

The Indiana Journal For Health • Physical Education Recreation • Dance

Volume 18, Number 2

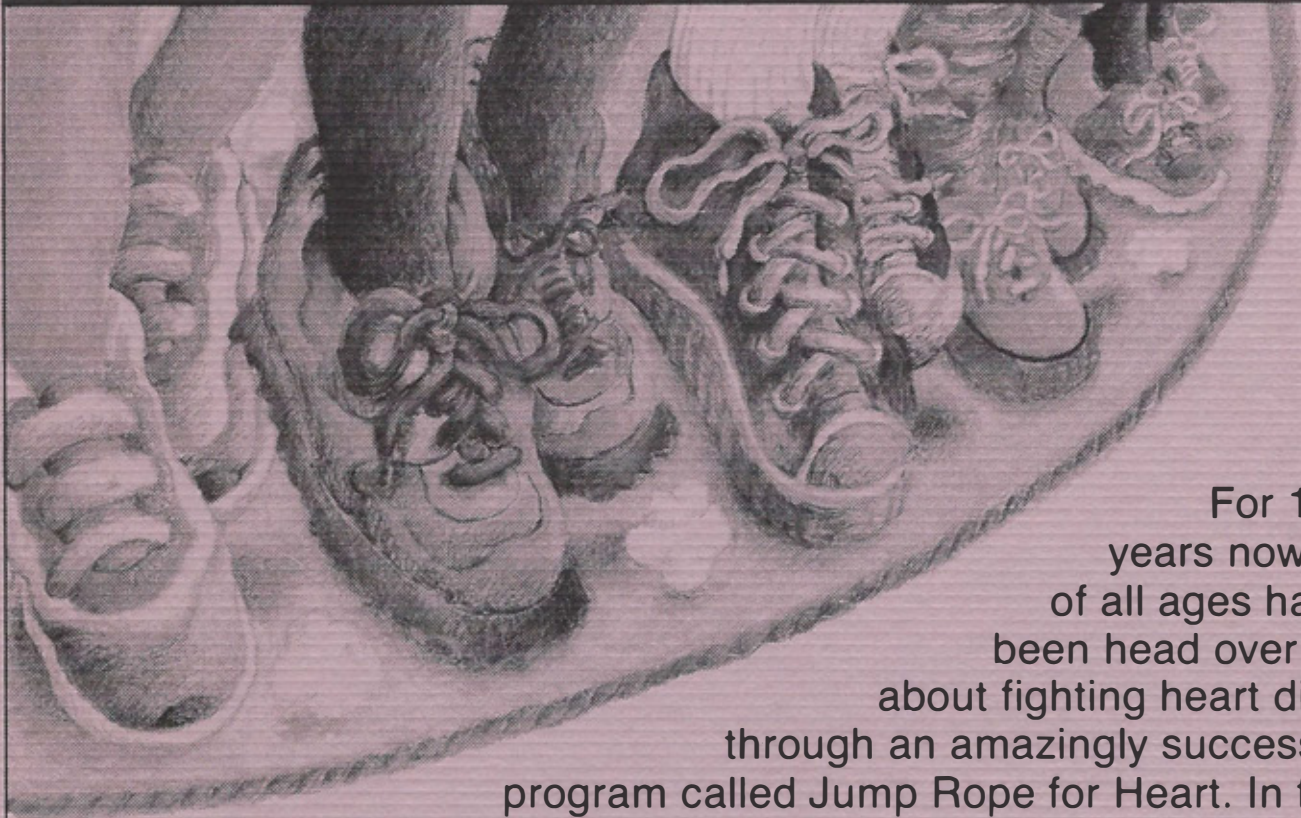
Spring, 1989

- Inside This Issue -

NASPE P.E Project
Exercise & Pregnancy
New P.E. Career Options
Fitness Testing Programs
and
Much, Much More...



Ten years ago, the most amazing feet in heart research got off the ground.



For 10 years now, kids of all ages have been head over heels about fighting heart disease through an amazingly successful program called Jump Rope for Heart. In fact, more than 7 million participants have exercised their individual and collective power to raise more than \$105 million to benefit the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance.

As a result, our organizations have been able to further educate America's youth on healthy and active lifestyles, in addition to funding vital education and cardiovascular research programs nationwide.

Now, a second successful decade of Jump Rope for Heart gets off the ground at an all-time high. And thanks to millions of amazing feet, we continue to perform countless amazing feats of our own in the fight for life!



**American Heart
Association**



*American
Alliance*



*for health,
physical education,
recreation
and dance*

Indiana AHPERD Journal

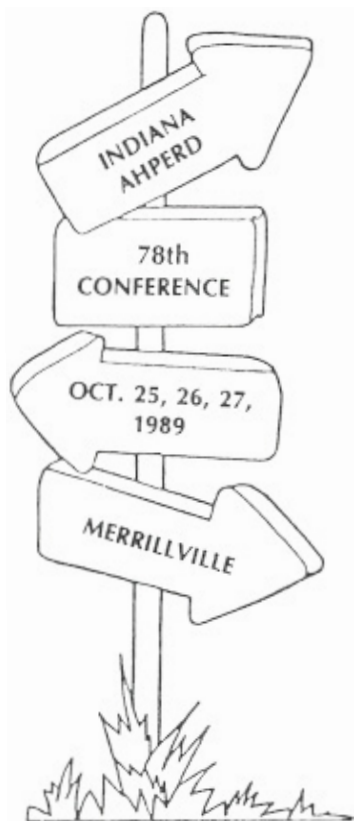
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Spring, 1989

Indiana Association for
Health, Physical Education, Recreation and Dance

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The **Journal** is published three times a year (Fall, Winter, Spring) by the Indiana Association for Health, Physical Education, Recreation and Dance. Third class postage paid at Indianapolis, Indiana.

The Indiana Association for Health, Physical Education, Recreation and Dance is a professional organization serving education in these four and related fields at the elementary, secondary, college, and community levels. Membership in IAHPERD is open to any person interested in the educational fields listed above. Professional members pay annual dues of \$20.00. Students pay \$10.00. Make checks payable to IAHPERD Treasurer, c/o IUPUI, School of Physical Education, Indianapolis, Indiana 46223.

Although advertising is screened, acceptance of an advertisement does not necessarily imply IAHPERD endorsement of the products, services, or of the views expressed.

CHANGE OF ADDRESS

In order to receive the **IAHPERD Journal**, your change of address must be mailed to P. Nicholas Kellum, 901 West New York Street, Indianapolis, Indiana 46223. A change of address sent to the Post Office is not adequate since **Journals** are **not** forwarded.

When individuals fail to send changes of address, a duplicate copy of the **Journal** cannot be mailed unless the request includes funds in the amount of \$5.00 to cover postage.

Printing by Jewett Printing, Inc. Typesetting by Advanced Keystrokes.

Guidelines for Authors

The following information should be used when submitting a manuscript to the **IAHPERD Journal**. Many types of original manuscripts are suitable—theoretical, practical, technical, historical, philosophical, creative, controversial.

Write for the **Journal's** readership and be sure to spell out the implications of the article for the discipline. Use a simple, clear, and direct writing style, avoiding the use of first person pronouns and repeated references to one's institution.

Philosophical and historical backgrounds are not usually necessary unless these are the primary purposes of the manuscript. References are not compulsory, but writing ethics dictate that quoted material as well as historical sources be cited in bibliographical style.

When reporting research results, try to maintain non-technical language and to avoid complex tables which are not directly related to the text. Avoid extensive discussion of methodologies and statistical techniques unless they are clearly unique. Concentrate on theoretical framework, reasons for conducting the research, discussion, and applications to the field.

Manuscripts will be acknowledged upon receipt, but may take up to three months for review. The decision regarding acceptance/rejection/revision is made by four members of the editorial board who perform "blind reviews" and submit confidential evaluations to the editor. Accepted manuscripts may be edited to conform to space constraints. Manuscripts that are not accepted will not be returned. Author will receive written acknowledgement of any editorial decision.

The most common reasons for rejection are: inappropriate subject matter; repetition of previously published material; topic too narrow or already common knowledge; poor documentation; poor writing.

Publishing ethics dictate that a manuscript should not be considered simultaneously by more than one publication, and no article which has appeared in another publication should be submitted to the **IAHPERD Journal**. The IAHPERD accepts submitted materials for the **Journal** as "professional contributions" and no remuneration can be offered. Authors receive one complimentary copy of the issue containing their article.

TECHNICAL SUGGESTIONS

Style. Material should be presented consistently throughout the manuscript. Preferred style is that of the American Psychological Association (APA) Publication Manual or the University of Chicago Manual.

Length. Maximum preferred length is ten double-spaced pages. Smaller manuscripts will be considered but will receive lower priority for inclusion in the **Journal**.

Cover Page. Type title of manuscript about three inches from top of page, followed by author name(s) as it/they should appear in the published piece. Drop down a few spaces and type complete name, address and phone number

of author with whom editor should correspond. Also, state number of words in manuscript (rounded to nearest hundred). Author name(s) should appear *only* on this page, since the editing process is conducted as "blind review."

The Text. Full title should appear again at top of page one. Double space, indent paragraphs, use one side of paper only. Use only white 8½x11" paper and dark typewriter ribbon. Margins on all sides should be at least one inch. Pages should be numbered consecutively in the upper right hand corner and carry a running head (partial title) just below the page number. Long quotations should be single spaced and given extra indentation of five spaces to make them stand out. All copies should be "letter perfect"—free from inaccuracies in grammar, spelling, and punctuation.

Photos. Photographs which complement a manuscript are encouraged. Preferred photos are black and white glossy, 5x7". Photos will not be returned unless specifically requested.

Illustrations. Must be in black ink on white paper, camera-ready.

Tables, Charts, Graphs. Use where appropriate; don't duplicate material in the narrative; be *accurate*.

Bibliography. Keep to a minimum. List only if cited in the text presentation.

SUBMISSION REQUIREMENTS

Copies. Five (5) copies must be submitted—one original and four photostatic copies (no carbon copies or dittoes are acceptable).

Timelines. Manuscripts should be submitted at least three months in advance of publication date if consideration for a specific issue is desired. Tentative publication dates are February, May, and September.

Address. Materials for **Journal** review should be mailed to:

Dr. Tom Sawyer
Department of Physical Education
Indiana State University
Terre Haute, Indiana 47809

HELPFUL PUBLICATIONS FOR WRITERS

Follett, Wilson. **Modern American Usage**, New York: Crown Publishers, 1980.

Jordon, Lewis. **The New York Times Manual of Style and Usage**, New York, Quadrangle/New York Times Book Co., 1975.

Leggett, Glen, C. David Mead, and William Charvat. **Prentice-Hall Handbook for Writers**, rev. 6th ed., Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974.

A Manual of Style, rev. 13th ed., Chicago: University of Chicago Press, 1976.
Mullins, Carolyn J. **A Guide to Writing in the Social and Behavioral Sciences**, New York: John Wiley and Sons, 1977.

Publication Manual of the American Psychological Association, 3rd ed., Washington, D.C.: American Psychological Association, 1983.

Sherman, Theodore A. and Simon S. Johnson. **Modern Technical Writing**, 3rd ed., Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

Zinsser, William. **On Writing Well**, New York: Harper & Row, 1976.

President's Message . . .



I'm finding being President of IAHPERD takes a lot of energy out of me—yet also generates a lot of energy, too! Part of this has to do with serving as a resource person, an aspect of being President which I didn't anticipate. Two examples will clue you in.

Today I met for an hour with a delightful woman interested in pursuing a degree in physical education. Married, with four children, she indicated she had chosen to work in a dental-related field upon high school graduation. In the past 10 years, however, she became very interested in fitness and movement, taking and eventually becoming certified to teach in several fitness areas. She now teaches physical education for a private school, but very much wants the academic background a degree will offer.

Though excited to hear of her interests and to confer with her about degree possibilities, I couldn't help but wonder, "Why me? How did you select me to talk with on this issue?" She refreshed my memory. Last fall, prior to the IAHPERD Conference in Muncie, she had phoned me—my name was listed in some IAHPERD-related literature—to get information about the conference. She noted that I provided her with information over the phone, and had even sent her IAHPERD flyers. Not only did she attend and learn much from the Muncie meeting, she traveled to the mid-February Midwest

AHPERD in Charleston, West Virginia, and hopes to get to AAHPERD's meeting in April in Boston!

My second example of "resourcefulness" concerns a session I attended in Charleston at the Midwest AAHPERD meeting in February. At IUPUI I help develop an aquatic motor development program, and was attracted by a session on "Kinderdize in the Water." A rather nervous graduate student described a program similar in purpose to but vastly different in style from the program I do. After the session I complimented her on her work. She reminded me that after the Aquatic Section election at Midwest AAHPERD in Detroit last February, a group of aquatic folks—including me—had "shot the breeze" about our various programs back home. Out of that sharing time, this graduate student "hatched" the idea for a like program at her university—and plans to begin dissertating on the topic soon. She thanked me for my encouragement last year and again this year.

