



# IAHPERD JOURNAL

A publication of the Iowa Association  
for Health, Physical Education, Recreation and Dance  
•Spring 2020

## President's Video Message

... Josh Hildebrand

CLICK HERE



<https://youtu.be/xM-G6u74RIQ>



## Past President's Video Message

... Chris Amundson

CLICK HERE



<https://youtu.be/Rx5oSjwqolM>

## President-Elect Video Message

... Erik Heard

CLICK HERE



<https://youtu.be/76YDCXInfus>



CLICK HERE



to view resources/activity ideas

<https://drive.google.com/file/d/1kPTA9qJyXX3vrFPZ5fwEYeJUMIGAnWy/view>

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# IAHPERD ADVOCACY IN ACTION



Just under the wire, Iowa representatives able to attend ...

## 2020 SHAPE America SPEAKOut Day

It was close, but we got it in! The 2020 SHAPE America SPEAKOut Day was held March 10-11 in Washington, D.C. Iowa was well-represented – with Carlye Satterwhite (Des Moines Public Schools), myself, and a group of five UNI future professionals with Kim Hurley (UNI faculty advisor).

On Tuesday, we listened to several key members of SHAPE America and a few SPEAKOut Day veterans on what to expect and key talking points we should discuss with our legislators. That same evening, we were also able to visit and collaborate with other HPE educators from around the United States.

Wednesday, we were up bright and early to make the most of SPEAKOut Day. We started our day with a quick breakfast visit with Senator Joni Ernst. Before lunch, we were able to visit with Senator Chuck Grassley's staff, Rep. Abby Finkenauer, and Rep. Steve King. We had great conversations with all parties, and they said they would be in favor of supporting quality health and physical education. Over lunch, we were able to listen to the CEO of Special Olympics as well as listen to several success stories of Health, Moves, Minds. Following lunch, we had some quick, but good conversations with staff from Rep. Dave Loebsack, Rep. Cindy Axne, and again, Senator Ernst's staff.

After a busy and successful day, around 3 p.m., we all headed to the airport to catch our flights home. After touching down at home, we learned that the US Capitol buildings were all going to be closed because of the Coronavirus, and we were some of the last groups that were let in the buildings.

Hopefully, in this time of uncertainty, our nation can all see the one certain thing we need – more quality health and physical education at all levels taught by certified health and physical education instructors. Even though the SHAPE America SPEAKOut Day is once a year, you can always have your voice heard when you contact your legislators. Find out who your legislatures are by clicking this link - <https://www.legis.iowa.gov/legislators/find>

Thanks again for all you do for our students and their families!

# CONVENTION UPDATE!!

## IAHPERD-CON

DUE TO COVID-related precautions, our annual IAHPERD Summer Conference will be cancelled.

But fear not!

We are here for you! IAHPERD Leadership is working behind the scenes to bring you IAHPERD-CON, a quality PD conference in a virtual setting!

INTERESTED IN HOSTING A SESSION:

<https://tinyurl.com/IAHPERD2020>



**Looking for online professional development? Check out the May 9 #PhysEdSummit.**

From the **Iowa DOE** ...

## Website updates continue; other resources upcoming

The Iowa Department of Education continues to update the Physical Education and Health Education website resources. The newest additions include guidance and updated lists of resources for health education. The guidance focuses on how to understand and use Iowa's recommended Health Education Standards. Health education lists will be updated annually to include research on effective health education and examples of age-appropriate, research-based resources which districts and schools may use to support health education and parent communication.

### Upcoming resources!

Guidance focusing on accessibility in physical education including serving students with disabilities will be available soon. Professional development modules are being created for physical education and health education which will be available through AEA Learning Online. The modules will be available separately or bundled into a Teacher License Renewal course. Modules will help teachers understand and use recommended standards and best practices. Sign-up is available to be a part of a physical education and health education email groups. These groups will work like a listserv to directly connect Iowa's health teachers and physical education teachers through email. Sign up here.

Subscribe to the School Wellness Newsletter and follow @IAHealthPhysEd on Twitter for regular updates.

Resources are added based on need and developed in conjunction with the state-wide Health and Physical Education Leadership Team. Contact Lyn Jenkins at [lyn.jenkins@iowa.gov](mailto:lyn.jenkins@iowa.gov) with questions or requests.

•Lyn Jenkins  
Iowa Department of Education

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## SHAPE AMERICA launches new program

While we are at home, now would be a great time to look at the new program from SHAPE America.

Health.moves.minds is a program with standard based lessons that provide activities to promote social, emotional learning for our students. It is geared for the whole child, whole school and the whole community.

Standards based physical education and health lessons align with CASEL social-emotional learning standards. Social-emotional learning is embedding in the standards based activities and lessons.

The program has grade bands for K-2, 3-5, 6-8 and include four lessons for each grade band.

I used these lessons with my students prior to spring break and they really enjoyed them. They are simple and easy to follow lessons. I think the Mindful Parachute activities were my student's favorite. In addition, mindful minute is such a helpful tool for my students to use.

I encourage you to take a moment to visit the site and consider using the health.moves.minds program with your students. <https://convention.shapeamerica.org/events/healthmovesminds/?hkey=846676cf-8ace-4d19-a81c-34856f357944>

When you open the health.moves.minds page you can click on educate. This will take you to a login page where you can set up a free account to view the lessons. In the meantime, if you have any questions please contact me at: [Jan.grenkolehman@iowaah-perd.org](mailto:Jan.grenkolehman@iowaah-perd.org)

# IAHPERD BOARD

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Past- President	Chris Amundson West Des Moines Schools
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Anyone interested  
in becoming more  
involved or wanting to learn  
more, please contact  
[josh.hildebrand@iowaahperd.org](mailto:josh.hildebrand@iowaahperd.org)

From the **Awards Committee...**

## Nominations needed in multiple categories

Congratulations to our 2019-2020 IAHPERD award winners who will be recognized at a later date:

Elementary School PE Teacher of the Year  
– Tanner Roos  
Distinguished Service - Kari Bullis  
Honorary Lifetime Membership - John Baker  
Honor Award - Jennifer Schnell

Student Scholarship winners:  
Ashley DeMeyer, Iowa Wesleyan University  
Beth Stolte, Simpson College

Every year, IAHPERD professionals are honored for the contributions that have been made to their profession and the Iowans they teach and come in contact with. We have a membership filled with talented individuals that have not been acknowledged with an award. Please visit our website and select the awards tab to learn more about the various awards and nominate a deserving IAHPERD member.

Deadline for nominations is May 15, and we are still looking for several nominations, especially in the areas of:

- Adaptive PE Teacher of the Year
- Dance Teacher of the Year
- Health Teacher of the Year
- Middle School PE Teacher of the Year
- High School PE Teacher of the Year

Please contact Recognition Chair Jen Neubauer at [neub4family@gmail.com](mailto:neub4family@gmail.com) with any questions or to submit a nominee for consideration.

