

12-2016

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Ivy Ottmar

California State University, Monterey Bay, ivyottmar@sbcglobal.net

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Benefits of Implementing Journaling Activities in Physical Education at the

Elementary School Level

Ivy Ottmar

California State University Monterey Bay

Abstract

Physical Education (P.E.) is at a risk of becoming obsolete at the elementary school level. This is an important problem that needs to be addressed because children need a daily physical outlet. But, it goes beyond just getting outside and moving. If journaling is integrated into the physical education curriculum, students can use this tool to reinforce what they are learning when they are exercising as well as communicate their feelings about physical education. After conducting literature reviews, interviewing elementary school staff, and implementing a journaling activity, the researcher found that journaling about P.E. was positive and beneficial for the students. Students integrate writing into all academic areas; journaling in P.E. was new and innovative. The researcher used journaling about P.E. to get the students to think about how exercise is important to their health. This activity coupled with a literature review, found that journaling in P.E. was beneficial to elementary school students for multiple reasons.

Benefits of Journaling in Physical Education

These days, I can't imagine my life without sports. Whether I am coaching young children, watching it on television, or engaging in my own athletic activity, being physically active is a large part of my daily routine. I also have two children ages thirteen and ten. Both of them play year round sports in after school recreational programs. Their involvement at an early age is what prompted me to be a part of their athletic activities. Once my daughter started playing softball, which is a sport that I am very familiar with, as I played it myself, I decided to coach. Working with the children athletically guided my thoughts about how staying physically active is so important to our health. There were times during our seasons together that we would do short journaling exercises. I had the players write down personal goals regarding performance, weaknesses, and to recognize strengths. We did this at the beginning of the season and at the end. The growth was always notable and they felt like it kept them accountable for what they wrote down. I'll never forget the very first game that I coached. I remember telling our opponent, who was my coach from high school, "This is the most fun I've ever had!" I felt like I had hit the jackpot when working with children and being physically active with them athletically.

After my second season coaching, I made the decision to go back to school and pursue a bachelor's degree in Liberal Studies. I also knew that I wanted Physical Education to play a key role. Choosing P.E. as my emphasis has allowed me to take many classes to enrich my knowledge about movement. Many of the classes stressed the importance of nutrition as well as physical activity awareness. As a prospective teacher, I was identifying ways in which I could use everyday learning with elementary school children and P.E.

My first kinesiology class at CSUMB provided examples for many ways in which the other academics could be integrated into physical education. One example was the thirty-second wonder. The teacher would pose a question to the physical education students and they would take thirty seconds to jot down their answer. Some examples of questions from the text *Teaching Physical Education for Learning* include: How hard did I work today, what do I need to work on in this skill, and what did I like and dislike about class today? (Rink, 2010). The more I read; I found that the thirty-second wonders could be used in combination with student journals. It was during this class and this semester that I stumbled upon how I can help students think more about the importance of physical education.

Whether or not a school has a P.E. teacher, journaling can be integrated into the curriculum. Students learn in many different ways, and writing about a subject, like note taking, can also help to solidify important thoughts. Keeping a journal about ones physical achievements is a great tool to set goals and to track progress. The object of journaling in P.E. is the same concept. After discovering research that supported my idea, I knew that I wanted to experiment with this concept in an elementary school P.E. class for my capstone project. My hope is that the research will support my own journaling in P.E. class activity. It will also provide evidence that journaling has a positive impact on students and the importance of physical activity.

My primary research question is for the capstone project is: *Why is it beneficial to implement journaling activities in physical education for students at the elementary school level.* While my secondary research questions that were: *(1) What is the purpose of journaling activities in physical education? (2) How does keeping a journal in physical education class*

improves students' knowledge and awareness of health and the benefits of staying active? (3)

What does research say about the benefits of journaling activities for elementary school

students? (4) Why is it valuable for elementary school children to be more aware of health and

benefits of stay active? (5) What kind of questions do teachers ask to increase this awareness?