A great satisfaction that comes from serving as IAHPERD President is the opportunity to serve as a resource. It may be conferring with a newcomer over career choices, finding people to represent IAHPERD at convention sessions, linking people to resources, or simply encouraging someone to try out an idea. It's energizing to be your President—thanks for the chance to be in this place at this time.



A Message from the Editor . . .

“THE PHYSICAL EDUCATION ADVISORY TASK FORCE”

In February I outlined the structure of THE PHYSICAL EDUCATION ADVISORY TASK FORCE. I will now communicate the tentative goals, objectives, and time lines for the TASK FORCE. These goals, objectives, and time lines are DYNAMIC in nature and will change over time as situations dictate in the future. Be assured the TASK FORCE has a vision and is determined to bring it to reality. As of March

17 the total number of working professionals involved in the various TASK FORCE committees total nearly 45. If you want to be involved in this important movement, please contact me at your leisure (office 812-237-2442 or home 812-894-2113) and I WILL MAKE SURE YOU BECOME INVOLVED... PROBABLY MORE THAN YOU WOULD LIKE.

PROPOSED GOALS, OBJECTIVES, AND TIME LINES 1988-92 INDIANA AHPERD'S PHYSICAL EDUCATION ADVISORY TASK FORCE

GOALS(S)	OBJECTIVE(S)	SUGGESTED TIME LINES
1. The Encouragement of Quality, Daily Public School Physical Education in Indiana	1a. Compile data-based statements as to the value of physical education.	February 1991 (to Board)
	1b. Formulate a definition of school setting Quality, Daily Physical Education programs.	October 1990 (to Board)
	1c. Seek endorsement by appropriate agencies and individuals recognizing the need and efforts to attain Quality, Daily Physical Education in Indiana schools.	February 1991 (target list) Endorsement Gathering On-Going
	1d. Develop a political action network ("PAN") to establish and implement a political strategy (local and state-wide) to support Quality, Daily Physical Education.	October 1991 (to Board)
	1e. In cooperation with DOE, identify and develop criteria for Quality, Daily Physical Education.	October 1991
	1f- 1. Develop a statewide campaign to promote Indiana children and youth fitness.	April 1991
	1f- 2. Create a statewide logo to be used by DOE/IAHPERD/others to advertise the fitness program.	April 1991
	1f- 3. Disseminate information on successful fitness programs.	April 1990
	1g. Disseminate the definition, position statement and value statements through IAHPERD publications. Share the information with appropriate educational organizations for their publications. Send the information to appropriate state political and educational representative. Publicize this information through all forms of media.	April (On-Going)

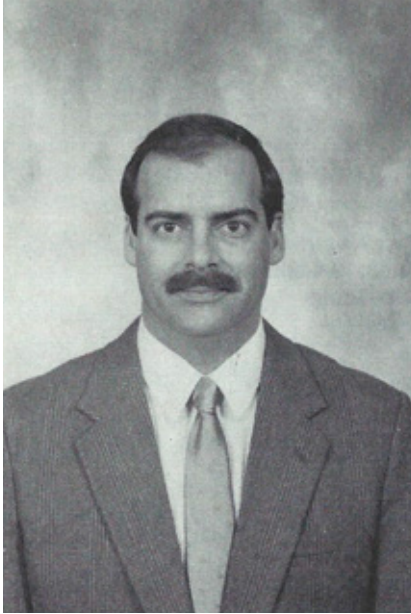
GOAL(S)	OBJECTIVE(S)	SUGGESTED TIME LINES
<p>2. The improvement of physical education programs in the schools of Indiana.</p>	<p>2a. Service as a resource for DOE in evaluation and evaluation and modification of physical education programs.</p> <p>2b. Provide assistance, as requested in the state accreditation process for the areas of programs content, organization, instruction, and implementation.</p> <p>2c. Compile curriculum data and develop a model state curriculum guide K-12.</p> <p>2d. Recommend to IAHPERD Awards Committee criteria and procedures for identifying and recognizing effective programs and professionals in each of nine (9) districts as well as at the state level. The new awards should be:</p> <p>a. Programs (in each of 9 districts):</p> <ol style="list-style-type: none"> 1) elementary 2) middle/junior H.S. 3) secondary <p>b. Professionals</p> <ol style="list-style-type: none"> 1) in each of the 9 districts at each of the above levels 	<p>April 1989 (On-Going)</p> <p>October 1988 (On-Going)</p> <p>May 1990 (Compilation) May 1992 (Guide)</p> <p>First Awards Annual Meeting 1991 (On-Going)</p>
<p>3. Promotion of Quality, Daily Physical Education programs.</p>	<p>3a. Develop a joint DOE/IAHPERD newsletter to promote HPERD in Indiana and to assist schools to strengthen their programs.</p> <p>3b. Develop and conduct workshops, clinics, and convention programs to provide in-service and continuing education programs.</p> <p>3c. Inform professionals of DOE proficiencies and new physical education requirements for school accreditation.</p>	<p>March 1989 (1st Newsletter) (On-Going)</p> <p>January (1989 Schedule Available) (On-Going)</p> <p>March 1990 Newsletter</p>
<p>4. Health-Fitness promotion for Indiana children and youth.</p>	<p>4a. Review the status of fitness testing in the state.</p> <p>4b. Recommend that IAHPERD endorse a state-wide physical fitness testing program for Indiana children and youth, then recommend same to DOE.</p> <p>4c. Develop and conduct statewide train IAHPERD adopted physical fitness program with DOE.</p> <p>4d. Compile regularly physical fitness data of Indiana children and youth.</p> <p>4e. Disseminate the definition, position statement, value statement to all appropriate professionals and agencies.</p>	<p>June 1991</p> <p>October 1991 (To RA)</p> <p>January 1992</p> <p>June 1992 (1st Annual Report)</p> <p>October 1990 Newsletter</p>

Have we forgotten anything???? If you think we have, contact me RIGHT NOW! Pick up your phone and call me today. We must work together to better our profession. The TASK FORCE has been developed to assist and serve you. Let's make it work successfully TOGETHER.

The SEPTEMBER MESSAGE will reveal an interesting project to develop and implement in-service coaching education programs for public and non-public school coaches and non-profit agency coaches.

*Responses to this message are welcomed and will receive equal treatment by the Journal in a column entitled "Letters to the Editor."
Thank you in advance for your interest and concern in our profession.*

A Message from the President-Elect . . .



I offer you spring greetings and report to you that there is an excitement about this Association that is catching on throughout the state! I can say this because I have been to many of the District workshops since my last message and it has been exciting to witness the interaction of professionals through the timely topic presentations. I believe that Dolores Wilson and the District Officers sponsoring events deserve praise and gratitude for their efforts! Yes, District Officers, it is worth what you put into it to make it happen! Congratulations!

The Turkey Run Leadership Conference and Representative Assembly meeting produced many productive and positive solutions to organizational matters. As you will know by now, our Districts have expanded to 12 from nine. While this action increases the number of District Officers, the leadership believes that the realignment improves opportunities to better serve our membership and opportunities for members to be actively participating in the IAHPERD efforts. Another productive and positive solution reached was the changing to voting status the Jump Rope For Heart coordinator position. We have, and should continue to improve, good relations with the JRFH-AHA organization.

Our last Journal issue was certainly full of challenges, wasn't it? I think it is great! We do not have to search for an issue to be involved in because they are already available to us! As an Association, we must aggressively continue to address these challenges, devise strategies for solutions to the challenges and implement, monitor, and evaluate initiated solutions to the challenges. I believe that it is our professional responsibility to accept these challenges and I strongly encourage you to choose to be involved in the challenges of **your** IAHPERD!

As I conclude, know that I have been preparing for the President-Elects' conference in June. I will report to you in the Journal's conference issue the results of that experience. I also am planning the focus, theme, and agenda for the IAHPERD during 1990. I am predicting and expecting a noticeable improvement in the visibility of the IAHPERD's efforts during the 1990s and I want you to feel and be a part of this prediction and expectation, too! As I have said, there is an excitement in the IAHPERD and it is there because we have decided to make a difference! I applaud you and your efforts!



**Aquatics for Special Populations,
YMCA of the USA.**

Champaign, IL: Human Kinetics
Publishers, Inc. 1987.
168 pp. \$16.00.

- Reviewed by Susan J. Grosse,
Teacher, Milwaukee Public Schools,
Milwaukee, WI 53201.

Aquatics for Special Populations is the next text by the YMCA for leadership training and instructor certification in adapted aquatics. Developed by a committee headed by Grace D. Reynolds, it replaces the 1973 publication, *A Swimming Program for the Handicapped*, which she authorized. The contents reflect relatively standard information for adapted aquatics instructor training programs: how to organize a program, teaching hints for the major disability categories, the use of games and movement exploration techniques, facility and equipment design/use, and discussion of frequently occurring disabilities. However, in updating the earlier text, important additions were made.

Over 30 distinct disabilities are discussed. Along with the common conditions such as a cerebral palsy and mental retardation, rubella syndrome, autism, and other less-known problems are considered. Disabilities more likely found in adults, such as Alzheimer's disease, Parkinson's disease, cancer, and cardiovascular accident are included, making this section an extremely up-to-date resource.

Checklists are presented. Student evaluation is facilitated through the use of check-off forms concerning transportation and locker room functioning as well

as in-pool achievement. Facility design and use is also well covered, by discussion and checklist. With the information in this text, any pool can be accurately evaluated as to its potential for use by special populations.

Safety is not neglected. An entire chapter is devoted to safety precautions. Special attention is given to health considerations that might affect aquatics participation. Pictures are used to enhance the discussion of how to assist individuals who have a physical disability or mobility impairment.

This is not a text about swimming. It is expected that the reader already has background information on the teaching of swimming. Rather, this is a resource on how to facilitate the involvement of individuals, who, because of their unique needs, may not be readily included in existing aquatic programs. This manual can help an aquatics instructor adapt what he or she already knows about aquatics to meet the needs of special populations. Both mainstream participation and segregated programming are addressed.

The writing is clear and informative; specific enough to be of practical value and yet not overwhelming for the individual who is new to the field of special populations. For the experienced practitioner, much of the information will already be known. However, the current information on specific disabilities combined with the practical value of the checklist forms make this text a welcome addition to any resource library.

**Why People Recreate:
An Overview of Research.**

David H. Smith and Nancy Thebege.

Champaign, IL: Life Enhancement
Publications. 1987.
183 pp. \$22.00.

- Reviewed by William Biff Kummer,
Associate Professor, Recreation and
Park Administration Curriculum,
Western Kentucky University, Bowling
Green, KY 42101.

Addressing an abundance of variables and reasons why people choose to participate in sport and outdoor recreation activities, *Why People Recreate: An Overview of Research* makes a significant scholarly contribution to the field of Recreation Leisure Services. Specific areas discussed include social background, socioeconomic status, experience, intellectual capacities, attitudinal dispositions, and retained information. Each of these areas, as well as others, are discussed from the standpoint of current and recent bona fide research that has been conducted in the respective topic area. Over 415 separate references are cited throughout the book. The authors do not project a personal bias in the areas discussed, but rather let readers draw their own conclusions based on the research—or lack of research—available.

To make this text easy to read, the authors delimit the total topic area to specific aspects of why people choose sport and outdoor activities, address specific definitions, and respond to major criticisms of recreation research.

The text is difficult to read at times because of the extensive footnoting, but one will find that there is a wealth of thought-provoking information in this book.

Jump Rope for Heart

Double Dutch Skills

1. Single Long Rope Turning Skills



- Upper Arm Stationary
 - Rotate elbow
 - Wrist locked
- Teaching Hint: Keep thumb up.

2. Single Long Rope Entering



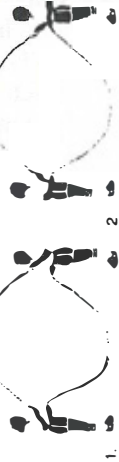
- Stand next to turner
 - Enter as rope hits and goes away
- Teaching Hint: turner says "Go" as rope hits the ground.

3. Single Long Rope Exiting



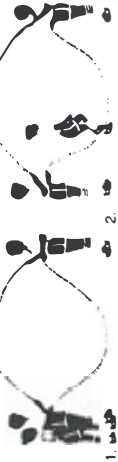
- Jump toward turner
 - Exit rope immediately following jump
- Teaching Hint: Brush shoulder of turner when exiting.