•Jen Neubauer•Recognition Chair



Website:

[www.iowaahperd.org](http://www.iowaahperd.org)

- Follow us on Twitter: @iowaahperd
- Follow us on Facebook: Iowa Ahperd
- Instagram: Iowa AHPERD



## “Teaching Outdoor Skills Classes” offered this summer

Four “Teaching Outdoor Skills” courses will be offered for educators in June and July. All include hands-on instruction and skills development as well as teaching materials. Participants can earn recertification or graduate credit.\*

\*Graduate credit offered for Basic Outdoor Skills and Fish Iowa! courses.

~Introduction to Basic Outdoor Skills (June 17-18)

~Archery and Bowfishing (June 23-24)

~Fish Iowa! (June 29-30)

~Hunter Education (July 20-21)

Register through the AEALearning website: <https://aealarning.truenorthlogic.com/>. If you do not already have an account, you will be asked to create one. Once you login, you can locate registration information for the courses by entering “outdoor skills” in the course search.

### Teaching Outdoor Skills: An Introduction to Basic Outdoor Skills     June 17-18, 2020

#### Registration deadline: June 10

Annett Nature Center (Warren CCB), 15565 118th Avenue, Indianola, IA 50125

Participant only: \$100

Licensure renewal: \$135

Graduate credit: \$225

Hands-on sessions will acquaint participants with a variety of basic outdoor skills and teaching resources/methodologies. Participants will receive introductory instruction and lesson plans for planning outings, map reading, hiking, paddling, fishing, archery, campfire cooking, and basic firearm safety/shooting. Registration fee includes meals (lunch and dinner on day 1 and lunch on day 2) and materials.



### **Teaching Outdoor Skills: Fish Iowa! June 29-30, 2020 Registration deadline: June 25**

Jones County Conservation Center, 12514 Central Park Rd., Center Junction, IA 52212

Participant only: \$100

Licensure renewal: \$135

Graduate credit: \$190

This two-day course will acquaint participants with the Fish Iowa! Basic Spincasting teaching module and other resources to teach fishing in a variety of settings. Participants will learn to teach fish identification, fishing locations, casting techniques, and cleaning and cooking fish. Participants will experience lake/pond fishing (including fishing from a kayak and/or canoe) and be introduced to other types of fishing including spinning, bait casting, and fly-fishing. Instruction will include a variety of demonstrations and hands-on, experiential approaches. Peer teaching and small group work will be used to develop appropriate teaching strategies for individual teaching situations. Registration fee includes lunch, teaching modules, and an instructor kit. Teaching materials will be provided in pdf format, so please bring a laptop or similar device with a USB port.

### **Teaching Outdoor Skills: Archery and Bowfishing June 23-24, 2020**

**Registration deadline: June 19**

Mahaska County Conservation Center, 2342 Hwy 92, Oskaloosa, IA 52577

Participant only: \$75

Licensure renewal: \$110

This hands-on session will acquaint participants with basic archery and archery instructional skills, as well as bowfishing basics. Participants will receive National Archery in the Schools and Explore Bowfishing instructional materials. Registration fee includes meals and materials.

### **Teaching Outdoor Skills: Hunter Education July 20-21, 2020 Registration deadline: July 13**

Olofson Shooting Range, 11652 NW Nissen Drive, Polk City, IA 50226

Participant only: \$25

Licensure renewal: \$60

This two-day course covers requirements for educators to become certified hunter education instructors including firearm handling and safety, hunter education class requirements, and policies and procedures.

Registration fee includes lunch, supplies, and teaching materials. Some resources are online, so please bring a laptop or tablet to access. [Iowa Hunter Education Program funding most materials and supplies.]



Barb Gilgar | Fish Iowa! Angler Rx  
Iowa Department of Natural Resources  
502 E. 9th St., Des Moines, IA 50319  
P 515-494-3891 www.idnr.gov



## How to make 5-2-1-0 more than a message

P.E. or health class is a time where students learn the importance of physical activity and good nutrition – but are those messages being consistently encouraged and enforced throughout the rest of the school day?

5-2-1-0 Healthy Choices Count! is popular, in part, because it is easy to remember and promotes four, simple healthy habits:

- 5 servings of fruits and vegetables
- 2 hours or less of recreational screen-time
- 1 hour of physical activity
- 0 sugary drinks – drink more water!

But 5-2-1-0 is more than a message. Ultimately the goal of 5-2-1-0 is to increase physical activity and healthy eating through policy and environmental change. When your school becomes a 5-2-1-0 Registered Site, you can use the 10 Strategies of Success to help achieve these goals.

As a 5-2-1-0 Registered Site you will also gain access to an exclusive email newsletter that focuses on specific action items and provides you with resources to reach your goals. Visit the Healthiest State Initiative website to become a 5-2-1-0 Registered Site and access free resources: [www.IowaHealthiestState.com/5210Register](http://www.IowaHealthiestState.com/5210Register).

Here are some of the strategies you could consider working on at your school to support the work you do in your P.E. or health classroom:

- ~Limit unhealthy choices for snacks and celebrations
- ~Ensure that your students are not experiencing contradictory messages about nutritious foods by adding requirements in your School Wellness Policy for healthy snacks for school snacks, classroom parties and celebrations. Provide parents and teachers with a list of healthier snack options or encourage them to get creative with non-food based rewards!

~Limit or eliminate sugary drinks - provide water

~Water is the best beverage for students to drink in order to rehydrate before, during and after participating in physical activity. Make the healthy choice the easy choice for students by instituting a vending machine policy that limits sugary drink access for students. Also, ensure that your school environment provides access to fresh drinking water to students at all times.

~Provide opportunities to get physical activity every day

~Physical activity should not be used or withheld as part of a punishment. Add these policies to ensure students maintain a positive relationship with physical activity. Outside of P.E. class, are students being provided the opportunity to be physically active every day? Consider providing teachers with resources to easily incorporate movement breaks into their lesson plans.

~Make the healthy choice the easy choice by implementing policy, system and environment changes that support 5-2-1-0 at your school. Learn more at [www.IowaHealthiestState.com/5210](http://www.IowaHealthiestState.com/5210).

### SAVE THE DATE:

The 10th Annual Healthiest State Walk is Oct. 7! The School Mascot Challenge will also return – be one of the first schools to register to be entered into the contest. Registration will open in August. In the weeks leading up to the Annual Walk, votes will be tallied bracket-style online, and the winning school will be awarded \$1,000!

Keep the momentum going all month long by celebrating Healthiest State Month with us during October!

CONTACT: [jami@iowahealthieststate.com](mailto:jami@iowahealthieststate.com)

# ACTIVITY IDEAS FOR LIMITED SPACE/EQUIPMENT

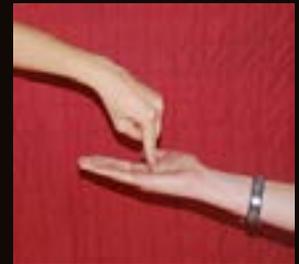
## CHRIS AMUNDSON

Some simple activities for classroom, home or when you lose the gym.