These questions will be discussed later on during the teacher interviews and classroom journaling activity.

Literature Review

The literature review conducted found many reasons why journaling is beneficial in the P.E. setting. A background of how much physical activity children should have and ways to incorporate journaling will be discussed. Physical education is at risk of becoming obsolete at the elementary school level. This is an important problem that needs to be addressed because children need a daily physical outlet. Exercise can also relieve stress in a classroom atmosphere.

The people affected by this problem are children, teachers, administration, and families. When children aren't given access to a physical outlet, it can lead to poor classroom behavior and health issues. Teachers may find it easier to teach when the children have that physical release every day. However, for teachers to have this flexibility, they must be supported by the administration. At home, the families may see a well-balanced child through their behavior because they were able to exert their physical energy at school. The obvious benefit to daily physical activity at school is the exercise that the children's growing bodies need to stay physically fit.

Only three states (Alabama, Florida, and Louisiana) require the nationally recommended 150 minutes or more per week of physical education (Dills, Morgan, & Rotthoff, 2011). In

recent years, the argument has been made that the integration of physical education in elementary school curriculum is linked to concerns about daily inactivity and research about the increase of obesity among these age groups (Graber, Lambden, Locke, & Solomon, 2008). With these statistics at our physical educational doorstep, I took on the challenge of trying to find a way to get children to recognize how important P.E. class is to their health and well being.

We can take things further than going outside and creating movement. One of the ways in which journaling can be used in P.E. class is as an assessment option. Student journals can be used by teachers to examine student learning in the affective and cognitive areas (James, 2005). If journaling is integrated into the physical education curriculum, students can use this tool to reinforce what they are learning when they are exercising as well as communicate their feelings about physical education (James, 2005). Children are able to learn in many different ways.

When it comes to education, writing is a tool used for reinforcement of activities and ideas presented in a classroom. This can also be said for physical education activities. There are five aspects to consider when using student journaling is used as an assessment tool: organization, management, effective writing prompts, using journals as assessments, and grading the journal (James, 2005).

Organization. Each student will have their own personal journal that is kept neat and can hold all entries for the school year. Students can also personalize their own covers for a sense of ownership and pride.

Management. Since the physical education classroom is generally outdoors, it will be up to the teacher to keep the journals in a safe place for storage. This can be accomplished in bins or crates in an office or equipment storage area. Storage in the academic classroom seems to be the

best option for management of the journals (James, 2005). Classroom journaling time may allow the P.E. teachers more time for movement.

Writing Prompts. Productive writing prompts should pose questions to deepen the students understanding. It is also important to choose questions that are developmentally appropriate. For very young students, forming a response to writing prompts may be very difficult. Having them circle a choice or draw a picture may be more age relevant (James, 2005).

According to Behrman (2004), there are four ways in which writing in physical education can complement personal performance: writing to learn, motivate, assess, and to perform (See Appendix A for writing prompt ideas).

Assessment. Journals can be used for student learning and for meeting state standards. The journals can also help teachers to modify their curriculum through feedback and student perceptions about what they are doing in P.E. class. Furthermore, journal writing promotes students' abilities in other areas of the curriculum, such as critical thinking and writing skills (James, 2005). In the Physical Education Model Content Standards for California Public Schools, model 4.3 states that a student should be able to develop and describe three short-term and three long-term fitness goals (California Department of Education, 2010). This is an example of how the teachers can use journaling to keep track of the standards that need to be achieved by different grades.

Grading. A journal is meant for personal thoughts and reflection, which, in turn, means there is no right or wrong answer. It's still important to gage whether or not the students are staying on task and completing the writing activities. By creating a checklist, evaluation of criteria can be accomplished. Checking for correct spelling, readability, and completion is important.