4. Double Dutch Turning Skills



- Arm position and turning motion same as single long rope
 - Alternate left and right hands inward
- Teaching Hint: Do not overlap hands; keep thumbs up, elbows close to body.

5. Double Dutch Entering



- Stand next to turner
 - Enter as back rope hits
- Teaching Hint: turner says "Go" as back rope hits the ground.

6. Double Dutch Exiting



- Jump toward turner
 - Exit rope immediately following jump
- Teaching Hint: Brush shoulder of turner when exiting.

7. Basic Jump



- Jump on both feet
 - Land on balls of feet
- Teaching Hint: Keep feet, ankles and knees together; fold hands across stomach.

8. Turnaround



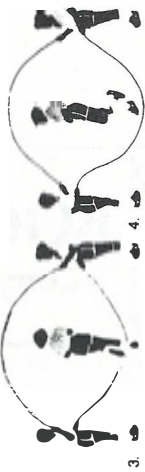
- Circle to left doing basic jump
- Teaching Hint: Circle slowly at first, jump to rhythm of ropes.



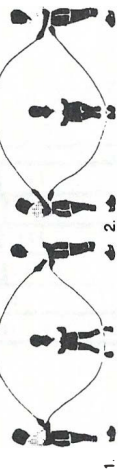
9. One Foot Turnaround



- Circle to left doing basic jump
 - Jump on one foot
- Teaching Hint: Circle slowly at first, jump to rhythm of ropes.

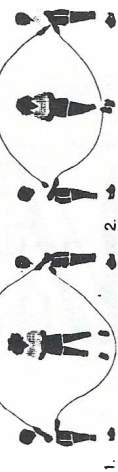


10. Straddles



- Jump to straddle position
 - Jump to closed legs
- Teaching Hint: Spread feet shoulder width.

11. Straddle Crosses



- Jump to straddle position
 - Jump to cross legs
- Teaching Hint: Spread feet shoulder width.

12. Scissors



- Jump to stride position with left foot forward
 - Jump and reverse position of feet
- Teaching Hint: Feet 8-12" apart.

13. Half Scissors

1. Jump to stride position with left foot forward
 2. Return to basic jump
 3. Jump to stride position with right foot forward
- Teaching Hint: Feet 8-12" apart.



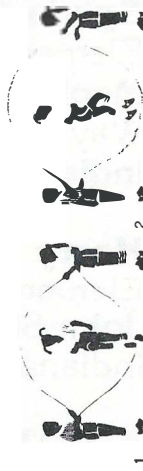
14. Jogging Step

1. Step over rope with left foot
 2. Step over rope with right foot
 3. Continue as if jogging
- Teaching Hint: Use same rhythm as basic jump



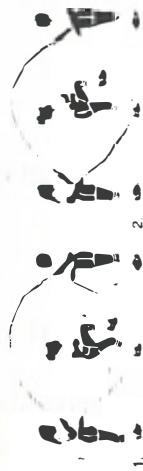
15. Jogging Turnaround

1. Circle to left doing jogging step
- Teaching Hint: Circle slowly at first.



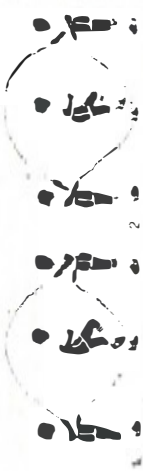
16. High Knee Jogging Step

1. Jogging step with knees to waist height
- Teaching Hint: Keep back straight, arms folded across stomach.



17. Speed Skipping

1. Increase speed of rope and feet
- Teaching Hint: Use jogging step.



18. Can Can

1. Hop on right foot, left knee up
 2. Hop on right foot, touch left toe
 3. Hop on right foot, kick left leg
 4. Basic jump
- Teaching Hint: Knee left and kick are waist high.



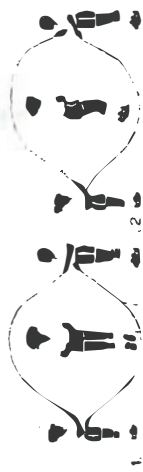
19. Half Turn

1. Turn to opposite direction using basic jump
- Teaching Hint: Turn head and shoulders in direction of movement



20. Full Turn

1. Jump and spin 360° landing in same direction
- Teaching Hint: Turn head and shoulders in direction of movement.



21. Straddle Leap

1. Leap to straddle pike position with straight knees
- Teaching Hint: Touch toes with hands, keep back straight.



22. Ball Tossing

1. Toss ball and catch while jumping
- Teaching Hint: Keep eyes on the ball.



JUMP FOR HEART

Elementary Physical Education Workshop



PACE* III: Developmental
Physical
Education
for
Children
and
Youth

June 19-23, 1989

**Department of
Physical Education
Indiana University
Bloomington, IN 47405
(812) 335-5523**

What is positive, new, and innovative in quality physical education for today's children and youth? PACE III (**P**ositive **A**pproaches to **C**hildren's **E**ducation) is designed to be an idea-packed, fun-filled, practical down-to-earth, intensive five (5) day workshop for those who serve children and youth as physical educators, classroom teachers, and youth organization programmers.

LEAD CLINICIANS

Dr. Robert Ritson

Director of Physical Education
Department of Education
Salem, Oregon
Chair, Council on Physical Education for
Children

Dr. Shirley Ann Holt-Hale

Elementary Physical Education
Oak Ridge, Tennessee
1988 National Elementary Physical
Education Teacher of the Year

Dr. George Luedke

Elementary Specialist
Department of Physical Education
Southern Illinois University
Edwardsville, Illinois

Dr. David Gallahue

Elementary Specialist and Author
Department of Physical Education
Indiana University
Bloomington, Indiana

FEATURED SPEAKERS

Sylvia Fleck

Elementary Physical Education Teacher
Maplewood Elementary School
Wayne Township Schools
Indianapolis, Indiana

Harry Mosher

Elementary Physical Education Teacher
John Strange Elementary School
Indianapolis, Indiana

ADDITIONAL GUEST SPEAKERS

Workshop Fees:

Pre-Registration	\$55.00
On-Site Registration	\$75.00

College Credit:

2-3 credit hours - Graduate Credit
2-3 credit hours - Undergraduate Credit

**Positive Approaches to Children's Education*

A SPECIAL REPORT

The NASPE Physical Education Outcomes Project

The Physically Educated: What Are They Taught? What Have They Learned? What Is Important?

by
George Graham and
Tom Loughrey

Physical education is recognized as an essential ingredient in the total education of children and youth. Two recent events typify this recognition.

In 1987, both the United States Senate (S.Con.Res.43) and the United States House of Representatives (H.Con.Res. 97) unanimously passed bills encouraging state and local governments and local education programs for all children in kindergarten through grade 12.

Two reports issued in 1987 and 1988 by United States Secretary of Education William J. Bennett included sections on physical education. His 1987 report entitled "First Lessons" included physical education as an integral part of elementary education. The 1988 report on secondary education stressed academic toughness and quality education in his description of the hypothetical "James Madison High School." His curriculum included two years of physical education along with English, science, mathematics, social studies, and a foreign language.

Both of these events clearly signify the importance of physical education in the curriculum. As with virtually every subject taught in the schools, however, there is a general feeling that the quality of the programs in the schools could be improved. Physical education is no different.

In the spring of 1986, in response to numerous requests from local and state educational agencies, the National Association for Sport and Physical Education (NASPE) appointed a blue ribbon committee. The members of the committee include: D. Marian Franck,

McCaskey High School, Lancaster, PA; George Graham, Virginia Polytechnic and State University, Blacksburg, VA; Hal Lawson, Miami University, Oxford, OH; Tom Loughrey, University of Missouri-St. Louis; Bob Ritson, State Director of Physical Education, Salem, OR; Marion Sanborn, Shaker Heights School District, Shaker Heights, OH; and Vern Seefeldt, Michigan State University, East Lansing, MI. This committee, officially titled the Physical Education Outcomes Committee, was asked to:

1. Determine potential, and realistic, outcomes of physical education programs.
2. Describe attainable goals for physical education programs.
3. Provide assistance to various agencies by creating a data-based source for assessing the programs of children and youth.
4. Develop general guidelines as to what might be included in a physical education curriculum.
5. Locate or develop assessment instrumentation for measuring student progress in physical education.
6. Create a program to encourage programs to work toward the highest quality.

To assist in the area of research and measurement, a research subcommittee

was formed, consisting of Jo Safrit, University of Wisconsin, Madison, and Paul Vogel, Michigan State University, East Lansing.

Since the summer of 1986, the Outcomes Committee has met regularly and accomplished the following:

1. A "Matrix for Physical Education Mapping, Analysis, and Evaluation" has been developed, informed by the book *Physical Activity and Well Being*, the *Basic Stuff Series*, and other sources. This document lists four broad outcome areas (physical fitness, motor skills, cognitive, and affective) that typically comprise the major goals of quality physical education programs.
2. A thorough review of the available literature has been completed for the purpose of identifying published and unpublished tests that may be useful for assessing progress toward stated outcome goals of a physical education program. The tests have been categorized, computer-stored for retrieval by type of movement behavior, school level, and so forth. The completed project will consist of photocopies of all the tests, a diskette containing the database program, and diskettes containing all abbreviated test information.

As a result of these two steps the committee has now identified potential outcomes of physical education programs

in schools, along with ways these outcomes might be assessed. To complete the project, however, a substantial amount of work remains. The Physical Education Outcomes Committee has outlined four additional steps (Steps Three through Seven) that need to be completed if their work is expected to have an impact on local school districts throughout the United States.

3. National Survey. Public school teachers, administrators, parents, and university professors throughout the United States will be surveyed to determine the physical education outcomes that are valued by these groups. Questions will be asked to determine, for example, the relative importance of physical fitness to motor skill development; what these groups believe should be taught at the elementary school level? the middle school level? the high school level?

A survey of this type has never been conducted in our profession, which explains in part why physical education programs throughout the United States tend to be so varied and diverse—some might say haphazard. The document developed in Step One will serve as a basis for developing the survey, which for reasons of objectivity and credibility, will be conducted by a national survey agency.

4. National Study. Based on the results of the survey, a "National Test of Physical Education Outcomes" will be developed and administered to a representative sample of students, K-12, throughout the United States. The testing protocol will be modeled after the highly successful National Children and Youth Fitness Survey I and II, except that it will sample the spectrum of valued physical education outcomes rather than delimiting the scope solely to physical fitness. This test will serve two purposes:

- A. It will be the first time a truly national test of physical education, not just physical fitness, has been administered in the United States and will provide a glimpse into the status of child-

ren and youth's competence in the valued outcomes identified in the survey.

- B. Using the protocol developed for the NCYFS tests, general suggestions for various competencies at periodic intervals, grades K-12, can be offered.

5. An "Exemplary Programs Project" will be developed based on the information obtained through the National Test of Physical Education Outcomes. Schools throughout the United States will be invited to apply for exemplary status by documenting the progress of their students toward outcomes selected from the "Tool for Physical Education Curriculum Mapping, Analysis, and Evaluation," using selected instruments from this document.

This phase is critical if our work is to be disseminated to the "grass roots" of our profession. A description of the program would be provided to all schools and they would be invited to apply for exemplary status. As programs throughout the United States qualified, others would be invited to observe these programs similar to the President's Physical Fitness Demonstration School Programs that have been so successful. The Exemplary Project then is viewed partially as a form of recognition, but more importantly as an agent for change, encouraging schools and school districts to improve the quality of their programs by beginning to ask and answer the questions, "What should our children and youth be learning in physical education?" and "Are they attaining these outcomes in physical education?"

An exemplary programs project is currently being pilot-tested in the state of Michigan. The work in Michigan will be carefully reviewed as the national model is developed.

6. A document describing the "physically educated person," based on the national survey and outcomes test, will be developed as a NASPE project. This document will serve to answer the questions so frequently asked in regard to what can reasonably be expected of a physical education program over a period of years.

7. Finally, in order to implement this program, one or more positions will be created in NASPE to assist schools across the United States to improve their instructional programs toward the goal of developing (and documenting) physically educated children and youth. This person(s) will also be responsible for administering the Exemplary Programs Project.

For the Outcomes Project Committee current professional thought and practice, opportunities for input by members of the profession have been made available. Information relating to the process followed and the products already developed or under development has been made available at the Las Vegas and Kansas City conventions. Further refinement of the Matrix is presently being completed by selected professionals. An afternoon pre-convention symposium is being planned for the Boston convention and will be open to all convention registrants.

Support at the state level and local level is also being sought. Sample populations for the administration of the national survey on valued outcomes and the National Test of Physical Education Outcomes will need to be selected to represent a balance of geographical regions and school programs. Presentations and publications will be addressed so that grass roots understanding and acceptance of the project will be realized.