**RPS Baseball**-(Best with bigger group) Set up 4 bases like baseball diamond. Everyone starts at Home, and Rock Paper Scissors with a partner. If win, move to 1st base, if not stay at home. Find new partner at new or old base and go again. Continue to move around bases as many times as you can in allotted time.



**Gotcha**- Find a partner. On one hand, put open palm, on other finger pointing down. Partner will do opposite, so finger is pointing into open palm. When neutral player yells "Gotcha", try to grab their pointer while getting yours out of the way. Can also be done with multiples in a circle.



**Quick Break**- Find a quiet place. Think about your favorite place to be in the whole world (ok if never have really been there) and think about what you would do there. While doing this, deep breaths in nose and out mouth. Spend a few minutes whenever you need to relax or unwind.





# How I Organize My E-Learning

•Derrick Biehl

What a strange time to be a Teacher right now. I would have never imagined that I would have to be teaching elementary physical education online, especially this early on in my career.

My name is Derrick Biehl, and I teach K-5 P.E. in Naperville, Ill. This is my third year teaching in this district, but I am originally from Buffalo, New York, and have taught as a teacher's assistant/subbed out there for a few years before moving to Illinois. Last year, I was fortunate enough to be named Young Professional of the Year for the Northern District of IAHPERD (Illinois), and I've been presenting at workshops/conventions since my second year in the district on how I incorporate technology into my program. Even with experience utilizing technology to enhance my teaching, E-Learning was a new challenge for myself and my program.

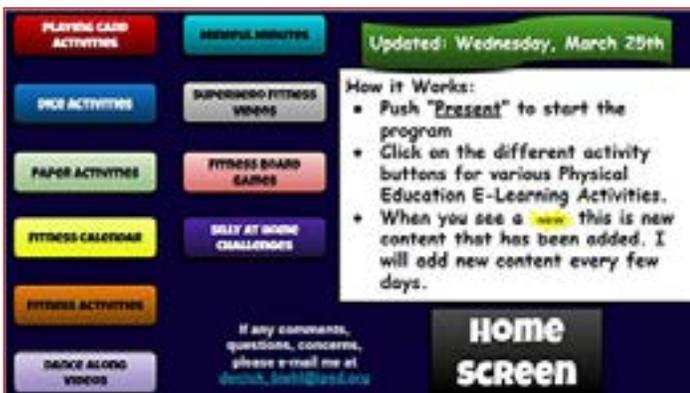
The state of Illinois passed E-Learning this year as a way to combat having snow days, so we could use E-Learning days instead, which would allow us to not have to make those days up at the end of the year. Originally, when we were deciding how we wanted to roll out E-Learning in case of inclement weather, I was on the committee to discuss what we wanted it to look like. A lot of what we discussed was that we needed to offer a variety of student choice and flexibility with assignments. We knew that every family had a different situation: internet access, equipment at home, space, etc. So, when I was preparing E-Learning for my school with Covid-19, I knew I should think of the same things.

What I've decided to do was give access to E-Learning through my Website. Parents/students can simply click to access a slideshow I've created for E-Learning. In my slideshow, I've offered my students different activities they can do to be active at home, and review previously taught skills from which they've learned during the school year.

Thanks to the #HPEatHome community as a whole and also to a phenomenal teacher and a friend of mine- Matthew Holben (@holben\_pe) through Twitter - I found activities I could do and a set-up I liked. In the homepage of my slideshow, students can choose different ways to stay active (featured in the photo to the right) by themselves/with their families. All they need to do is click the buttons in the slideshow, and it takes them to another slide with more choices of activities they can do. One of my favorite E-Learning activities I have on there is a Silly at Home Challenge they can do with some toilet paper, created by another amazing physical education teacher and friend of mine, Jeremy Anderson (@FreedomHawksPE). You can find the link, along with many other E-Learning resources at <https://www.cbhpe.org/projector>.

In the activity, students are working hand-eye coordination without realizing it by trying to complete different toilet paper flips with a spatula. Jeremy created GIFs and different challenges that students can work through via a Gamified Slideshow that can keep a student engaged for much longer than the 25 mins/class I would have with them. I've attached a picture to show how fun he made it.

No matter how or what you plan to do for E-Learning in your program, I hope you take advantage of the resources that physical education teachers are providing across the globe through Twitter at #HPEatHome. This is a big opportunity for the profession to show how we are an essential part of students' everyday life. We can provide them with skills and competence to live a physically active/happy life.



•Homepage for Activities



•TP Activity

# The Risky Game Show 6th Grade Health

Reference: Scott Todnem

Social Media Contact: Twitter: @ScottAmpersand; Facebook: @MrTodnem

Video of the Lesson: <https://youtu.be/bXDO-SRYbwQ>

Risk - the possibility that something unpleasant or unwelcome will happen.

Risk Behavior - an action or choice that may cause harm to you or others.

Prevention - taking steps to keep something from happening or getting worse.

## Pre-Activity Teaching Points

We can't control risks in life; instead we have direct control over our own behavior. This silly activity, especially for younger students, can help with this realization. There are always risks in life-- we don't want to live in the future by creating undue anxiety or even paranoia within ourselves. Our risky behavior deserves the focus, and we can live in each present moment to make healthy choices for ourselves.

## "The Game."

You are a game show host, and the class is the studio audience. Play this up as much as possible-- tell the group you have a guest speaker to bring in for the day and you'll be back at the end of the period, then leave the room for a split second and come back in as the "host." Students love this goofy sense of humor. Have a prop microphone. Pretend there are lights and background music and a great title on the board (could be marker-- pretend it's an amazing artistic logo). Have imaginary assistants to help with the game. Think "Deal or No Deal" or "Wheel of Fortune" or any classic game shows.

Have a hot seat at the front of class. Use 5 envelopes set up on the opposite side of the classroom. Inside, place lousy, horrible "prizes" for the contestant. Prize ideas = open bandaid, broken rubber band, chewed up pencil, etc. Make them gross or practically useless.

## Basic Gist:

Choose a student as a "contestant." Make this fun-- could be birthday closest to today, could be color on shoes, etc. Contestant comes up to the hot seat. Play it up as the game show host (let's meet our contestant: what's your name, where are you from, etc.). Risky Game Show allows the contestant in the hot seat to choose one of the five envelopes (next to imaginary assistants :). What is inside is theirs to keep forever.

Before letting the student choose an envelope, ask the rest of the audience to help out-- let them scream ideas to the contestant. You'll notice the student in the hot seat looks around and often listens to what their peers are telling them to do.

After a few seconds, quiet the audience down and let the contestant choose an envelope, have the assistant bring it to you, the host, and then decide-- do you want to pretend there's a "commercial break?" Make them wait to see? Any way you choose to elaborate on this concept, somehow build anticipation for a great prize in the envelope.

Finally allow the contestant to open the envelope. Watch their excitement turn to or disappointment, or even disgust, and the rest of the class laugh about it.

Begin a new round of the Risky Game Show with another student, and watch in anticipation for another prize, only to be disappointed again. Play 2-3 rounds before ending the "show."

