities can enjoy a more meaningful physical education experience. Bring your own ideas, questions, and open mind, and add to the discussion.

PE/APE

Ask Not What Your Country Can Do for You, Ask What You Can Do for Our Country’s Military Veterans Through Sport Programs
M. Kreis, California Univ. of Pennsylvania

This presentation will focus on how we, as a society, can enrich the lives of America’s veterans by delivering opportunities for veterans to connect with their communities through sport. We will share ideas about how we can support veterans exiting the military who may be in need of social interaction and how this can be accomplished through sport. We will discuss opportunities for veterans to join others in sport programs, which ultimately inspire veterans to commit to their own mental health and fitness.

R/AD

Get Your Cardio Drumming On!
R. Kucharewski & H. Eichner, University of Toledo

Cardio Drumming is a combination of aerobic exercise, music, and creative movement which allows individuals to exercise while having a blast! Participants will have the opportunity to drum while learning about the benefits of cardio drumming and how to modify this activity for a variety of populations. This session is for those who are seeking a high energy, get moving, bang it out and let your hair down activity!

R/AD

Tabata/High Intensity Interval Training
C. Bowden, Ohio University

Come take this fun and conditioning-based workout that will burn calories and target your VO2 max. Movements can be modified to participants fitness level and a yoga/mat or towel is recommended for floor work. Body weight will be used for resistance and conditioning and endurance will be included in the class. Get ready to work, sweat, and have fun!!

R/H
From the early 2000s until now, cat-college professor! Practice tested methods of handling technical trail running terrain. Learn how to prevent possible injuries with cross training and how to properly handle situations that could occur with trail-side first aid techniques. Discover how your nutrition and hydration can optimize your performance, as well as your recovery. Prepare yourself with the best performance gear available for elements such as weather and trail conditions! **R/HE**

**SCHOOL HEALTH**

**Whatever Happened to Comprehensive Health Education?**

*S. Vaissiere, Anchorage School District—Retired*

From the early 2000s until now, categorical funding through the CDC, foundations, and reactive legislative initiatives has defined the scope of health education. Today, many educators consider health education to be nutrition, physical activity, and human growth and development. Unfortunately, student needs are broader and more complex. This session will explore the need for and scope of comprehensive health education. Participants will identify current health threats to our youth and understand the rationale for moving to a comprehensive vs available funding approach to health education. Participants will also explore HECATs newest Comprehensive Health Education Module for redefining content for health. **SH/H**

**STUDENT**

**OAHPERD Memorial Scholarship Award: Guidelines for Students/Faculty Mentors**

*M. MacCracken, The University of Akron; P. Bechtel & B. Berger, Bowling Green State University; C. Daprano, University of Dayton; B. Pietz, University of Mt. Union; R. Stadulis, Kent State University*

This presentation will review the OAHPERD Memorial Scholarship and provide a forum to promote continued discussion of basic issues/considerations. After a brief overview, panel members will discuss such topics as the purpose of the scholarship, student eligibility, evaluation criteria, and key aspects of the application process. The audience will be encouraged to ask questions or raise topics for discussion. **S/HE**

**Professional Session for Students**

*G. Behan, The Ohio State University; C. Nieman, Ohio University; H. Barbour, Highland Local School District*

Students will benefit greatly from attending and participating in this hands-on session. Professionals will be involved in helping students practice interviewing skills, developing resumes, and discussing real-world teaching. There will also be a discussion of different universities’ P.E. Clubs—activities, fundraisers, or even how to get them started. Experienced teachers and professionals are welcome to share their bits of advice, too! This session was developed and organized by the OAHPERD Student Division. **S**

**SPORT SCIENCE**

**Current Topics in Sport: Session I**

*D. Pastore, J. Morton, S. Dahlin, & G. Lott, The Ohio State University*

The purpose of this session is to discuss current issues occurring in intercollegiate sport and identify ways to solve these issues. Topics to be presented: Benefits of Successful Athletics for Higher Education and Organizational Culture/Climate within Intercollegiate Athletics. **SS**

**Current Topics in Sport: Session II**

*D. Pastore, M. Fraina, & K. Coffman, The Ohio State University*

The purpose of this session is to discuss current issues occurring in youth sports and identify ways to solve these issues. Topics to be presented: Why Do Youth Play Sports? An Examination of Interpersonal Socialization and Implementing a Youth Sports Camp Program on Campus as an Avenue for Student Development. **SS**

**Mental Toughness for Distance Runners**

*K. Consolo, Ohio University Zanesville*

Mental toughness plays a large role in distance runner’s success. This talk is geared to help distance runners and their coaches maximize their mental toughness during training, racing and recovery. Dealing with the challenges of race stress, physical discomfort, disappointment and confidence issues as well as running with asthma will be addressed. Helping runners focus their minds on making smart decisions during training and racing and not allowing their emotions to lead them to training and racing mistakes will also be covered. Kitty Consolo has been competing for 40 years in distances from the mile to the marathon and continues to compete despite severe asthma that requires O2, as well as overcoming several spine and hip injuries. **PE/SS**

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**Join now!**

All forms of payment accepted online at [www.ohahperd.org](http://www.ohahperd.org). OAHPERD members receive outstanding registration discounts!
Thursday, 1:00–1:45 P.M.
Poster Sessions

Presenters available to engage in dialogue and questions.
Displayed Thursday 9:30 a.m.–2:00 p.m. in Suites 1 & 6

How Children Perceive Themselves: The Literature Review on Perceived Motor Competence
E. Tsuda & J. Goodway, The Ohio State University

Children’s own perception of their motor competence is one of the critical underlying factors for being physically active. Thus, in this review, the relationships between perceived motor competence and internal and external factors relative to physical activity are examined to clarify how these factors promote physical activity in children. PE/SS

Implementing Staff Wellness Programs into your School
M. Schneider, A. Mauceri, & D. Daltorio, Brecksville-Broadview Heights School District;

How the Physical Educator/Health teacher should help get involved in staff wellness. We will present various wellness initiatives that have been implemented in our school district. Including: Biggest Loser Challenge, Walking Club, Slam Dunk for Wellness and other various ideas that can be implemented. PE/SH

OAHPERD Undergraduate Student Showcase
K. Lorson, Wright State University; M. LaVine, Youngstown State University; H. Barbour, Student Division Liaison

Undergraduate student members will present their work within the various disciplines of OAHPERD. Presentations include: innovative lessons, activities, assessments, student research projects and perspectives on current topics. S

What Effect does Equine Assisted Psychotherapy have on Self Empowerment with at-Risk Youth Individuals?
C. Whalen & A.C. Sullivan, Otterbein University

This session will discuss the results from a 10-week research study. The study was conducted along with the PBJ Connections organization. Sessions were held through the Austin E. Knowlton Center for Equine Science at Otterbein University in Westerville. Participants were students of the Westerville City Schools struggling to succeed in school, at home, or in the community. Horses were used for specific ground-based experiences. A pre-test/post-test design and assessment and focus groups with 2–3 students in each group were utilized to gain more qualitative data from the participants’ experiences. R/APE

Hoops For Heart

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

Funds raised through Hoops For Heart give back to children, communities and schools through the American Heart Association’s work:
- Ongoing discovery of new treatments through research
- Advocating at federal and state levels for physical education and nutrition wellness in schools
- CPR training courses for 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 this great event and your school will earn gift certificates for FREE P.E. equipment from U.S. Games.

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