All professionals may contribute to the project by studying the documents already developed, providing reaction at the Boston convention, and by providing materials to the committee. Especially needed by the committee are any assessment instruments that have been locally developed and may be unpublished. Any materials, especially locally developed assessment instruments, may be submitted to:

NASPE Outcomes Committee
1900 Association Drive
Reston, VA 22091

(George Graham is a Professor in the Department of Health and Physical Education at Virginia Polytechnic and State University, Blacksburg, VA, and Tom Loughrey is an Associate Professor in the Department of Physical Education at the University of Missouri-St. Louis. Both are members of the Physical Education Outcomes Project Committee.)

State of the State . . .



Barbara Ettl
Physical Education Specialist
Indiana Department of Education
(317) 269-9611

Endorsements

Dr. Evans, Superintendent of the Indiana Department of Education, has written a letter of support for two new physical education initiatives. The first is The Center of Coaching Education at Indiana State University. The goal of the program is to "help to insure that Indiana youth receive optimal experiences in organized sport programs in public and non-public schools, not-for-profit organizations, and other youth sport organizations." The Center will achieve this by providing educational opportunities, evaluation, and certification for coaches in youth sport programs.

The second letter went to Ball State University to support a grant proposal to prepare personnel to educate the handicapped. The grant will be interdisciplinary involving the Special Education Department and the Physical Education Department. Ball State University and Indiana University are co-sponsoring the program.

Newsletter

The Department of Education is in the process of developing a newsletter with physical educators as the target audience. This publication is designed to put you in touch with successful programs and activities occurring in other Indiana schools. You are encouraged to submit details of **your** activities to me so that I may share them with others. No specific format is required, however, please be sure to include a contact person, address, and telephone number.

Adapted Physical Education Manual

The most requests I receive for technical assistance are in the area of adapted physical education. These requests are two-fold. First, many physical educators are lost as to how to deal with the special education student who is mainstreamed into the regular physical education class. Teachers often feel that they are in need of special training, or maybe just information, on how to work most effectively with these students. The second is for activities, programs, and alternatives for high school students who cannot take regular physical education due to medical, religious, or other reasons, yet who must have physical education to graduate.

The Department of Education is developing a manual to

address both of these issues. If you have implemented an approach which meets the basic physical education requirement through an adaptive program, I would appreciate receiving a synopsis.

In the meantime, I would like to clarify one item. All high school students must take two semesters (one credit) of physical education (regular or adapted P.E.) to meet graduation requirements. At the present time, there is **no** waiver for physical education.

Recess Alternatives

As we all know, recess is not part of the physical education minute requirements and should not be counted as such. Recess, however, can be organized in such a manner that will involve students in meaningful learning activities, physical education included. In my attempts to promote fitness in our youth, I am encouraging schools to utilize recess time as an outdoor physical education classroom. The naturally active students are usually so highly motivated that they will organize their own games and activities. But, what about those students who stand idle or sit near the building because they need direction and encouragement?

The Department of Education's PRIME TIME, Outdoor Education, and Physical Education consultants recently joined in a search to identify outdoor teaching and learning activities in Indiana. I wish to take this a step further and ask you for ideas for recess alternatives that specifically emphasize physical education activities.

The activities should be approximately 15 to 20 minutes in duration and designed to incorporate various skill and age levels. Your name and school corporation will be acknowledged if your idea is selected to appear in either the PRIME TIME Outdoor Manual or the Physical Education Recess Alternative Manual. No ideas will be used for profit purposes.

Reminder

My first and foremost concern is you and meeting your physical education needs. I would welcome the opportunity to visit your program whether it be to observe your activities, help you with curriculum, provide a workshop, or to just share ideas. Please feel free to contact me any time.

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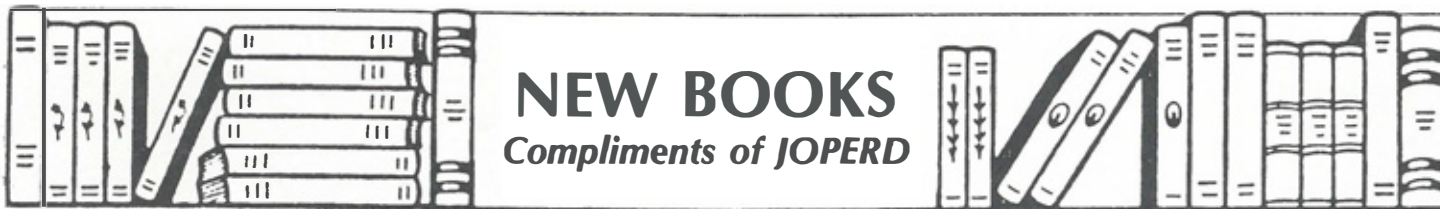
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EXERCISE AND PREGNANCY

Lynette Silvestri
University of New Orleans

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Everybody needs physical activity. However, some individuals in our population, and often in our classes, are unable to perform certain activities. As physical educators we are compelled to individualize instruction and adapt activities to the individual. Many pregnant women have avoided physical activity because they were not knowledgeable of the activities that were safe for their condition. Rather than risk the possibility of injury to themselves or their unborn child, many women have chosen to be inactive during their pregnancy.

Women must be educated concerning the proper preparation for motherhood. This begins with improving overall health prior to conception with the maintenance of normal body weight, a nutritious diet, and regular vigorous exercise. During and after pregnancy are periods in a woman's life when she must contend with the physical and emotional demands of bearing and caring for a baby. The physical and psychological benefits of exercise can be helpful in maintaining the energy, strength, and endurance required during these times.

Exercise is one of the best ways to prepare the body for changes that will occur during pregnancy.

Changes During Pregnancy

Body changes occur during pregnancy to accommodate a growing baby. The legs get heavier to help support the baby's weight and to store fat for breastfeeding. The center of gravity shifts, breasts enlarge, joints and ligaments are stressed, heart capacity decreases, and fatigue level lowers. The rib cage widens to compensate for breathing room taken up by the uterus, and by the final month of pregnancy the uterus stretches to approximately 20 times its normal size. Changes occur naturally but exercise helps the body to adapt to them. As the breasts enlarge and shoulders are pulled forward, exercises to strengthen the shoulders and anterior chest are needed. As the uterus enlarges to accommodate the size and weight of the baby, the mother's hips are rotated backward, resulting in lordosis (sway-back). Low back pain results unless the mid-torso is strengthened at the abdomen, external and internal

obliques, latissimus dorsi, and low back areas. As the due date approaches and more weight is carried by the legs, discomfort can be alleviated by strengthening the lower extremities. Leg exercises also improve circulation and reduce swelling and cramping in the ankles and calves. As the pregnancy progresses and weight is gained, exercise is vital to maintain strength, coordination, and balance. Muscles that need to be strengthened are used during childbearing including the back, abdominals, and the pelvic floor. One recommended pelvic floor exercise to use both during prenatal and postpartum periods is the Kegel exercise. This exercise involves tightening the perineal muscles as if to stop the flow of urine, holding for a few seconds, and releasing. Not only are the muscles of the perineum strengthened but the exercise also promotes long-term recovery from an episiotomy. In the early postpartum period, the exercise increases circulation to the area and may hasten tissue repair.

Changes during pregnancy can be emotional as well as physical. Many women experience high and low mood

shifts, with periods of energy, fatigue, and often depression. Regular participation in an exercise program can help improve a woman's disposition, relieve tension, and restore a sense of perspective. Exercise can work emotional wonders by improving a woman's image of her body. She changes from feeling fat and out of shape to feeling fit and pregnant.

Exercise strengthens the body and aids in the ability to bear the pain and fatigue of labor. Working muscles in isolation trains the body to conserve strength by using only the muscles needed for labor and relaxing the ones not needed. The combination of strength and control aids the body in pushing more efficiently during the expulsion stage of labor.

Recommended Activities

Exercise is recommended during pregnancy as a healthy way to maintain fitness, avoid excessive weight gain, and ease delivery. This is probably not a good time to take up a new sport, but if active before pregnancy, many women may continue with the same activities throughout pregnancy.

One activity that provides a great cardiovascular workout without placing excess stress on joints and spine, is *bicycling*. An advantage is that adjustments to individual energy levels can be made by changing gears, switching the terrain, and pacing oneself. Cycling tones the thighs and hips, areas where a pregnant woman typically puts on extra pounds to counterbalance the weight in front. In addition, abdominal and arm muscles are tightened in riding uphill. Contracting muscles stimulates circulation, helping to reduce swelling from fluid retention. Some bicycles will need to be altered to accommodate the new body shape and relieve stress on the back by raising the handlebars and repositioning the seat.

Another ideal pregnancy sport is *swimming*. The water's buoyance supports the body while adding natural resistance for a total workout. Since the body weighs only one-tenth the scale weight when in water, a swimming pool is an excellent place to perform leg lift-

ing and kicking exercises. Dirty pools should be avoided since both the mother and baby can be susceptible to infections that enter through the birth canal. Crowded pools are not recommended if there is danger of being jumped on or kicked.

Walking is one of the best exercises a pregnant woman can choose. A daily walk, outside when weather permits or in a mall during inclement weather, can be a part of even previously inactive women's exercise programs. It is not necessary to walk fast or initially cover a long distance. The length of each walk can increase as endurance builds. Comfortable jogging shoes, appropriate activity clothing, and a sports bra are essential apparel for a safe, enjoyable outing.

Pregnant women must be aware of any signs of distress, such as bleeding, lightheadedness, uterine contractions, or severe pain. If any of these occur while exercising, the activity should be discontinued until the doctor is consulted. If balance becomes a problem an easier activity is recommended. A pregnant woman should not push herself to the point of exhaustion. This is not the time to condition for a marathon. Preparation for labor and delivery is the ultimate challenge during the nine months of pregnancy.

The American College of Obstetricians and Gynecologists (ACOG) has developed the pregnancy and postnatal exercise guidelines as well as the ACOG videotapes titled "Pregnancy Exercise Program" and "Postnatal Exercise Program." The recommendations are precautions based on the physiological changes of pregnancy and the postpartum period and by a primary concern for safety. Depending on the previous level of activity, some women may be able to tolerate more strenuous exercise, whereas others may need to restrict activities to less vigorous types such as walking.

One exercise or exercise program will not be able to meet the needs of all women. Each patient must consult with her physician and be aware of potential hazards and warning signs while exercising. The physician needs to evaluate each woman individually to determine

an appropriate level of activity.

A list of contradictions to vigorous physical activity during pregnancy listed by the ACOG includes the following:

- Hypertension
- Anemia or other blood disorders
- Thyroid disease
- Diabetes
- Cardiac arrhythmia or palpitations
- History of precipitous labor
- History of intrauterine growth retardation
- History of bleeding during present pregnancy
- Breech position in the last trimester
- Excessive obesity
- Extreme underweight
- History of extremely sedentary lifestyle
- History of three or more spontaneous abortions
- Ruptured membranes
- Premature labor
- Diagnosed multiple gestation
- Incompetent cervix
- Bleeding or a diagnosis of placenta previa
- Diagnosed cardiac disease

Comments on the Guidelines

Although the guidelines were set up by an eight-member committee of ACOG members, there has been criticism by exercise researchers, athletes, and physicians. They complain that:

neither ACOG members outside the committee nor members of the American College of Sports Medicine were consulted; the guidelines are not based on hard data; there are too many specific do's and don'ts for general guidelines; the exercises will not adequately tax a woman who is already physically active; the guidelines are so basic, they are of little or no use to anyone; the pregnancy videotape is boring; and ACOG's "stamp of approval" over these guidelines makes them the legal standard of care and thus, the potential basis for litigation in malpractice suits (Gautier, 1986).

Dr. Shangold's Suggestions

Mona Shangold, M.D., director of the

Sports Gynecology Center at Georgetown University, and a member of the original ACOG committee organized to review the videotape, does not agree with all the ACOG guidelines. She believes that there are a lot of specific do's and don'ts, such as avoiding bouncy movements, that are not backed by evidence. Dr. Shangold contends that pre-pregnancy fitness is the most important determinant in how much exercise a pregnant woman can handle. Very active women should not expect to keep up with previous performance levels. The body is doing more work than it was before, just with being pregnant. A woman can expect to feel tired doing the same or less work as she did before pregnancy. Someone running a six-minute mile will have to slow down to an eight- or nine-minute mile, for example. Women accustomed to running can generally continue, though many find it uncomfortable and stop. Many kinds of exercise for pregnant women get Dr. Shangold's approval: weightlifting, aerobics, running, walking, stationary or regular bicycling, and swimming. But the choice depends again on what the woman did before pregnancy. Dr. Shangold (Easterlin, 1986) offers guidelines to pregnant women who wish to exercise:

1. Listen to your body. Exercise according to a level of perceived exertion and stop when fatigued.
2. Since overheating is a potential danger in early and late pregnancy, the body temperature should not rise above 101°F. The temperature should be taken after exercising and if at the danger point, slow down, wear lighter clothes, exercise at a cooler time of day, or get more water. Aerobic exercise sessions should be limited to 30 minutes, and hot tub or sauna to 10 minutes to hold down the temperature.
3. After the fourth month, pregnant women should never do exercise while lying on their backs. In the supine position, the heavy uterus

can cut blood flow to the lower body.