## Option:

Often, it is fun to put a dollar bill in one of the envelopes. I highly suggest Envelope 1. Students often pass this one over because it's the first option, and it's fun to end the game by opening the envelopes to show the class what each contestant could have won-- and the dollar was passed over for all the other, horrible prizes.

## Debriefing

Ideas on discussion questions afterward or the next class period:

-Why was our activity named "The Risky Game Show?" Why wasn't it "The Risky Behavior Game Show?" In other words, could the contestants control what was inside the envelopes?

(Review the definition of risk and any skills of decision making as needed.)

-If we can control our own behavior, and not risk in general, let's change it up a bit-- what if you could see what was inside the envelopes? What if they were clear? Would contestants still go with the rotten apple core, the used kleenex tissue, etc.? BUT, are people doing this in their own lives on a daily basis? Turn and talk and brainstorm situations where this is true, where people know the consequences of their behavior, but go through with their risky choice anyway? (Ideas might be knowing the outcome of lying, smoking or vaping, crossing the street without a crosswalk, getting into a fight, etc.)

-Did you notice that the contestant was influenced by the rest of the audience? Explain how other opinions impact our own decision-making process. Elaborate here as needed.

-What's the main takeaway from this activity? It was just a silly, imaginary "game show," but what will you remember from the lesson?

# Using Green Screen Technology in Phys Ed.

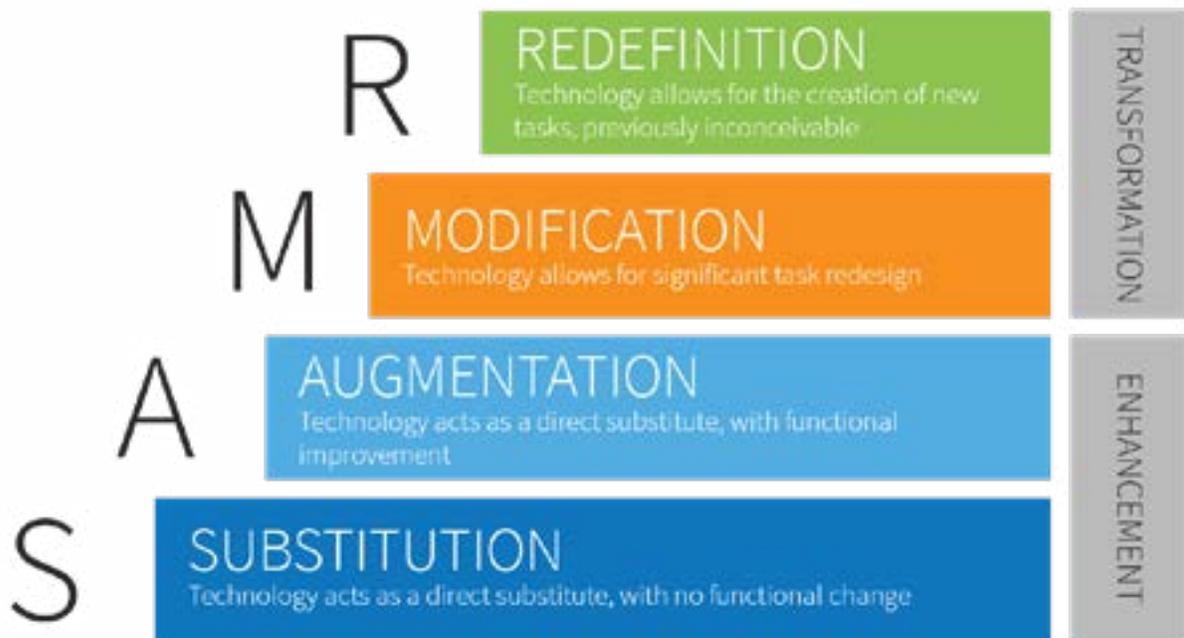
•Casey Barclay (K-5 Physical Education, Waukee IA / @MsBarclayPE)

## Green Screen: What is it?

•With a digital camera, green backdrop, and a simple green-screen app, anyone can incorporate this special effect technology into their HPE classrooms. Green-screen technology allows teachers and students to tell a story, explain an idea, and express themselves in truly creative and engaging ways.

## Why use it?

•Aside from the obvious fun and engagement! Using green screen technology allows for transformative technology integration. Based on the SAMR framework (created by Dr. Ruben Puentedura), using green screen technology can benefit your instruction multiple ways. On one end it can replace traditional tools such as live demonstrations, and on the other end it can enable experiences that were previously impossible without it- like placing your students in a big top circus tent while practicing their balancing skills!



## COMMON TOOLS



Green Screen by DoInk

- The #1 Green Screen app for the iPad in Education. DoInk's Green Screen allows you to easily create incredible green screen videos and photos.

Green Screen Sheet  
- You can set this up as simple or complex, temporary or permanent as you would like. I simply hang mine up against the wall when in use and take down when not.



Try It Out: Step by Step Video Tutorial  
<https://www.youtube.com/watch?v=Yte-fth2VbI>

**Examples:**  
Teacher Runs from Cheetah



Big Top Circus Tricks



## Having fun with tag ...

# Zoo Tag, Farm Tag, Banana Tag engage students

My name is Candace Young, and I teach kindergarten ONLY Physical Education at Madison Kindergarten Academy in Richmond, KY. I have taught grades from kindergarten all the way to eighth grade throughout my teaching career. I have truly found my niche in teaching kindergarten, and what I would like to discuss in this article are two of my favorite tag activities that are instant activities that you can pull out at any time during your Kindergarten Physical Education class. Each round should last about one minute, and you can play as many rounds as you see fit for your student population.

### ~Zoo TAG

Choose two students to be the Zookeepers "IT" (these students have a pool noodle). This game teaches a variety of locomotor skills. All other students will be a different animal each round.

- Zebras will skip
- Horses will gallop
- Kangaroos will hop on one foot
- Cheetahs will run

If the zookeeper tags them, they must do five jumping jacks then get back into the game.

### ~A fun variation I do with my students is FARM TAG.

Students are farm animals, and two farmers are "IT" Animals (horses gallop, ducks waddle, bunny hop on one foot, dogs run, cow skip)

### ~BANANA TAG

This activity implements nutrition as well as locomotor and non-locomotor skills. Two Students are "IT," and they have one pool noodle each. They run around the activity space trying to tag other students. If a student gets tagged, they must put their hands above their head, palms together in the shape of a banana. Another student may come by and peel them ... in other words take their hands and move the tagged person's hands down to unfreeze them.

These are two of my students' favorite activities and are certainly my go to if I need something quick that will get my students moving!

Finally, let me leave you with this! With kindergarten, I have found that three things really work well and will bring out the best in your students.

1. Have a freeze signal. Mine is I blow the whistle once then I say freeze hands on your knees, and my students freeze and put their hands on their knees.
2. Have a routine where students know the flow of your class each day.
  - Mine is
  - Instant Activity
  - Movement Stations
  - Skill Focus
  - Final Fun
  - Mindful Minute
3. Always close with a Mindful Minute which helps the students get ready to take on the rest of their day!

