Abstract
The main purpose of this study is to explore how the perceptions of preservice health education teachers' change over the course of teaching health lessons to at-risk youth at a Juvenile Detention Center (JDC). Undergraduate preservice student teachers enrolled in a Health Education course during the time of this study were invited to take part in group interviews as well as complete surveys before, during, and after their experiences teaching and observing Health lessons at a JDC. Through coding and thematic analysis, themes were developed from participants’ responses to the interview questions and surveys. The results showed that majority of them had negative perceptions of teaching students at a JDC prior to their experience. Throughout the experience, preservice teachers’ perceptions were positively changed. This study found that preservice teachers had a negative perception of at-risk youth before they had ever had any experience working with that type of youth. After going through experiences with at-risk youth we found that preservice teachers had gained enthusiasm and a positive outlook towards them. Undergraduate courses for preservice Health education teachers should consider providing opportunities to teach at-risk or incarcerated youth as a field experience.

Introduction
This study’s hypothesis is that the preservice Health teachers will have negative perceptions towards at-risk youth in the JDC prior to going through this experience. Teaching at-risk youth a health lesson will provide preservice Health teachers the opportunity change their perceptions of at-risk youth to a more positive outlook on this population of students.

Materials and Methods

Participants
- 14 Preservice Health Education teachers (10 Male, 4 Female)
- Kinesiology majors with emphasis in Physical Education
- Teacher Education (Health Education Certificate)

Procedure
- Before JDC Experiences Survey
- After JDC Experiences Survey
- Before JDC Experiences Group Interview
- After JDC Experiences Group Interview
- During JDC Experiences Survey

Instrumentation
- Comfort and anxiety level of teaching health education in Likert Scales
- Audio Recorder/Microphone

“...definitely positively helped me for my future profession just knowing that I could be in a classroom setting with at risk students and or regular students and just having the experience to interact with those students in the classroom.” - Chad

Results
- 13 of 14 participants had negative or neutral perceptions regarding the at-risk youth at the JDC.
- 10 of 14 participants had negative thoughts when they found out they would be teaching at-risk youth in a JDC.
- Impact on Teaching
  - 4 of 14: Beneficial for behavior management
  - 10 of 14: Help development as a teacher
- Prior to JDC experience
  - Average comfort and anxiety level of teaching Health:
    - Comfort: 6.71
    - Anxiety: 4.29
  - Average comfort level teaching Health at a JDC:
    - Comfort: 7.14
    - Anxiety: 4.82
- After JDC experience
  - Average comfort and anxiety level of teaching Health:
    - Comfort: 7.18
    - Anxiety: 4.36
  - Average comfort level teaching Health at a JDC:
    - Comfort: 7.18
    - Anxiety: 4.36

Discussion
Before
- This study aligned with previous similar studies in that many of the participants were nervous about teaching at a JDC.
- Randy said “My first thought about teaching at the juvenile detention center was honestly that I thought that I would be teaching a bunch of ‘bad kids’ and that it would be really difficult to teach them.”
- Dwight said “I was nervous just like anyone would be to hear ‘Juvenile Detention Center.’ I think you think kids might be violent or have severe behavioral issues.”

After
- Larger increase in comfort level following from teaching a lesson compared to only observing a lesson.
- Triangles would be Dwight who’s comfort level on the Likert scale went from a 4 to a 5 after observing and a 7 after teaching.
- LeBron jumped from a comfort level of 4 on the Likert scale to a 8 after his teaching experience.
- Mark stated that “Teaching this lesson helped my confidence.” showing that teaching a health lesson had a greater impact than just observing one.

Results gathered were similar to findings within previous studies such as Nichols & Sullivan (2016) and Pytash (2017)

References
- Jones, S. G., Sinelnikov, O., Curtner-Smith, M., Childers, S., Hardin, B., & Richardson, M. (n.d.). Perspectives of physical education from teachers, staff and students in a juvenile justice setting (unpublished doctoral dissertation)