Although Dr. Shangold reports that there's no evidence to show exercising during pregnancy is harmful, there are some concerns, such as blood flow. During exercise, the blood supply to certain organs is reduced, while more blood goes to the skin and exercising muscles. It's not known how much exercise, if there is a level, will reduce blood flow to the uterus or fetus. Another concern is the nutrition of a pregnant woman who exercises. The number of calories a woman needs depends on how much she exercises and her metabolism, but all women should have 30 grams more protein than in pre-pregnancy. Also, calcium, an iron supplement, and a multi-vitamin are recommended. Dr. Shangold contends that a woman accustomed to a particular activity prior to her pregnancy, unless at risk for problems during pregnancy, should be able

to continue that activity throughout the pregnancy.

Conclusion

Many woman are more active today than previous generations. These women are anxious to stay healthy and active throughout pregnancy and can unless complications arise or they are otherwise advised by their physicians. Women who exercise feel better during pregnancy, handle the effort or labor more easily, and return to their pre-pregnancy condition after delivery of their babies. For these reasons women are encouraged to stay active throughout the nine months of pregnancy.

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NATIONAL SURVEY REVEALS TEEN BEHAVIOR, KNOWLEDGE, AND ATTITUDES ON HEALTH, SEX TOPICS

First Survey Since 1960's Indicates Need for Comprehensive Health Education

Reston, VA (August 9)—Results of the first national survey in more than 20 years to determine the behavior, knowledge, and attitudes of our nation's teens on health and sex related issues will be announced at a press conference Tuesday, August 9, 10:00 a.m., at the National Press Club in Washington, D.C. The survey was sponsored by three prominent groups involved in health education and funded by the U.S. Department of Health and Human Services. Results of the National Adolescent Student Health Survey (NASHS) indicate that there is a need to be concerned because teens are not making the proper health decisions. America's youth are faced with difficult decisions regarding their health and if not properly informed, many of the decisions they make could put them at increased health risk. The survey reveals that the country's teens need to be more knowledgeable to be able to make the right decisions.

The NASHS survey, which questioned more than 11,000 eighth and tenth graders nationwide, revealed startling data on how much teens know about AIDS and other sexually transmitted diseases; behavior related to violence, suicide, and injury prevention; and the prevalence of alcohol, drug, and tobacco use. In all, the survey addressed

eight health topic areas: AIDS, injury prevention, violence, suicide, alcohol, drug and tobacco use, sexually transmitted disease, consumer health, and nutrition.

"The survey results are encouraging, but they are also somewhat dismaying," said Dr. Robert E. Windom, Assistant Secretary for Health, who heads the U.S. Public Health Service.

"The results give us fresh insight concerning what our nation's teenagers know and how they act concerning health and sex-related issues—but they also show that too many young people, even when they know better, don't always make the right decisions.

"Without question, this up-to-date information should contribute to the improvement of the quality of comprehensive school health education programs. And I believe it also will prove valuable in our efforts to establish new national health goals for the coming years," Dr. Windom said.

Highlights of the Survey

Regarding AIDS, 93% of those surveyed knew that the disease is transmitted by sexual intercourse and **91% knew it was transmitted by drug needles**. They also report knowing the condoms are an effective way to avoid AIDS, and

believed they should be used. However, there are several significant misconceptions about the disease within this group: many mistakenly believe that blood transfusions are a common way to get AIDS; almost half believe that there is an increased risk of AIDS when donating blood; and more than half believe that washing after sex reduces the chance of being infected with the AIDS virus. Many teens believe that having sex is acceptable with a steady partner for people their age. In addition, **82% reported knowing that there is an increased risk of AIDS by having more than one sex partner**.

Regarding **sexually transmitted diseases (STD)**, many adolescents do not know how to avoid getting STD, nor can they identify common early signs of STD. In addition, more than one-third (38%) of adolescents would not know where to go for medical care should they contract an STD.

Unintentional **injuries** constitute the leading cause of death for young persons ages 15-25. The survey found that most adolescents put themselves at risk for injury in automobiles by not wearing seatbelts (56%), **and by riding in cars when the driver has been drinking (39%)**. In addition, most of those surveyed who ride a bicycle or motor-

cycle do not wear protective gear.

Suicide is the second leading cause of death for American youth ages 15 to 24. The survey revealed that suicide is a serious problem with today's teens, with one out of every seven adolescents reporting having attempted suicide. In addition, almost two-thirds of adolescents report that it would be hard for them to obtain help for a friend who was talking about suicide.

Although other surveys indicate that the prevalence of **alcohol, drug, and tobacco use** with teens has declined in recent years, the NASHS survey reveals that use remains a serious problem with today's teens. The survey revealed that more than half (51%) of eighth graders and two-thirds (63%) of tenth graders reported having tried cigarettes, and 80% of teens reported having tried alcoholic beverages. About one-third reported having five or more drinks on one occasion during the past two weeks.

Adolescents aged 12 to 19, particularly, have the highest victimization rates for crimes of **violence**. The NASHS survey revealed that **39% of teens surveyed indicated they had been in a fight in the past year. More than one-third of the students (34%) reported that someone threatened or hurt them,**

14% reported having been robbed, and 13% reported having been attacked while at school or on a school bus during the past year. One-third of the students (33%) reported that someone threatened to hurt them, 15% reported having been robbed, and 16% reported having been attacked while outside of school during the past year. In addition, both boys and girls said that weapons were accessible to them, with nearly one-fourth of the boys reporting carrying a knife to school at least once in the past year.

Sponsoring Organizations

The U.S. Public Service's Office of Disease Prevention and Health Promotion provided the principle funding for the National Adolescent Student Health Survey. The survey was implemented by the three leading organizations concerned with health education: the American Alliance for Health, Physical Education, Recreation, and Dance/ Association for the Advancement of Health Education; the American School Health Association; and the Society for Public Health Education, Inc. The survey was designed and implemented by IOX Assessment Associates, Los Angeles, California.

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In The IAHPERD Journal

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jump rope for heart

Darrell Taulman
JRFH Coordinator
Tri-County High School
R.R. 1, Box 130A
Wolcott, Indiana 47995

JUMP ROPE FOR HEART - "A DECADE LATER"

Bill Budris
*Wisconsin State
JRFH Coordinator*

The AAHPERD and the State Associations are alive and well in 1988 mainly because of a major happening 10 years ago—"Jump Rope For Heart." Thanks to work of many of our fellow professionals, our associations will be able to make major contributions to the public that never in our wildest dreams ever seemed possible. The lifeline that the dollars and publicity has pumped into our profession will have an everlasting effect on all of us.

What have you done to help expand the event? What can you do? Is it just for kids? Who do you contact? How do things look for the future? Is the event around to stay?

Even though there are thousands of people who have made major contributions to the success of **JRFH**, there are many thousands who have done nothing. Everyone can help out. If you are a parent, does the school that your children attend conduct an event? If

not, why? If you are at the college level do you include **JRFH** in your curriculum? If not, why? If you are a Physical Education teacher and do not conduct an event, why?

There are all kinds of reasons people do not take part in the **JRFH** event. Most of the time it is because they have so many other commitments. Yet, no one event has had such an impact or could influence our profession more than **JRFH**. With the money and publicity that we have enjoyed over the past 10 years, our associations have been able to offer a variety of activities, conferences, workshops, demonstrations, and displays that promote the various areas we represent. This is an asset to us all.

We have suffered from a poor image over the years in the education field. Many of those who know what we do with children on a daily basis understand that the negative image is unfounded. **JRFH** has provided us with a vehicle to overcome some of these fallacies that have haunted us for years.

Please call your District Chair or me if you are willing to contribute in any way to expand this program. Lack of time, reluctant School Boards, administrative policies, and other roadblocks can be overcome with a little time and effort. Four hundred fifty schools participated

in **JRFH** this year. We could double or triple that number in the next 10 years with your help. Please pick up the phone or drop Darrell a line. He is looking forward to hearing from you in the near future.

Much success in 1989.



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School _____

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* Make Checks payable to: IAHPERD

Mail Check and form to : **Dr. P. Nicholas Kellum**
School of Physical Education IUPUI
901 West New York Street
Indianapolis, Indiana 46223

Must be postmarked by October 13, 1989 to receive pre-registration price.

NEW P.E. CAREER OPTIONS— TIME FOR ASSESSMENT?

by
Jeannette L. Scahill

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Once upon a time—I took a graduate course in curriculum planning and I will never forget the instructor's class instruction. He walked into the classroom on the first day and without preamble looked directly at a young man seated in the front row and said: "My wife and I are going to take a trip this weekend. What *route* should be take" After a few embarrassed seconds the young man managed to reply, "Well, it depends on where you want to go." That, of course, was the only appropriate response he could have given and was exactly the response the instructor wanted to hear. From that frame of reference the professor began the introduction to curriculum planning. What *route* should we take? It depends on where we want to go.

New Routes to New Destinations

For a number of years, physical education program planners have experienced numerous routing problems (and witnessed repeated student detours)

because when we planned our routes we were usually preoccupied with where the teacher wanted to go and when we did consider the student's destination, we assumed that all students interested in physical education were interested in teaching.

During the last decade we have been forced to explore and examine new destinations and, consequently, new routes. In the beginning, our search for new career options or "alternative careers" for our students was primarily motivated by economic necessity, but this rather negative impetus has actually resulted in some very positive experiences for many of us and for many of our students. What we found was a whole new world out there that we had not explored and unlimited resources that we had not even tapped.

Remember the old television series entitled "The Naked City"? At the end of each episode a dramatic voice intoned the closing phrase: "There are a thousand stories in the naked city, this

was only one." I think we need to continually remind ourselves that in every college or university, there are as many stories as there are students enrolled on our campus. The following are several stories of students from our campus that I think depict the new career options—or destinations—in physical education.

Cindy was a varsity basketball player, who loved sports and was highly skilled in a number of activities, but in her junior year she still had not declared a major. She was only sure of one thing: she did not want to teach. When we announced our non-teaching major, *Cindy* was the first one at my door at the end of that conference and told me she was actually excited about her coursework for the first time because she knew where she wanted to go and now had finally found a program that would help her get there. In addition to the physical education core requirements, her specialization in sport administration included classes in *sports information*

and *sport and the media* in addition to a series of business courses. She then completed an internship in the Athletic Department at the University of Minnesota. Cindy played professional basketball for the San Francisco Pioneers, spent several summers working as an assistant director of a basketball camp, and is currently the assistant coach for the Pennsylvania State University women's basketball team.

Karla was one of our best students—intelligent, highly motivated and personable. She became interested in working in a large corporate fitness program and started preparing herself for this type of position early in her program. In addition to completing her physical education core requirements and her "Fitness/Wellness Specialization" courses, *Karla* worked on a volunteer basis with one of our instructors who teaches adult fitness classes in the evening and she also worked part-time in the sports information office on campus. During her last semester she commuted to Cedar Rapids, Iowa, to work in the Universal Gym corporate fitness program several hours a week. *Karla* was accepted as an intern in Xerox's corporate fitness program in Stamford, Connecticut, and thoroughly enjoyed and profited from her experience there. Xerox offered her a position in their program upon completion of her internship assignment.

Marie was a unique individual (probably best described as a "free spirit"), so of course she had a unique story. She loved people, all sports, and especially the out-of-doors. Her vacations and free time were spent mountain climbing, canoeing, camping, bicycling, and hiking. *Marie* wanted to teach but she knew she would never be happy in a structured setting, such as a public school. In addition to her physical education major requirements she elected courses in canoeing, orienteering, aerobics, fitness jogging, and crew. She also participated in a wide range of intramural activities and helped initiate several university field trips that included a canoe trip through the Boundary Waters of north-

ern Minnesota and hiking the Appalachian Trail. The summer after her graduation she completed the "Outward Bound" course and is now employed as a program director for a YWCA in suburban Chicago. Her specific assignment is to develop an orienteering and outdoor education program. When she wrote to tell me about the position, she said, "This job has my name written all over it."