Thanks for taking the time to read this article! You got this!!! Follow me on Twitter for more #KindergartenPE ideas! @CandaceYoung37

•Candace Young  
 Physical Education Teacher Madison Kindergarten Academy  
 KAHPERD President 2018  
 KAHPERD 2015 Secondary PE Teacher of the Year  
 Email:candace.young@madison.kyschools.us  
 Twitter: @CandaceYoung37  
 "Make each day your masterpiece!" -John Wooden

# Invasion Games

•Eric Davolt

## INTRODUCTION

I was asked to write about a “go-to” high school activity, but I’d like to take it a slightly different direction. I’d like to talk about a go-to unit, invasion games. I like this unit because I can teach different pieces of it throughout the year which allows students multiple opportunities for practice and re-assessment if they don’t get something the first time. Invasion games are activities that are team vs team and you try to move an object to the opposing team’s side to score a point. These are games like soccer, basketball, tchoukball, lacrosse, and rugby. These games are grouped together because they have similar rules and strategies.

## HISTORY

This is my go-to unit because of my discovery, about six or seven years ago, Teaching Games for Understanding (TGfU). I know, this is a really well-known teaching model that’s been around since the 1980s, but I didn’t know about it until I saw people talking about it on Twitter.

I wasn’t really sure where to start. Thank goodness I watched a Physedagogy #Physed Summit video where Mel Hamada was talking about how she taught her invasion games unit and it just made sense to me. If you’d like to see her video, go to this link, <http://bit.ly/invasionmel>. After watching this video it was clearer to me how to teach offensive and defensive strategies through the play of simple games and creating challenges.

## THE ACTIVITY

To start the unit I begin with 2 v 1 in a 10 step x 10 step grid using 8½ inch Gatorskin balls. The two are offense and the one is defense. The offense is trying to complete passes and defense is trying to intercept or deflect passes. They play for one minute then switch who is on defense. They repeat until the third person has had a chance to play defense. From there I bring the class together and ask them a simple question, “What happened?”

The students normally give me many answers to that question. If they don’t, I ask another question, “What happened next?” This usually gets more students talking. Then I ask, “What are some adjustments we can make to challenge the offense?” Then, “What are some tips we can give the person on defense?” Then we go back to our grids and apply what we have learned. It’s amazing to see the game change.

From there I start adding a point system for completing a certain number of passes or knocking away or intercepting a ball. We move into bigger spaces and combine teams. Eventually, I have the students moving up and down the field to score points by going over an end line.

What I like most about using the TGfU model in invasion games is that it gives students a lot of choices. They can choose the type of equipment they want to use, adjust some rules that won’t totally change the game, but will challenge them, or decide how big the playing area is going to be.

After I know that the students are able to understand the cognitive aspects of the unit we move on to actual games. The games are always small sided so the students can still get plenty of practice as they play. I normally have three different games going on at the same time. I start out with games they know: basketball, soccer, and ultimate frisbee. Then challenge them with new activities: Tchoukball, rugby, and lacrosse.

## THE CLOSE

Since I started using this model for my invasion games unit, my students have been more engaged and understand and apply offensive, defensive, and transition strategies more effectively. I also have students tell me that since they’ve learned about strategies in my class they have come up with ways to be better learners in other classes as well. For instance, the strategy of time management. If they have a big project due a few weeks out they have figured out how to break it into smaller pieces and give themselves due dates for the smaller parts. They are beginning to realize that you can learn something in one class and use it in other places.

I hope I have inspired you to try something new in your classes as I did with TGfU. If you have any questions for me, you can email me at [thephysedcoach@gmail.com](mailto:thephysedcoach@gmail.com) go to my website [thephysedcoach.com](http://thephysedcoach.com) or hit me up on Twitter @mrphysicaled.

# JIMMY JOHN'S

Dan Tennesen  
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**Grade Level:** 3-8

**Skill Focus:** Chasing/fleeing/dodging, spatial awareness, teamwork/communication

**Equipment:** Hula hoops (1 per team), 2-4 pool noodles (preferably red), noodlettes (as many as possible)

**Setup:** Create a large activity space, like a basketball court. On one side spread out hula hoops, and spread out noodlettes on the opposite side. Place pool noodles in the middle of the activity space. Divide the class into teams of 2-3 students. Assign each group a color, and have them line up on the noodlette side across from a hula hoop that matches their color. Select 1-2 teams to be taggers, and they go to the middle and pick up the noodles.

**How to Play:** The object in this game is to be the team with the most noodlettes in your hula hoop at the end of the game. On the start signal, the first student (delivery driver) will pick up a sandwich (noodlette) and attempt to deliver it to their house (hula hoop) while avoiding the red lights (taggers). Their partner waits. If a driver avoids the red lights, then they put their sandwich in their house. If a driver gets caught by a red light, then they still deliver their sandwich, but they deliver it to the wrong house (another team's hoop). Once the person delivers their sandwich, the next person in line can go. Reset and switch taggers after a few minutes or once all the noodlettes are gone.

*Tips:* For safety, instruct students to return to the start while staying out of bounds and using the highway. For younger grades, consider having students return all the way to their partner until they have learned the game. Encourage communication with students who are waiting to discuss where they should deliver their sandwiches if tagged.

**Variations:**

Don't have a Jimmy John's in your area? Call it something else – Amazon Drivers, Uber Eats, etc.

Experiment with your play space orientation. Sometimes classes do better if they run from sideline to sideline, while others may prefer going end to end.

Incorporate manipulative skills while students run or wait.