Currently a part of the Curriculum. Schools in Glendale, Arizona already have journaling in P.E. class built into their curriculum. Chris Knope (2010), a teacher for grades one through six states, "It's time to exercise our brains so we know why we exercise our bodies," (Bafile, 2010), when they begin a writing or reading activity in their PE classes. His assignments range from basic crossword puzzles to newspaper articles that the students are asked to reflect on. Bafile (2010), says, "The role of a physical educator is to get the kids moving, burning calories, increasing heart rate, practicing both skill-related fitness and health-related fitness, and teaching them *why* that's important"(p.1).

Benefits. According to the Center for Disease Control and Prevention (2015), schools can promote physical activity through comprehensive school physical activity programs, including recess, classroom-based physical activity, intramural physical activity clubs, interscholastic sports, and physical education. Classroom-based physical activity involves combining academic instruction with movement. Journaling in physical education class is an example of how this can be accomplished. Also, by incorporating nutritional information into the physical education curriculum, teachers can address dietary habits. P.E. teachers can even ask academic teachers to collaborate by including some of the other subjects like science, math, and physical and health education (Jeffries & Mathias, 2007).

In addition, journals can assist P.E. students with exploring different options for handling daily experiences. As students advance through their yearly curriculum, teachers hope that their students will retain the information as well as reflect upon it (Walker, 2006). Journal writing helps the students become more active learners instead of passive (Walker, 2006).

Additionally, the students' self-confidence increased because the journals enabled them to identify their own lack of motivation (Walker, 2006).

Behavior in the physical education classroom can be difficult to manage if you have large class sizes. Journaling could allow students to reflect on their current level of sportsmanship and how they can improve and set goals for the future (Shulman, 2013). Choosing topics that involve sports ethics or personal behaviors can be used as prompts for these types of discussions. The journals can also help the teachers to evaluate what they may need to modify when it comes to their curriculum.

Lastly, five benefits of keeping a journal according to Connections Academy are: (1) stronger, more confident writing, (2) improved memory and problem solving skills, (3) self-awareness, (4) increased motivation, (5) and a decrease in stress and improvement in health (Werrell, 2014).

Students can be heard and know that their voices are listened to and value is placed within the physical education that they are getting. Furthermore, students may find more meaning in their participation when it comes to P.E. They will feel more of a connection to the learning process of movement and the benefits that it has.

Method and Procedures

In order to get a full understanding of how journaling in the physical educational classroom would work, I wanted to implement it myself. After the research that I conducted, I decided to mirror what other schools have in place. I used ideas from Appendix A as examples of writing prompts for some of the journaling ideas for the students.

Participants

I chose an elementary school within the Pacific Grove Unified School District. There are two elementary schools in the PGUSD area. Robert Down Elementary School educates four hundred and eighty nine students (Student Accountability Report Card, 2014). Among the seventy-seven fifth grade students, I chose to sample twenty-eight of them for this activity (Student Accountability Report Card, 2014). I was able to design my own ideas from the writing prompts in Appendix A. I also interviewed one fifth grade teacher (See Appendix C for Teacher Interview Questions), one physical education teacher (See Appendix B for Interview Questions for the Physical Education Teacher), and one principal (See Appendix D for the Interview Questions for the Principal). All of the educational staff is employed at the same site.

Materials

I designed a set of questions for the fifth grade teacher, physical education teacher, and principal interviews (See Appendixes B, C, and D consecutively). The questions were focused on journaling in and about physical education class and the importance of staying active. The journaling activity that was implemented into physical education topics were basic questions to get the students thinking about P.E. (See Appendix E). The students answered two questions per week for three weeks.

Procedures

The setting in which the activity took place was in the academic classroom of the fifth graders. Papers were passed out individually and the students were asked to answer the two questions in a few short sentences. It was an anonymous activity where they only specified if they were a boy or a girl in order to organize the research.