Christopher described himself as a "sports nut" and his main goal was to work in a sport-related environment. During his junior year he also became very interested in television and took courses in video production and sport and the media. I found an internship assignment for him with the television company that produces all of the University of Iowa's sports broadcasts. The manager considered the matter thoroughly before accepting the internship assignment because he wanted to be certain they could provide a practical and worthwhile experience for *Chris*. *Chris* reported that he thoroughly enjoyed every project to which he was assigned during his internship and is currently employed by a cable television sports network.

Ellen was a physical education major who selected the fitness/wellness area of specialization and also completed the Athletic Training Certification Program. Her long-range goal was to become an exercise technician, so we felt an internship in a hospital wellness program would provide the best on-the-job learning experience for her. She had a very successful experience in Mercy Hospital's wellness program in Des Moines, Iowa, and is currently a graduate student specializing in exercise physiology.

Jean decided during the pre-education practicum experience that teaching was not going to be her "long suit" and, after listening to a speaker we had on campus describe her position as a traveling sales representative for a large sporting good firm, she decided this would be a job where she could effectively use her talents and physical education back-

ground, so she began to prepare herself for this type of position. She took courses in accounting, economics, and marketing through the business college, and when she completed her specialization in sports marketing, I arranged an internship for her in a sporting goods store where part of her assignment was to travel with the woman who sold uniforms and equipment to physical education teachers and coaches throughout the state. I stressed to the store manager that I wanted her to become familiar with a wide range of equipment and supplies, learn office procedures and selling techniques, but I stipulated that I did not want her stuck behind a cash register and simply used as cheap hired help. When *Jean* came back to campus for her seminar session, she described her various responsibilities and projects at length and ended by saying, "I guess I've done about everything—except run the cash register!"

Carla's story came as a complete surprise to me. She was one of our best students and a highly skilled athlete: a varsity field hockey player. She told me she had no interest in teaching—especially in a public school setting—and that she wanted to work with the elderly in a convalescent or nursing home setting. I'm embarrassed to admit that I was so surprised that my first question to her was, "Are you going to teach them to play field hockey?" And she replied that she might! *Carla* had a strong scientific background—anatomy, kinesiology, physiology of exercise, adapted physical education—and to this we added electives in death and dying, behavior characteristics of aging, and aging and society. I arranged for an internship for *Carla* at a local health care center where she worked with individuals and small groups on range-of-motion exercises and other physical and recreational activities according to their interests and physical limitations. She was told by many of them that her activity sessions with them were the only bright spots in the day. Upon graduation, *Carla* was employed as a program director for a nursing home in her hometown.

Lisa had a different story. She was a very talented student (especially in dance activities) but she decided in her junior year that she did not enjoy and did not have the patience to work with children. She wanted to teach—but she wanted to teach adults. Lisa completed our fitness/wellness program and is currently employed as the manager of a private fitness club in Dallas, Texas. In a recent note to me she ended by saying, “I’m doing exactly what I want to do—and where I want to do it!”

Evaluation of our Itineraries

We introduced our three new areas of specialization (fitness/wellness, sport administration, and sports marketing) seven years ago. During the early years of the program we were busy defining our objectives, developing courses, selecting sites for field experiences, and planning the total curriculum. Last year we decided it was time for assessment of our program since we had graduated a significant number of students in all of the areas of specialization. Our majors have completed internships in corporate fitness programs, wellness centers, private fitness clubs, sporting goods companies, YMCA programs, health care centers, television production companies, city recreation programs, and sports information offices. Locations for these internship assignments have included a wide geographical range:

- Xerox Corporation in Stamford, Connecticut;
- Apple Computer Corporation, Cupertino, California;
- The Houstonian Club and Tennaco Corporate Fitness Program in Houston, Texas;
- YMCA in Dallas, Texas;
- Locker Sporting Goods Company in Massachusetts;
- Office of Sports Information for College of the Pacific in Stockton, California;
- United States Field Hockey Association in Colorado Springs, Colorado;
- Rancho LaPuerto Fitness Resort in Tecate, California;
- Clarke-Hatch Private Fitness Club in Hawaii;

Hotel Nassauer Hof Health Spa in Wiesbaden, Germany; as well as numerous Iowa locations.

The first step in our assessment program was an informal survey of our graduates and their internship supervisors asking them to indicate the educational background and competencies they considered most important for a successful internship experience. Considering the wide variety of assignments and job responsibilities involved, the responses were surprisingly consistent. For fitness/wellness specialists they recommended a strong educational background in exercise physiology, fitness, weight training, conditioning, nutrition, and computer science as well as experience in fitness testing, teaching exercise classes to music, and teaching *adult* fitness classes. Almost unanimously, they also advocated public speaking experience and an “enthusiastic” personality.

Supervisors of our sports marketing interns indicated that in addition to a strong physical education background these students should have coursework in accounting, economics, marketing, graphic design, video production, and computer science. Almost all respondents stressed the need for good public relation skills to be successful in this field.

Suggestions in regard to background and competencies for sports administrators have tended to be rather vague and less helpful. “A well-rounded sports background,” “coursework in administration, legal liability, and public relations,” and “enjoy working in a sports environment” were some of the comments received. *All* respondents, however, indicated that students planning a career in sport administration needed training and experience in working with the media.

As a result of the information received from this first step in the assessment process we have made several curricular changes. Our required course in adult fitness has been redesigned to include more instruction in fitness testing, and we have added a new course entitled “Fitness Assessment Lab” to give students additional experience in testing

by working with our fitness classes in the physical education skills program and the student health program on campus. We have also added courses in rhythmic design for exercise programs, weight training, and administration of fitness/wellness programs. Graphic design and computer science courses have become requirements rather than electives due to the numerous recommendations from interns and supervisors. One intern wrote at the bottom of her questionnaire, “Thank God for graphic design.”

Students are also strongly encouraged to participate on a volunteer basis in a variety of field experiences prior to their internship assignment.

I think with the basic information we have received from step one, we are now ready to move to step two of the assessment process and prepare a formal instrument to evaluate our program.

Many physical education departments introduced alternative career options at approximately the same time we did, and perhaps it is now time for all of us to reassess our destinations and itineraries, and share our findings.

Curriculum planners often start by asking three basic questions:

- (1) Where do we want to go?
- (2) How will we get there? and
- (3) How will we know when we have arrived?

In regard to question one, are the destinations we set eight to 10 years ago still viable options? On question two, have the curricula we designed provided our students with the desired educational background and competencies? As for question number three, I think our graduates need to answer that one for us: Have we arrived?

(Jeannette L. Scahill, Associate Professor, Department of Physical Education and Dance, University of Iowa, Iowa City, Iowa 52242.)

**BRING A COLLEAGUE
TO
MERRILLVILLE
OCTOBER 25-27, 1989**

ARAPCS

Facilities Consultant List

The Facilities and Equipment Council, a structure within the Association for Research, Administration, Professional Councils and Societies (ARAPCS), is continuing the process of developing a list of qualified consultants in the area of facility planning. The purpose of this list is to assist the physical education professional in the planning and design of recreational sport facilities.

The following guidelines have been established for assisting the consultant review board in selecting qualified individuals to be assigned to the consultant list:

1. Individuals selected must be active members of AAHPERD.
2. All qualified individuals must give their consent to be available for consulting assignments.
3. Individuals must be able to demonstrate their past experience in some of the following areas:
 - a. Specific experiences in facility consulting work as indicated on the questionnaire (minimum of three [3] consulting assignments in facility planning is required.)
 - b. Publication of article(s), chapter(s), or book(s) in the area of facility planning.
 - c. Presentations at state or national meetings relating to facility planning and design.
 - d. Demonstrated teaching experience of a college or university facilities course.

- e. Demonstrated leadership by serving as an officer at the state or national level in the area of facilities.
4. Individuals **must have** a substantiated record of participation in facility consulting work.
5. Individuals must present to the review board an up-to-date and comprehensive record of their credentials in facility consulting work as indicated in items 1-4 above.

Individuals who wish to be considered for such an assignment should contact Dr. Harvey White by November 15, 1989, at the following address:

Dr. Harvey White
School of Health and Physical Education
Eastern New Mexico University
Portales, New Mexico 88130

Once you have contacted Dr. White, you will be required to fill out a questionnaire to identify your experience(s) in facility planning/consulting. This information must be received no later than December 15, 1989.

Individuals who are already included on the list of consultants should inform Dr. White at the above address of their intent to remain on the list and should forward information necessary to update their credentials.



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OCTOBER 25-27, 1989

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OLD GAMES AND ACTIV

Prepared by
John Strange

"JOHNNIE CAN'T CROSS MY OCEAN

TYPE OF GAME: Chase and tag

LEVEL: primary grades

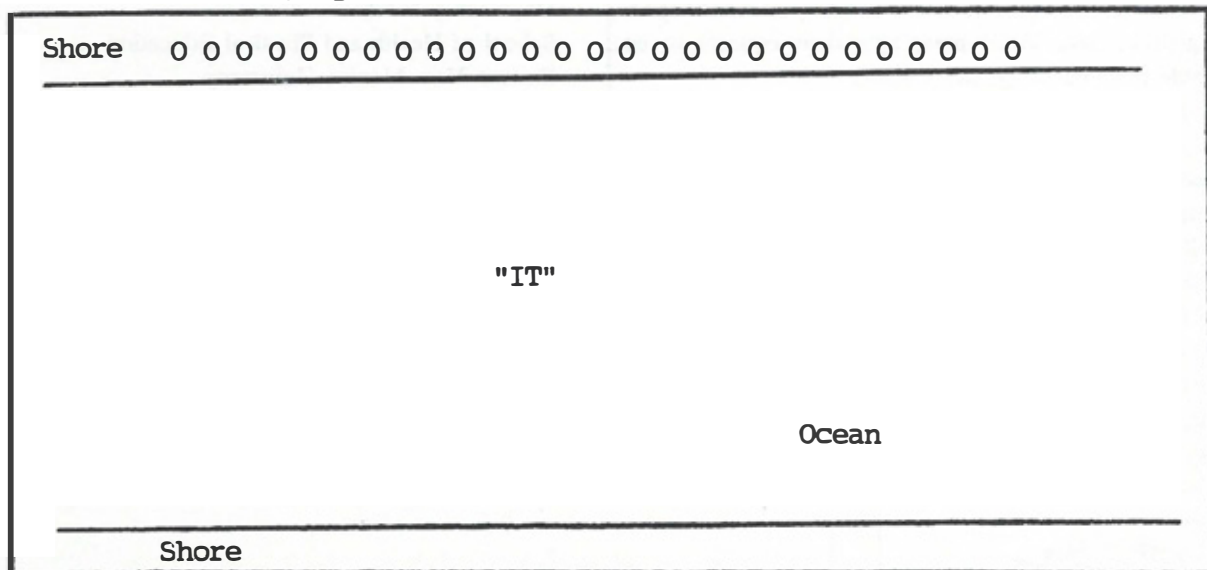
SKILLS: chasing and dodging

EQUIPMENT NEEDED: none

PLAYING AREA: gym floor or playground

NUMBER OF STUDENTS: five through class size

Playing area for "Johnnie can't cross my ocean"



HOW WE DO IT

The students line-up along one side of the gym (shore) side by side. They are instructed to look at their clothing and to notice the different colors that they are wearing. The object of the game is safely cross the ocean (gym floor) and avoid being tagged. "IT" addresses the students; "Johnnie can't cross my ocean unless he is wearing green". At this point only those students wearing green cross the ocean safely. Those students not wearing green await the signal from "IT" and run across the ocean trying not to get tagged. Those that are tagged now become "IT's" helpers when the next color is called. Soon there are as many helpers as runners. The game continues until all students are tagged. The last one tagged becomes the new "IT" and the game is repeated.