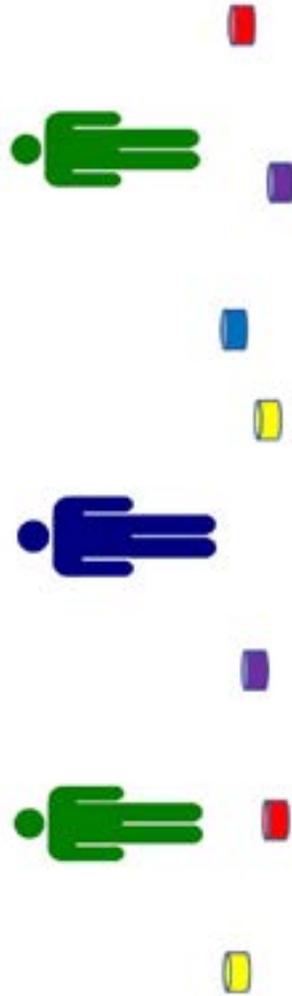
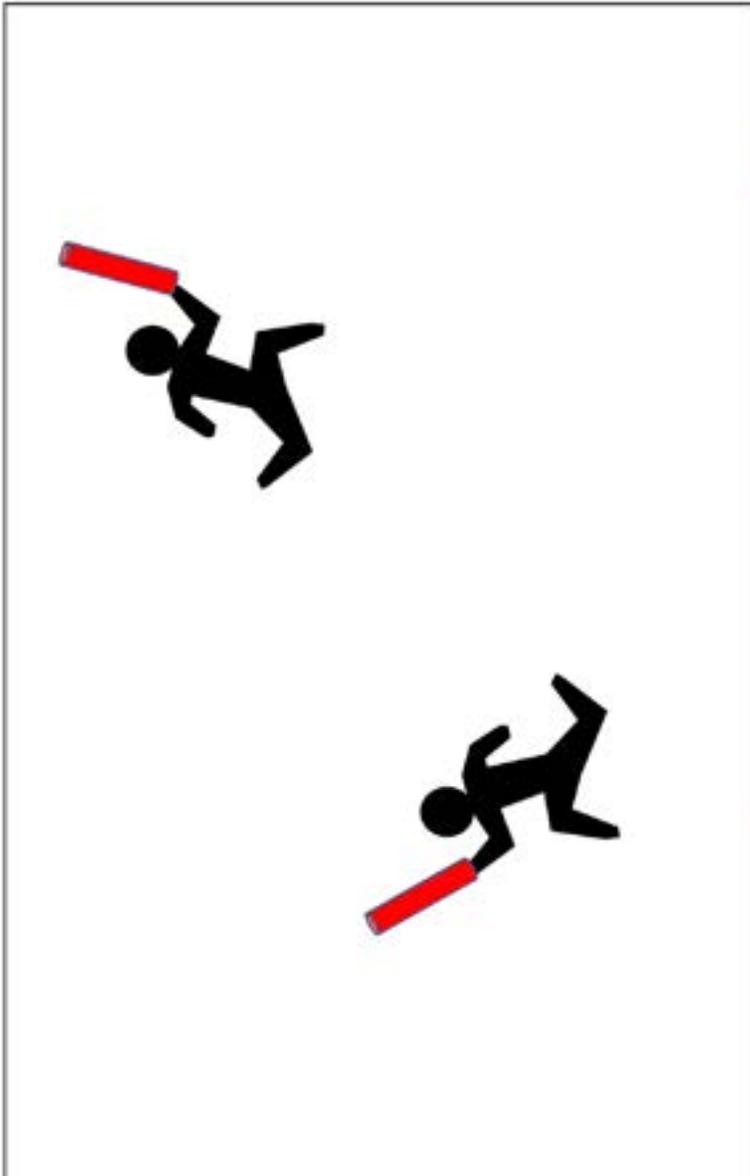
**Debrief:**

Discuss how red lights, traffic, construction, etc. can lead to stress for drivers. Discuss what things might stress your students, how someone might feel and act if they are stressed, and positive ways to deal with stress.

For older grades, you can have students look at menus from local takeout and delivery places, have them select items to make a meal, and analyze how healthy their choices are. They could also evaluate what other options are better or worse.

Students could take their health analysis and use websites and/or apps to determine exercise type and time to figure out the requirements for burning off their meal choice.

# JIMMY JOHN'S



# “3-Person Kickball” Warm-Up

•Caitlin Schoville schovillecaitlin@pleasval.org Twitter: @cait\_schaeffer

## Materials:

1 gator skin ball per group of 3 students (or any ball of your choosing)  
~I prefer gator skin because if someone gets hit, it does not hurt

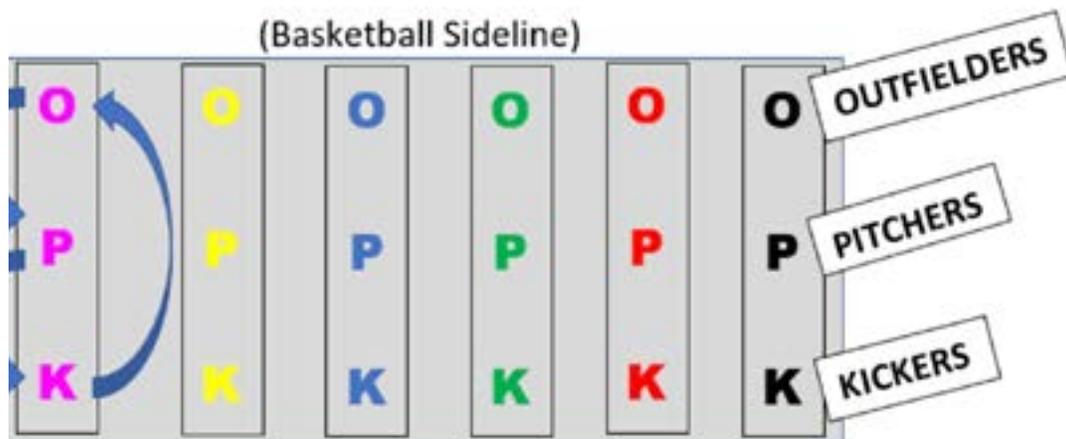
## Objective:

~Increase heart rate to target zone  
~Repetitive practice of kicking, underhand throwing, catching  
~Score as many points as possible with your team

## Directions:

~Students get into groups of 3. (Can be groups of 2 or 4 if necessary)  
~In the group, one person starts as the kicker, one is the pitcher, one is the outfielder.  
~All kickers line up on basketball court sideline  
~All pitchers line up down center of the basketball court  
~All outfielders must stand between the pitcher and the opposite basketball sideline

~Pitcher rolls the ball to their kicker, kicker tries to kick a catchable ball in the air to their outfielder. If the outfielder catches the ball in the air, it is one point for their team.  
~As soon as the pitcher pitches the ball, they run to become the new kicker. As soon as the kicker kicks the ball, kicker runs to become the new outfielder. As soon as the outfielder catches/retrieves the ball, they run to the pitcher position to quickly pitch the ball to their new kicker.  
~Continue this for a set time and complete multiple rounds. I prefer 2-4 minutes. I then choose a number that is achievable based upon your class's ability, but still challenging (maybe 15?). Take your team's score, and however many away your team was from 15, that's how many (insert exercise) you do. For example, if your team caught 11, you would do 4 squats. If your team caught 22, you would do 7 jumping jacks, etc. This incorporates math into your lesson as well. Your scoring and exercises can be adjusted to fit your needs or preference.



# "Sexual Harassment and Workplace Dating in Sports and Physical Education"

The dynamic between women and men in professional settings continues to evolve. The #MeToo Movement, Larry Nassar and other high-profile scandals, and Brett Kavanaugh United States Supreme Court confirmation hearings brought the issue of sexual harassment and respect toward women into the national conversation.

I have been privy to different examples of sexual harassment throughout my 25-year career in the sport, physical education, and recreation industries. This article will identify some of these transgressions in the categories of attitudes toward women, dating and career, and sexual harassment. Some of the following stories depict me early in my career as the bystander with a demonstrable inability to report what occurred. Others recall poor judgment attempting to balance a dating life and career in the 1990s in ways that today would be considered unprofessional.

Exposing these instances for all to critique allows readers to reflect on them and respond for the better when they encounter similar circumstances. Identifiers have been altered to protect the anonymity of persons criticized for their actions, words, attitudes, and behaviors. Situations have been changed in some instances for the same reason.

## Attitudes Toward Women

A colleague and I were having a drink one evening. He was single, approaching 30, and lonely in our small town where he struggled finding available women to date. He disclosed his delight in recently enjoying an evening with an African American stripper from a neighboring community. It was not unusual, despite my discomfort, for my college friends to share details of their previous evening's successes. It is rightfully less common to have such conversations of past exploits in the professional world where there is a more mature understanding the stories entail our collective partners and colleagues' private moments.