Before every activity, I would read the questions to the students and ask if they had any questions about what they were instructed to do. We also discussed what a journal or diary was, and talked about examples of other subjects they may have kept a journal about. They were given approximately ten minutes to finish their writing. It was also important to tell the students that there was no right or wrong answer and they are to put down whatever their opinion is regarding the questions.

Results and Findings

Once the student journaling and the teacher interviews were complete, I began to compile my data. The results were incredible and proved to be beneficial for the students. Throughout my interviews with the teachers and principal, I was able to have my secondary research questions answered. As the interviews are documented below, the questions will be noted within the discussions.

Teacher Interviews

I ended up conducting three interviews. I met with a fifth grade teacher, a physical education teacher, and a principal. I engaged in a discussion about journaling in P.E. class with the use of my questions listed in Appendixes B, C, and D for all three interviews. Within my discussion, I was able to have them answer my secondary research questions that were: *(1) What is the purpose of journaling activities in physical education? (2) How does keeping a journal in physical education class improve students' knowledge and awareness of health and the benefits of staying active? (3) What does research say about the benefits of journaling activities for elementary school students? (4) Why is it valuable for elementary school children to be more aware of health and benefits of stay active? (5) What kind of questions do teachers ask to*

increase this awareness? The use of the teacher and administrator questions guided me to facilitate the interview with a conversation centered on the questions. Essentially, I was looking for evidence from the interviews to reinforce my research and answer my primary question about the benefits of journaling in physical education class at the elementary school level.

The first interview that I conducted took place before the journaling activity with the students. I sat down for about twenty minutes with the Physical Education instructor on Wednesday October 5th, 2016. The first question was: Have you ever thought about incorporating a journaling activity in physical education class?

This first question was about trying to find out if this school has done this activity before or thought about this as an option. To my surprise, the P.E. teacher has actually done this in her class years ago. The problem that arose was that she has up to as many as forty to eighty students at one time. That being said, journaling in a classroom of that size was difficult. My next question was: Do you think that writing activities can contribute to the understanding of physical health and the development of life long habits?

This question was related to my secondary research question: (2) *How does keeping a journal in physical education class improve students' knowledge and awareness of health and the benefits of staying active?* The teacher I was interviewing also has a bachelor's degree in English; therefore, she was a big supporter of writing in general. She said that writing activities with any subject could help a person reinforce what they are learning or even trying to accomplish, like goal setting. She also said that some students really love to write, and that this gives them an opportunity to do so about a subject that they may not normally write about. The journaling can reach students that may be stronger in this area than P.E. itself, and they can

contribute with writing about P.E. This may lead to those students wanting to be more active in class as well.

That statement leads into my third question, which was: Do you think that journaling can be used as a tool to evaluate physical progress? This answers my secondary research questions:

(1) What is the purpose of journaling activities in physical education?

And, *(4) Why is it valuable for elementary school children to be more aware of health and benefits of stay active?* The P.E. teacher said it could absolutely be used as a measurement tool.

The students often have to keep track of their running times, number of pull ups they do, and sit ups. The journal can be used as a way to keep a record of these activities and the students can continue to build on their times and numbers. My fourth question was: What kind of questions do you think would be good journaling topics for physical education class? This question reflects my secondary question: *(5) What kind of questions do teachers ask to increase this awareness?* The P.E. teacher recommended that the questions be simple, direct, and are pertinent to the unit they are currently working on at the time. This keeps them thinking beyond what they have done in a physical sense and reinforces their thoughts about it (P.E. teacher, Personal Communication, 5 October 2016).

The second interview had been with a fifth grade teacher at the same school. Again, this was about a twenty-minute interview with the use of my questions as a guide for the conversation. The conclusion of our conversation ended with her offering her twenty-eight students to participate in the journaling activity, which will be discussed later. I had four questions for this teacher on Tuesday October 18th, 2016. My first question was: How do you feel about journaling in physical education class? Teacher A was very supportive and thought

that it was a good idea. The second question was: Do you think it would reinforce the importance of physical activity? Teacher A thought that it would really make the students think about P.E. and it would give them the opportunity to discuss the subject. The third question was: Would you, as a classroom teacher, support journaling in physical education class? Teacher A answered yes positively (Teacher A, Personnel Communication, 18 October 2016).