ACTIVITIES THAT STILL WORK

Harry Mosher
Elementary School

BOUNDARY BALL

TYPE: Team Lead-up Game

LEVEL: Grade 2 and 3

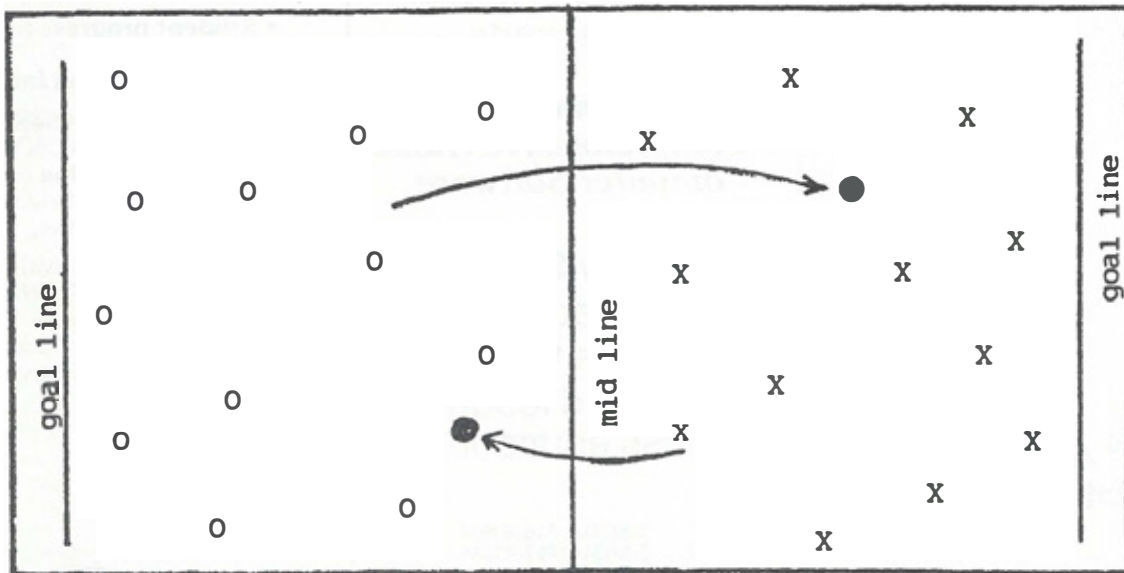
SKILL: Throwing and Agility

EQUIPMENT NEEDED: 2 to 4 8½ inch playground balls

PLAYING AREA: Gym floor or playground

NUMBER OF PLAYERS: Class size

Diagram of playing area for Boundary Ball



HOW WE PLAY IT

Divide the class into two equal teams and align them in a scatter formation on their respective half of the gym. The object of the game is to roll or bounce the ball across the opponents' goal line. Play is started when the teacher tosses one or two balls into each teams' area. The players may move freely in their playing area trying to keep the opponents' ball from crossing the goal line. No player may cross the mid-line to get a ball or to throw a ball. A point is awarded to a team each time their properly thrown ball crosses their opponents' line. The team with the most points at the end of a predetermined time period is the winner.



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An indepth text to guide you in developing a successful health fitness curriculum.

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0-88314-414-X

Cost: \$6.95

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A teaching package designed to help teachers shape their students' future.

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K-6 246-28570

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6-12	0-88314-417-4 IBM
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6-12	0-88314-420-4 Apple

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NOTE: Order badges by grade level (K-12)
(See order form)

Fitness Order Form

DESCRIPTION	UNIT PRICE	QTY.	AMOUNT DUE
MATERIALS FOR INSTRUCTION			
Comprehensive Guide 0-88314-414-X	\$6.95		
Computer Software - IBM 0-88314-415-8	\$34.95		
Computer Software - Apple 0-88314-418-2	\$34.95		
Educational Kit #1 (K-6) 246-28570	\$27.95		
Educational Kit #1 (6-12) 246-28576	\$27.95		
Ed. Pkg. (Kit, Guide, Soft.) (K-6) - IBM 0-88314-416-6	\$62.95		
Ed. Pkg. (Kit, Guide, Soft.) (K-6) - Apple 0-88314-419-0	\$62.95		
Ed. Pkg. (Kit, Guide, Soft.) (6-12) - IBM 0-88314-417-4	\$62.95		
Ed. Pkg. (Kit, Guide, Soft.) (6-12) - Apple 0-88314-420-4	\$62.95		
Fat-o-meter 242-27204	\$10.95		
Flextester 242-27208	\$82.95		
Fat Control Caliper 242-27206	\$10.00		
Skinfold Video 242-28332	\$29.95		
AWARDS			
Fitness Activity Badge - Grade K 246-28497	\$1.25		
Fitness Activity Badge - Grade 1 246-28498	\$1.25		
Fitness Activity Badge - Grade 2 246-28500	\$1.25		
Fitness Activity Badge - Grade 3 246-28502	\$1.25		
Fitness Activity Badge - Grade 4 246-28504	\$1.25		
Fitness Activity Badge - Grade 5 246-28506	\$1.25		
Fitness Activity Badge - Grade 6 246-28508	\$1.25		
Fitness Activity Badge - Grade 7 246-28510	\$1.25		
Fitness Activity Badge - Grade 8 246-28512	\$1.25		
Fitness Activity Badge - Grade 9 246-28514	\$1.25		
Fitness Activity Badge - Grade 10 246-28516	\$1.25		
Fitness Activity Badge - Grade 11 246-28518	\$1.25		
Fitness Activity Badge - Grade 12 246-28520	\$1.25		
Fitness Goals Badge - Grade K 246-28521	\$1.25		
Fitness Goals Badge - Grade 1 246-28522	\$1.25		
Fitness Goals Badge - Grade 2 246-28524	\$1.25		
Fitness Goals Badge - Grade 3 246-28526	\$1.25		
Fitness Goals Badge - Grade 4 246-28528	\$1.25		
Fitness Goals Badge - Grade 5 246-28530	\$1.25		
Fitness Goals Badge - Grade 6 246-28532	\$1.25		
Fitness Goals Badge - Grade 7 246-28534	\$1.25		
Fitness Goals Badge - Grade 8 246-28536	\$1.25		
Fitness Goals Badge - Grade 9 246-28538	\$1.25		
Fitness Goals Badge - Grade 10 246-28540	\$1.25		
Fitness Goals Badge - Grade 11 246-28542	\$1.25		
Fitness Goals Badge - Grade 12 246-28544	\$1.25		
Health Fitness Badge - Grade K 246-28545	\$1.25		
Health Fitness Badge - Grade 1 246-28546	\$1.25		
Health Fitness Badge - Grade 2 246-28548	\$1.25		
Health Fitness Badge - Grade 3 246-28550	\$1.25		
Health Fitness Badge - Grade 4 246-28552	\$1.25		
Health Fitness Badge - Grade 5 246-28554	\$1.25		
Health Fitness Badge - Grade 6 246-28556	\$1.25		
Health Fitness Badge - Grade 7 246-28558	\$1.25		
Health Fitness Badge - Grade 8 246-28560	\$1.25		
Health Fitness Badge - Grade 9 246-28562	\$1.25		
Health Fitness Badge - Grade 10 246-28564	\$1.25		
Health Fitness Badge - Grade 11 246-28566	\$1.25		
Health Fitness Badge - Grade 12 246-28568	\$1.25		
SUB TOTAL			
SHIPPING/HANDLING			
VA add 4.5%, MD add 5% TAX			
TOTAL			

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Less than \$10.00	\$1.50
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\$25.00-\$49.99	\$3.50
\$50.00-\$99.00	\$5.00
\$100 or more	4% of total

*Shipping/handling charges will be billed for phone, mail, & charge orders! Domestic orders shipped via UPS. Foreign orders shipped surface mail.

BILL TO:

Company or school _____
 Address _____
 City _____ State _____ Zip _____

SHIP TO:

Company or School _____
 Address _____
 City _____ State _____ Zip _____

**PRICES SUBJECT TO CHANGE WITHOUT NOTICE!
PLEASE ALLOW 2-4 WEEKS FOR DELIVERY**

MAIL THIS ORDER FORM TO:
AAHPERD Publications
 P.O. Box 704
 Waldorf, MD 20604

District Roundup . . .



DISTRICT COORDINATOR:

Dolores Wilson
Haverhill Elementary
4725 Weatherside Run
Fort Wayne, Indiana 46804
(219) 436-6000, ext. 269

Home Address:
4611 W-100N
Bluffton, Indiana 46714
(219) 694-6238

IAHPERD DISTRICT WORKSHOPS

What Do You Learn from IAHPERD Workshops?

More about paddle streamers, juggling, tumbling contracts, balance puzzles, rope skills, hathayoga, strength training with elastic resistance, the Physical Best fitness education and assessment program, steroids, STD's via computers, drug and alcohol curriculum, teaching self-esteem and decision-making skills, and MUCH, MUCH MORE!

Attending workshops gives you the opportunity to share problems and successes with your colleagues. If you have reached the point where you think your curriculum is perfect, your teaching techniques are flawless, and you have no departmental problems. . . then:

- a. You have retired.
- b. Apathy is strangling you, or
- c. You should be giving presentations on how to achieve that plateau.

District Re-Organization

Our new district alignment becomes effective May 1989. It will take all of us awhile to become used to the new districts as many counties have a different number. Please study the map and counties listed by districts. Be sure to include your county name when renewing your membership.

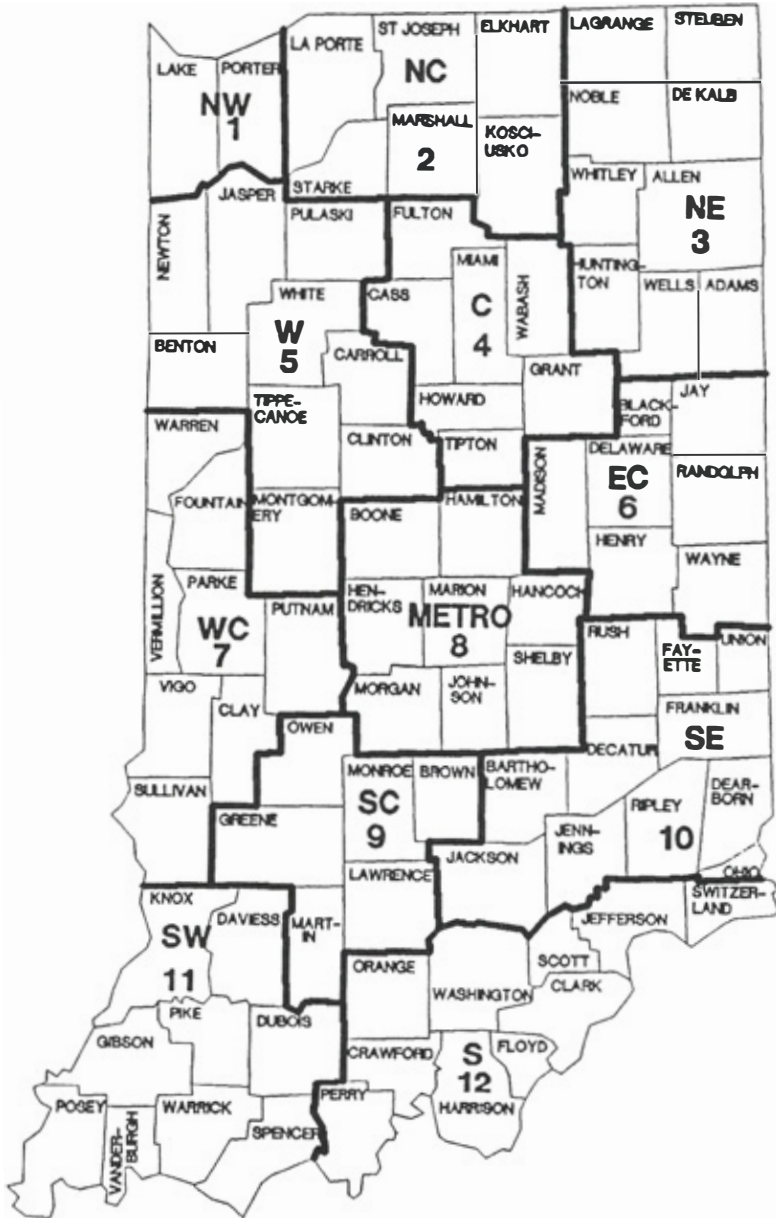
Looking Ahead:

Your district officers will be meeting in June to plan workshops for the 1989-90 school year. Questions:

- a. Would you like for the district workshop to be held at your school?
- b. Is there a particular topic you would like to have included?
- c. Do you prefer Saturday morning or after-school workshops?
- d. Does your school system need presentors for in-service workshop sessions?
- e. Would you like to become involved as a District Officer? Requirement: Be enthusiastic about health, physical education, recreation, and/or dance professions.

If you have a response to the questions above, send a note or call me either at school or home. IAHPERD needs to hear from you!

Have a pleasant summer.