His enthusiasm stemmed from his goal to have sex with five types of women: black, engaged, married, stripper, and lesbian. He was proud to satisfy two categories at once. He had no moral qualms about using this woman for this sole purpose. I did not affirm his recent conquest or his larger effort but failed to challenge his placing of women into sexual categories or his attitude toward casual sex. It was easier to wait for the topic to change while we drank our beer. He is now a Hall of Fame high school coach in New Jersey.

Another former colleague was mentored by a legendary college men's basketball coach. The three of us were out one evening and the conversation turned to women's basketball. I was surprised to hear these two men hating on women's sports. They believed women had no place in the space except as cheerleaders, and under no circumstances should "gashes" be using valuable resources such as gym time. Their remarks were booze-influenced but the hatred was real. I was the new guy in the presence of established veterans and unwilling to offer dissenting comments. It was again simpler to keep drinking and wait for the topic to change.

The responsibility to voice concern increases when you care about the women discussed. This was the case in an egregious incident involving athletic department colleagues. I walked into an office where members of the coaching and athletic training staff were passing around the yearbook. Everyone was initialing the pictures of female co-eds they would have sex with. Some of the initialed photos were of my players. I was dismayed, declined to participate, and found a reason to excuse myself. However, I didn't report this to anyone in authority. I did not challenge my male colleagues on their participation or their attitudes. I shamefully decided that avoiding conflict with my peers was more important than ensuring my players were treated with respect. Instead what was avoided was an opportunity to demonstrate moral courage.

I attended the Illinois High School Association boys' basketball state tournament in the early 1990s when it was held in Champaign. It was customary to accompany a group of guys north on Highway 45 to a gentleman's club in the small town of Thomasboro. I was a novice at such establishments and coyly observed the lascivious action from a back table. The place was a destination for high school basketball coaches attending the state tournament. I didn't think at the time how these men represented their schools, regardless of how their trip was financed or whether their apparel identified their employer. I would soon begin coaching women's basketball and dating my wife, and for both reasons ceased attending these clubs. My attitudes toward whether such establishments should operate evolves, but my belief they objectify women and that I don't belong there as a married professional remains consistent.

Several years later I was in New Orleans for a sport marketing conference. A social was held on Bourbon St. at a bar that featured a balcony. I stayed inside and watched the World Series, aware of the transaction between those on the balcony with beads and women on the street wanting them. Most conference attendees followed suit, but others enjoyed the balcony scene. Men throwing beads and catcalling women attempting to get them to flash their breasts were later seeking me out to inquire about an open position. Their actions had already unimpressed me.

## Dating and Career

Conversations surrounding when and how romantic overtures are acceptable in the workplace are more common today as employers worry more about sexual harassment. I platonically dated student-athletes and co-eds as a first-generation professional in the early 1990s ignorant of the expectations. This comprised of double dates with more veteran members of the athletic department doing the same thing.

(continued on Page 20)

## "Sexual Harassment and Workplace Dating" *(continued from page 19)*

A softball player accompanied me overnight to a friend's wedding despite my position as an athletics administrator. The softball coach was aware of our date but did not counsel against it. The player and I coached a youth baseball team together and had already shared a hotel room on a team trip. I was immature in not correcting the remarks of 13-year-old boys questioning the noises emanating from our adjacent room. I missed a perfect opportunity to assure the team there were no noises and to simultaneously identify their comments as disrespectful. I did not lie and affirm their immature banter, but instead shifted the conversation. Why was it a self-confidence boost that a team of teenage boys assumed I was getting some action that in fact I wasn't?

One year and job later I enjoyed two sort-of-dates with a junior college basketball player on the amateur summer softball team I helped coach. I began my first college basketball coaching job that fall, and immediately recruited her. She matriculated, long after any feelings had passed upon the realization they were not mutual. She earned her degree and was a nice compliment to the bench on an NCAA tournament squad. However, her father made life difficult for the head coach because of his daughter's reserve role. Would I have recruited her if it wasn't for the attraction, and subsequently spared my boss grief? Does it matter that the student-athlete had a positive experience?

Another time the attraction was a golfer at the institution where I was the graduate sports information assistant. The team was amidst in strife and this player was considering a transfer. I researched NCAA transfer regulations and possible institutions on her behalf to curry favor. She carelessly left the envelope containing the materials, and the accompanying note, where the head coach could find it. Only the coach's embarrassment knowing one of her top recruits was looking to transfer spared me from being reported to my boss. The player and I never developed any sort of friendship, but I still can recall the coach's hurt and confused look.

### Sexual Harassment

My students landed a great opportunity to work with a prominent individual in international sport from the west coast. The arrangement included this person being on campus at different times throughout the semester. One such visit forced a weekend stay while I was away attending a conference. I was aware students were drawn to this person's charisma, so policies and expectations concerning relationships and interactions with students were made explicit.

A female student and this prominent individual were innocently texting, when the latter attempted to continue the conversation at odd hours and with personal and suggestive comments concerning her appearance. There was an implicit early-morning invitation for this student to come to his hotel. The student became uncomfortable, saved the text chain, and contacted us. The evidence was clear, the conversation was improper, of most importance was the student was safe, and the arrangement with this practitioner was terminated.

A different student was imprisoned for statutory rape and related offenses. This young man was charming and handsome but had a reputation for performing lewd acts, including a confirmed tale of public masturbation atop a pool table at a neighborhood bar. My colleague and I offered our mentorship but could not recommend him for teaching licensure. The education department processed him despite our objections. He landed a job teaching physical education and coaching high school softball in Indiana but was fired and arrested a year later for having sex with his players. I regret not appealing the education department's decision. My colleague and I did not take such action lightly and knew he wasn't ready.

### Dress

Other stories are better described as awkward, as when I had to tell a female student her outfit was inappropriate. My class taught physical education once a week at the local kindergarten. One week a student arrived in a low-cut white tank top. She was frequently learning forward while assisting the kids perform gymnastics activities on the mats. There was not much left to the imagination. I talked to her after class and her response was "those kids don't know what they are seeing". She obviously missed the point, so I more firmly delivered the message that her classmates, myself, and all the building staff did know what we were seeing. She complied with the dress norms the remainder of the semester but never convinced me she truly understood her attire was unprofessional. It was difficult to have this conversation, and today a female colleague would be included.

### Conclusion

Hopefully, these excerpts resonate with readers and demonstrate our responsibility to ensure all persons must be treated with respect, even when ensuring so can be difficult. They also show how extra caution must be taken in professional settings when romantic attractions develop, both mutual and not. Things are hopefully changing for the better and it is incumbent leaders continue to emerge who instill these values.