She thought that even schools that didn't have a P.E. teacher would benefit from this activity. As an academic teacher, it is a great way to integrate English into Physical Education class. My final question for teacher A was: Do you find that your students perform better in class when they have been physically active? She stated, "Yes, I find that their attention is better and they can focus when they have gotten that energy out." (Teacher A, Personnel Communication, 18 October 2016). I asked these four questions of an academic teacher because I wanted to show that physical education teachers have support for journaling in P.E. class. I was also hoping that the more support they had, they would be more willing to integrate this into their P.E. curriculum. Teacher A was very positive and could see how journaling in P.E. would aid in the importance of staying active, which helped with the secondary research question.

(2) How does keeping a journal in physical education class improve students' knowledge and awareness of health and the benefits of staying active? The fifth grade teacher agreed that questions centered on their current activity and health gained by those activities would increase their awareness (Fifth grade teacher, Personal Communication, 18 October 2016).

The last interview I conducted took place on Thursday October 27th, 2016. I sat down with the principal of the same school for a forty-five minute conversation. She was very positive and supportive of journaling in P.E. class. My first question was: Have you ever thought about

implementing a journaling activity into physical education class? She supported the P.E. teachers' answer to this question recalling a time when they did have this in place. She said they used to have the activity from time to time, but it has been a while since they had some type of writing activity in P.E. class. The second question asked was: What kind of benefits do you see with journaling in physical education class? The principal said that she saw many benefits (Principal, personal communication, 27 October 2016).

The students that excelled in writing had the opportunity to discuss sports and physical activity. She also thought it was a good way to keep the students thinking beyond getting outside and moving. Sometimes writing something down can really solidify any thoughts that one may be having. My third question was about the younger grades journaling in P.E class: Do you think that other grades would benefit from journaling in physical education class? She agreed that it would indeed. The principal recommended that for grades kindergarten and first they could simply draw a picture for their journaling activity. They could also write down one word that describes what they are doing or how they feel. These were good suggestions for journaling at younger ages and can get them ready for the activity as they get older and can get more complex. Question four relates to goal setting: Do you think that journaling in physical education class is a good way to reinforce the importance of staying physically active? The principal told me about a recent visit that the students had of an Olympic runner (Principal, Personal Communication, 27 October 2016).

The runner shared her personal journals that helped her achieve her goals and kept her on track. Coincidentally, the Olympian was there during the time I was engaging students

at the school in their own journaling activity. The principal agreed that journaling is an excellent way to keep track of physical progress and goal accomplishing. My last and final question was about P.E. journaling in the future: Are you open to including this in the future to the physical education curriculum? She was very open to new and innovative ideas that are positive for the students. She commended me on this idea and was very excited about it (Principal, Personal Communication, 27 October 2016).

Student Journaling

For three weeks, I implemented a journaling activity into the physical education curriculum with a fifth grade class. The journaling activity that I created revolved around the secondary research question: (5) *What kind of questions do teachers ask to increase this awareness?* I chose questions that were relevant to the student's current P.E. curriculum and began with simple ideas. By the last week of the activity, I asked them more in depth questions about being active and if it helped them to realize the importance of being active. The questions and results are compiled and divided up into boys and girls. The first journal took place on Wednesday October 19th, 2016 and took about fifteen minutes. I had sixteen boys and 10 girls in the class that day. The questions were: "What are your favorite activities about P.E. class, and Discuss what you are doing this week in P.E. class?" The results of this activity showed that both the boys and girls wrote multiple sentences for each question. Their favorite things about P.E. were to see their other friends. They love the teachers. They like to play games like capture, hoola hoop, basketball, and swimming. All students were positive about P.E. class. The second question was all about the swimming unit they started. They were all excited about this new unit since they have never had the opportunity to swim in P.E. Collectively, the students

used the journaling activity to express themselves about how fun swimming is and how they are continuing to look forward to more swimming.

The second week of journaling took place on Wednesday October 26th, 2016. The questions posed this time were: “Identify a personal goal to reach during your swimming unit, how will you accomplish that goal, and how do you think the swimming that you are doing in P.E. is helping your body?” There were fifteen boys and eleven girls participating in this journaling activity. Most of the goals were to focus on a particular swimming stroke or just to simply become a better swimmer. The answer I saw most for accomplishment of these goals was to work harder, stay focused, and to pay better attention. All of the students thought that swimming was helping their body by strengthening their muscles. One girl noted that swimming makes you water safe and water smart.

The third and final week of journaling was on Wednesday November 2nd, 2016. Today’s class had fifteen boys and eight girls present for the activity. The questions were: “Did you enjoy journaling about P.E. class, what did you like about it, and did journaling about P.E. make you think more about how important it is to be active?” Some of the responses are as follows: “I liked journaling because we never use journals in P.E.” “Sharing the feelings I have about P.E. made me think about being active.” “I enjoyed journaling in P.E. because it’s fun and you can improve your writing.” “I enjoyed that we got to express our minds.” “It made me think about how the activities affect my body.” I liked it because it made me remember some of the super fun activities we did in P.E.” “Yes, I did enjoy journaling about P.E. class because I love to write and I also love P.E.” “It made me realize how good P.E. is for me.” “I enjoy journaling about P.E. because it forces me to think about how I am becoming strong and in shape.”

Discussion

The two teachers and the principal were very upbeat and answered my questions with sincerity and positive reinforcement. The students were always eager and diligent when I was implementing the activity. It was clear that the teachers and principal agreed that journaling would be a positive activity to integrate into the curriculum. The writing that the students demonstrated also expressed conclusive evidence that supported the benefits of the activity.

Problems and Limitations

I am inclined to believe that parents and teachers would be supportive of this activity to influence their children and students to be active, and to recognize the importance of physical fitness. One of the limitations in this study includes how few students were used for this activity. I was able to use a small sample size of around twenty-eight fifth grade students. The school itself has almost five hundred students enrolled with approximately eighty of them being fifth graders. The other problem that I had was that the fifth graders had just started their swimming unit. This meant that they weren't in their normal P.E. setting at the elementary school and I would not have access to more fifth graders. With that as an obstacle, I was fortunate enough to have one of the fifth grade teachers offer her classroom to me after lunch, but right before P.E. class for her students. This enabled me to keep the activity as close to journaling in actual P.E. class that I could.

The other limitation I noticed came about when giving suggestions about how to answer the journal questions. I gave examples of possible answers to the students when we did the first journaling activity together to get them on the right track. Most of their answers reflected those

examples from our discussion. I was careful not to do this for the next two weeks and it worked out well. I think that in the future, discussion about the topics should take place after the writing occurs. This can also be a good way to get some students to share out loud what they wrote and to help others for the next activity if they struggled to write.

Recommendation

My recommendation for journaling activities to occur in Physical Education classes at the elementary school level would be to begin with kindergarten. As the students mature and move from grade to grade, they will be familiar with how journaling in P.E. works. The younger ages may draw a picture to answer questions asked. The P.E. teacher could also have a dry erase board that they can write on or use for illustrations to demonstrate the activity for the class. First and second graders may start writing down a few words about their weekly thoughts. Third, fourth, and fifth grades will have more sentence and paragraph structure to their journaling activities. The journals can be stored in the academic classroom. The P.E. teachers will designate a particular day of the week that the students come to P.E. with their journals. This enables the journals to stay with the students in their classrooms.