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## Position Statement -- Adapted Physical Education for IAHPERD

Physical Education (PE), specially designed if necessary, is required for every student with a disability and is a required component of a free appropriate public education. Adapted physical education (APE) is the specialization area within the field of physical education that assists in applying the special education process to the content area of physical education. APE is not simply a separate class; rather it is a process that delivers a range of specially designed PE services across a continuum of placement options. APE has the same goals and objectives as PE; however, the importance and precedence of those same goals and objectives should vary and be based on a student with a disability's needs. APE services should aim to help students with disabilities be as successful as possible with attaining their grade-level PE standards and curriculum. In addition, APE services should be based upon comprehensive assessments and seek to allow students to learn the skills necessary to become physically literate individuals.

In the state of Iowa, it is believed that many students with disabilities are not receiving high quality APE services that would likely benefit their physical, cognitive, and socio-emotional well-being. This is likely due to an accumulation of factors within the state of Iowa and in PE in general. Some of these issues may include a lack of APE preparation programs, a lack of APE professional development opportunities, a lack of awareness of APE, a lack of funding for PE, and APE and PE teachers not being invited to Individualized Education Program (IEP) meetings (Chaapel et al., 2013; McNamara et al., 2020). For example, one Area Education Agency (AEA) in Northeast Iowa has approximately 30,000 students, with 4,500 receiving special education services (1,500 have a significant disability); however, only one is receiving APE services. In addition, the state of Iowa does not have the adequate personnel to supervise and deliver quality APE services, as there is only one APE consultant position in the state AEA system. Thus, this article is to provide guidance to a variety of stakeholders in Iowa (e.g., physical educators, special educators, school administrators) in order to provide higher quality PE services to students with disabilities throughout the state.

**LEGISLATION.** Within the United States (US), it is commonly viewed that APE originated with the inception of the special education Public Law 94-142 in 1975, which later became known as the Individuals with Disabilities Education Act (IDEA, 2004). Both IDEA and the Iowa Administrative code include physical education in the definition of special education. For example, IDEA defines special education as:

Specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including: Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and Instruction in physical education (256B,34CFR300).

Furthermore, PE is the only curricular area specifically mentioned in both special education laws and is further defined by IDEA as:

The development of (a) physical and motor fitness; (b) fundamental motor skills and patterns; and (c) skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports); and includes special PE, APE, movement education, and motor development .... PE services, specially designed if necessary, must be made available to every child with a disability receiving free appropriate public education .... If specially designed PE is prescribed in a child's individualized education program, the public agency responsible for the education of that child shall provide the services directly or make arrangements for those services to be provided through other public or private programs (U.S.C. § 300.108, 2004).

Least Restrictive Environment

IDEA (2004) also stipulates that students with disabilities are required to receive their education within the least restrictive environment. This means that schools should provide PE services across a continuum of placement options, based on each individual student's needs, in order for them to make adequate progress with the PE curriculum. Although IDEA mandates that students with disabilities receive PE services within the least restrictive environment, it has been reported that many schools do not offer a continuum (Decker & Jansma, 1995; Wilson et al., 2020), rather many of them only offer two placement options: (1) a general PE setting with little to no support, or (2) a completely segregated setting. Two placement options do not create a continuum of placement options that meets the needs of all students with disabilities. Instead, multiple placements and special education supports (e.g., adaptations, accommodations, modifications, specially designed instruction, assistive devices and assistive technology, APE support for the general education teacher) should be available and have been indicated in models of least restrictive environment for PE.

**ADAPTED PHYSICAL EDUCATORS' ROLE: A MISSING LINK.** The role of an adapted physical educator is to ensure that students with disabilities are receiving valuable PE services that meet their unique needs. Adapted physical educators deliver their services by either providing direct instructional services to the students or by consulting with general physical educators on how to provide quality PE experiences for students with disabilities within their classes. The adapted physical educators' role should also include regularly attending and participating in IEP meetings, consulting with PE teachers, and explaining ways to help their students be successful in PE, such as modifying group formats, rules, or equipment. In addition, adapted physical educators should be prepared to develop and/or implement a curriculum that resembles, as much as is possible, the general PE curriculum.

Conversely, the Society of Health and Physical Education (SHAPE America, 2016) has recommended that APE teachers meet the following. Although the roles of an APE teacher are highlighted above, one of the big issues surrounding these services being successfully delivered is due to the lack of preparation of physical educators working with students with disabilities, as most PE college preparation programs only require one course in APE, which often only covers APE related topics at an introductory level (Kwon, 2018; Piletic

## Position Statement *(continued from Page 21)*

& Davis, 2010). This is especially true in Iowa, where general physical educators only need to complete one APE college course to be considered qualified to teach students with disabilities four criteria in order to be deemed highly qualified:

1. A bachelor's degree and state licensure in PE.
2. At least 12 credits in courses dedicated to teaching students with disabilities, with at least nine credits devoted to APE.
3. At least 150 hours of practicum experiences where future physical educators work with people with disabilities.
4. Graduation from a PE college preparation program that is constructed on the Adapted Physical Education National Standards (APENS).

Hence, additional efforts are needed to better prepare future and in-service physical educators in Iowa to teach students with disabilities.

**IEPs.** One of the largest barriers that disrupt and prevent appropriate APE services from being delivered to students with disabilities is that many general PE and APE teachers are not invited to the IEP meetings (Chaapel et al., 2013). The lack of general PE and APE teacher representation at IEP meetings may be largely because many special educators and school administrators are largely unaware of the importance of APE (McNamara et al., 2020), as well as special education laws that mandate PE for students with disabilities. The absence of APE and PE specialists throughout the IEP process may lead the IEP team, who are unlikely to have the requisite understanding of APE components, to neglect to sufficiently address needs in PE throughout the IEP.

General PE and APE teachers should be considered as part of the multidisciplinary IEP team. It is essential for adapted physical educators to regularly attend IEP meetings, as they should be "assisting in the writing of IEP goals for skill development and effective learning objectives aligned to the general education curriculum" (Chaapel et al., 2013, pp.187). In addition, adapted physical educators should specifically be involved with assessing students to determine eligibility for APE services, writing and monitoring goals and objectives, and developing transition programs related to the health and vocational needs of the student. Just like all other IEP team members, adapted physical educators should be actively involved in sharing assessment results and giving feedback to the IEP team; as well as communicating with parents about PE services and sharing information on cognitive, social, and psychomotor learning.

**CONCLUSION.** Because PE is often a forgotten component of a student with disabilities' special education experience (Chaapel et al., 2013; McNamara et al., 2020; Stephens et al., 2011), it is essential for the entire IEP team to gain a deeper understanding of the field of APE and understand how to properly implement it and include it within the IEP process. This issue is particularly evident within the state of Iowa. This article is meant to present an overview of APE and stress the importance of PE, specially-designed if necessary, for ALL students. In order for school districts and IEP teams in Iowa to comply with federal laws and to ensure that students with disabilities are receiving a quality and well-rounded education, it is essential that higher quality PE services be provided to students with disabilities throughout the state. In the future it is advised that key stakeholders at state and local levels (e.g., school districts, the Iowa Department of Education) seek to collaborate with APE experts to design professional development in order to better prepare physical educators, special educators, and school administrators in order to deliver quality PE services to students with disabilities.

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