Conclusion

In regard to the primary question: Why is it beneficial to implement journaling activities in physical education for students at the elementary school level? Children are able to learn in many different ways. When it comes to education, writing is a tool used for reinforcement of activities and ideas presented in a classroom. This can also be said for physical education activities. There are four ways in which writing in physical education can complement personal performance: writing to learn, motivate, assess, and to perform (Behrman, 2004). The research,

teacher interviews, and student journaling all showed positive effects of a journaling activity presented in the physical education classroom.

Today, more and more children are in jeopardy of developing severe diseases, related to the fallout of obesity, which can be an outcome of a reduction of physical activity. A daily routine of exercise can develop the production of healthy bones and muscles, aid in the development of proper posture, good balance, sustain the heart and lungs, and overall enhance and preserve a child's fitness. The promotion of good health and fitness can also result in an increase of self-esteem and inner strength. Those with an interest in implementing a journaling activity are looking at sports education as a new way of re-engaging the students. Building strong bones, decreasing type 2 diabetes, and reducing anxiety and depression are just a few reasons why physical education is favorable at schools. Daily physical activity for young children continues to be an important aspect for concentration in the classroom, and to develop a healthy lifestyle.

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Appendix A

Writing Prompt Ideas

- Write a paragraph about a personal fitness goal you would like to reach. Explain why you want to reach that goal.
- Write a paragraph about what you did today that helped you to be successful in today's activities.
- Write a paragraph about your sporting behavior for the day. What things might you do to demonstrate more sporting behavior in the future?
- What was the hardest thing for you to do today? Why was it hard?
- Write a paragraph that includes the cues of striking that we learned today. What will you do outside of school to practice these cues?
- Write a paragraph that includes the main aspects one should consider when developing a fitness program. Hint: Remember the FIT principle
- Write a paragraph that describes activities that you can do in your community that promotes cardiovascular endurance.
- Write a paragraph that explains the difference between verbal and nonverbal communication.

Why is it important to use both in cooperative activities? Be sure to give specific examples of both verbal and nonverbal communication (Behrman, 2004).

Appendix B

Physical Education Teacher Interview Questions

1. Have you ever thought about incorporating a journaling activity in physical education class?
 - A. If so, why?
 - B. If not, why?
2. Do you think that writing activities can contribute to the understanding of physical health and the development of life long habits?
 - A. If so, why?
 - B. If not, why?
3. Do you think that journaling can be used as a tool to evaluate physical progress?
 - A. If so, why?
 - B. If not, why?
4. What kind of questions do you think would be good journaling topics for physical education class?
5. What kind of activities can begin at younger ages to get them ready for journaling in fifth grade during physical education class?

Appendix C

Questions to ask the fifth grade teacher

1. How do you feel about journaling in physical education class?
2. Do you think it would reinforce the importance of physical activity?
3. Would you, as a classroom teacher, support journaling in physical education class?
4. Do you find that your students perform better in class when they have been physically active? For example: after recess, lunch, or physical education class.

Appendix D

Questions for the principal

1. Have you ever thought about implementing a journaling activity into physical education class?
Explain.
2. What kind of benefits do you see with journaling in physical education class?
Explain.
3. Do you think that other grades would benefit from journaling in physical education class?
Explain.
4. Do you think that journaling in physical education class is a good way to reinforce the importance of staying physically active?
Explain.
5. Are you open to including this in the future to the physical education curriculum?
Explain.

Appendix E

Journal Questions for Students

Week 1

1. What are your favorite activities about P.E. class?
2. Discuss what you are doing this week in P.E. class?

Week 2

1. Identify a personal goal to reach during your swimming unit? How will you accomplish that goal?
2. How do you think the swimming that you are doing in P.E. is helping your body?

Week 3

1. Did you enjoy journaling during physical education class? What did you like about it?
2. Did journaling about P.E. make you think more about how important it is to be active?