DISTRICT 1 - NORTHWEST
Lake
Porter

DISTRICT 2 - NORTH CENTRAL
LaPorte
St. Joseph
Elkhart
Starke
Marshall
Kosciusko

DISTRICT 3 - NORTHEAST
Steuben
Noble
LaGrange
DeKalb
Whitley
Allen
Huntington
Wells
Adams

DISTRICT 4 - CENTRAL
Fulton
Wabash
Miami
Cass
Grant
Howard
Tipton

DISTRICT 5 - WESTERN
Newton
Jasper
Pulaski
White
Benton
Carroll
Tippecanoe
Clinton
Montgomery

DISTRICT 6 - EAST CENTRAL
Blackford
Jay
Madison
Delaware
Randolph
Henry
Wayne

DISTRICT 7 - WEST CENTRAL
Vermillion
Parke
Putnam
Warren
Fountain
Vigo
Clay
Sullivan

DISTRICT 8 - METROPOLITAN
Boone
Hamilton
Hendricks
Marion
Hancock
Morgan
Johnson
Shelby

DISTRICT 9 - SOUTH CENTRAL
Owen
Greene
Martin
Monroe
Brown
Lawrence

DISTRICT 10 - SOUTHEAST
Rush
Decatur
Bartholomew
Jackson
Jennings
Ripley
Dearborn
Franklin
Fayette
Union
Ohio

DISTRICT 11 - SOUTHWESTERN
Knox
Davies
Gibson
Pike
Dubois
Posey
Vanderburg
Warrick
Spencer

DISTRICT 12 - SOUTHERN
Orange
Washington
Scott
Jefferson
Switzerland
Clark
Floyd
Harrison
Crawford
Perry

STRATEGIES

A JOURNAL FOR PHYSICAL AND SPORT EDUCATORS

IAHPERD Awards

DEADLINE: September 15, 1989

The Indiana Association for Health, Physical Education, Recreation and Dance annually recognizes excellence among our professional colleagues through the Association Awards. Members of the IAHPERD are encouraged to nominate worthy recipients. The awards will be presented at the 1989 Fall IAHPERD Conference. Please send your nominations on this form to:

S. Sue Barrett
Chair, Awards Committee
IUPUI
901 West New York Street
Indianapolis, Indiana 46223

I. **Association Honor Award.** The highest recognition for outstanding service to the Association.

Name _____

Address _____

A. Eligibility of candidates for the Honor Award depends on these qualifications:

- 1) Must be a member of the IAHPERD and AAHPERD when nominated.
- 2) Must be at least 30 years of age.
- 3) Should have a minimum of five years experience as a teacher or supervisor, or combination of the same in health, physical education, recreation, or dance.

B. In addition to meeting each of the above requirements, the candidate must satisfy at least five of the following conditions:

- 1) Rendered contributions through the Association in the nature of "plus" services.
- 2) Rendered contributions through meritorious service to the profession.
- 3) Rendered contributions through distinctive leadership in one of three fields.
- 4) Presented ten or more addresses, lectures, and/or demonstrations before groups promoting health, physical education, recreation, and/or dance.
- 5) Published articles for handbooks, newspapers, or magazines.
- 6) Engaged in systematic research which has advanced the profession.
- 7) Authored or co-authored one or more books in health, physical education, or dance.
- 8) Held office, IAHPERD.
- 9) Served as chairperson of a section in the state or district association.
- 10) Contributed something original to the profession by virtue of fulfillment of the teaching assignment.

II. **Leadership Recognition Award.** For outstanding contributions in a given discipline in terms of program development which advanced the profession.

Name _____

Address _____

- A. Disciplines such as: health, education, safety education, physical education, recreation, and dance.
- B. School or college teachers, supervisors, or administrators.

III. **Special Contribution Award.** To be made to persons outside our fields who have made outstanding contributions to one or more disciplines in our combined fields.

Name _____

Address _____

- A. Examples are: school administrators, physicians, nurses, teachers in other disciplines, community service leaders, dentists, community leaders, mass media leaders, specialized agency personnel, and military personnel.

IV. **Young Professional Award.** Recognition for outstanding service to the profession.

Name _____

Address _____

- A. Eligibility of candidates for the award depends on:
 - 1) Active member of IAHPERD for a minimum of two years.
 - 2) Less than 35 years of age when nominated.
 - 3) Currently serving in a professional role in health, physical education, recreation, athletics, and/or dance.

B. In addition to meeting each of the above requirements, the candidate must satisfy at least three of the following criteria:

- 1) Contributed through the Association in the nature of "plus" services.
- 2) Contributed through meritorious service to the profession.
- 3) Contributed distinctive leadership in one of five fields.
- 4) Delivered two or more addresses before groups promoting health, physical education, recreation, or dance.

Trends and Issues . . .

FITNESS TESTING PROGRAMS: WHICH TO USE?

by
Marian E. Kneer
University of Illinois at Chicago

reprinted with permission - JOPERD

For well over two decades, physical educators knew of only one fitness test battery, the Youth Fitness Test Program of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD). All that began to change several years ago when the AAHPERD introduced the Health Related Fitness Test Program. Then, more recently, another fitness testing program sponsored by Campbell Soup and the Institute for Aerobic Research (IAR) was made available. In the midst of all this, the President's Council on Physical Fitness and Sports (PCPFS) released still another testing program. And finally, to complicate matters even more, the Amateur Athletic Union (AAU) with support from the Chrysler Corporation have promoted a fourth program. All of these fitness testing programs have some test components, yet have some minor and major differences. In addition, they each have differing award systems and data interpretation services.

The rise of competing and overlapping physical fitness testing programs parallel the publicity relating to the poor physical fitness status of American youth

based on the results of the National Children and Youth Fitness Study (NCYFS) (Ross and Gilbert, 1985, Ross and Pate, 1987). Public interest in physical fitness gave rise to corporate interest in promoting fitness because of its public relations value. Obviously, the Campbell Soup Company and the Chrysler Corporation believe that by supporting fitness testing, they can sell their product. However, the AAHPERD and the President's Council (PCPFS) have always held a purely professional interest in promoting fitness testing. However, the selling of awards, records, and books have been an important revenue producer for the AAHPERD. These various programs also represent conflicting beliefs about what and how to measure fitness and how to reward accomplishments.

What is physical fitness? How is it defined? How would you define it? These are important questions to be answered and bear upon the selection of a particular physical fitness testing program. The AAHPERD Task Force for developing a new physical fitness program proposes that fitness is the "state of well being with necessary attributes."

The attributes are identified as:

1. living with vigor and undue fatigue,
2. low risk of exercise-related health problems, and
3. foundation for developing performance ability.

All parties seem to agree on these components of physical fitness: aerobic capacity, body composition, flexibility, muscular strength, and endurance. The disagreement is with including these components: balance, speed, power, and agility. The former are identified as health-related and the latter as motor- or performance-related.

The disagreement is not that motor or performance components are not part of physical capacity, but rather whether they are crucial to health and whether they are essentially improveable. Most authorities seem to agree in the designated difference between health and motor physical fitness. The issues surrounding the appropriateness, need, desirability, feasibility, and credibility of testing motor fitness abound. These issues will be discussed later.

The differences in each testing program are really very slight but important

in terms of what the user believes and needs. The AAHPERD Fitness Testing Program has just been developed and should be available in the Spring of 1988. It is divided into two categories: Health-Related and Motor Fitness. All acceptable tests in terms of feasibility, validity, and reliability are given for any one component. Their new program was developed after several years of study which included a two-day hearing in Chicago to gain the input from users and researchers. The President's Council mixes health-related and motor fitness tests in that the agility test is included in the program. However, they do not include the controversial body composition test. The Campbell Soup/IAR offers a five-test, strictly health-related program. It does not offer on an optional basis the agility test for children enrolled K-3. The Chrysler/AAU program includes only four items, all health-related. It deletes the body composition test. They do offer motor fitness items for an optional award. At this writing, only the Campbell Soup/IAR has a computer program which gives class, grade level, school, and individual printouts. However, the AAHPERD intends to have a similar computer program available. At the present time all programs except the President's Council provide score cards and a reporting system.

Which program is best? The National Association for Sport and Physical Education (NASPE) believes that both health-related and motor fitness are important and should be assessed (NASPE, 1986). They believe that the user should have options in test selection, that all tests with their advantages and disadvantages should be placed in one booklet, and that the AAHPERD should mount a massive promotion and educational program. The AAHPERD has approved plans that support NASPE's position. As part of their educational and promotional plan, the new test booklets will be distributed at no charge to all members and potential members. The Association for Research, Administration and Professional Councils and Societies (ARAPCS) has supported a strictly health-related program. Both associations are members of the AAHPERD. The issues are:

1. motor versus health-related fitness,
2. inclusion of and problems with body composition testing,
3. nature of the reward program,
4. reliability validity of tests,
5. feasibility/practicality of tests, and
6. availability and accuracy of norms.

The health-related versus motor fitness debate upon whether balance, power, speed, agility are fitness components or sport-related: if they are sport-related they are not then related to the definition of fitness. Furthermore, some of the opponents to motor fitness testing claim that these components are essentially genetically determined and cannot be essentially altered. However, those who support using the motor fitness tests believe that physical fitness is necessary for both health and for developing performance ability. There is disagreement between researchers and field professionals concerning the notion that power, agility, speed, and balance cannot be altered.

Body Composition

One of the biggest controversies is the use of the body composition test. This test requires the use of calipers to pinch the skin of students in the triceps, subscapula, and thigh areas. Support for measuring body composition comes primarily from exercise physiology researchers and state that body fatness is related to health and must be evaluated. They claim that the test can be easily and accurately given. Those opposed to measuring body composition complain that the use of this test is time taking, sensitive in terms of touching the student, ignores maturation which often dissipates "baby fat," may be inaccurate in the measurements, and often embarrassing to the fat student. These objections are widespread among field professionals. The body mass index which is a height/weight chart is an option in the new AAHPERD program. In order to lessen problems, the AAHPERD will attempt to help the field practitioner solve problems surrounding the use of calipers to measure body fatness.

Rewards

The main issues surrounding the

award program relate to rewarding only the elite versus improvement or trying, standards that are either too high or too low, whether awards are needed, and whether the fitness standards should be norm or criterion based. The AAHPERD program provides for four awards which will be based upon a criteria rather than a norm. If a school chooses to give an AAHPERD award for participation in a fitness program, improvement in students' fitness level, reaching an identified standard or criterion level on the health-related tests, and/or an award for passing all items at an identified level in both the health-related and motor fitness categories. The President's Council provides the Presidential Award for passing all their designated tests at the 85th percentile. However, many field professionals believe that the 85th percentile is too high and only rewards the elite. The Campbell Soup/IAR also provides for four awards: the Honor Award is given as per the teacher's discretion; the "I'm Fit Award" which is given for passing any four out of five tests based upon a set criterion for a particular age group; the "Get Fit Award" which is given for participation in a minimum six-week fitness program; and the "Fit for Life Award" which is given for passing items on a self-administered non-school testing program. Finally, the Chrysler/AAU program offers three awards: a participation award for being tested on the health-related tests which does not include body composition and on one optional test; the attainment award is given for attaining any combination of achievement and outstanding ("A's" and "O's") ratings in all five events; and an outstanding achievement award for attaining all "O's" on all tests. Obviously, the user has many choices. Deciding which to use will probably be based upon philosophy, feasibility, and practicality.

Fitness Testing Problems

Although the various fitness testing and award programs include most of the commonly used tests for measuring fitness, each seem to include some differences in test selection or in the testing procedure. The body mass index is easy to use but research shows it to be less

accurate than the body composition test which uses calipers. The problems related to measuring arm and shoulder strength center on tests which are difficult to interpret the pull-up often yields zero scores, i.e., the student cannot perform the test for any length of time or trial. The arm hang provides a little better range of scores, but has been saddled with the idea that is a "girls' only test." Gender and size differences often are reflected in the obtained scores when using either test. The modified pull-up solves many of these problems, but is not used very often. This test requires that the students lie in a reverse push-up position while holding on to a bar above their shoulders and to pull their chin to the bar. The feet supports some of the body weight. The pull-up bar apparatus may not, be readily available if the horizontal bar is not adjustable to a lower level. Abdominal strength assessment is usually done with sit-ups. However, researchers disagree concerning whether the feet should be fixed and the need to keep the back flat. The sit and reach test which measures back, trunk, and hip flexibility has proponents who say the feet should be fixed by using the flexibility box and opponents who say the box is not needed. Aerobic capacity issues center around the capability of the younger student to run a mile. Disagreements exist relative to how far and/or how long the young student can and should be able to sustain running.

Test Administration Problem

Users of the various tests claim that many of the recommended tests are too difficult to administer, too time taking, and need too much equipment. Proponents for using valid and reliable tests say that the claims are a result of a lack of understanding about how to administer the tests. The space and equipment problems are soluable.

Accuracy of Norms and Criteria

The National Youth Fitness Study Commission (Ross, 1986) claims that the norms developed by the President's Council program are not accurate because the data collection process was faulty. The President's Council denies

this claim. The issue of setting standards by use of norms or objective criteria will probably rage forever. The users must decide what is important to know. They must decide whether they want to know how their students compare with school, state, or national averages for a particular gender and age or whether their students can meet a certain standard that some expert has determined to be ideal for a certain gender or age. The accuracy of the judgment relative to the standard or criteria for a certain level of fitness is a major issue. Upon what basis does the decision that "X" number of sit-ups is better than "Y" number of sit-ups? The basis for aerobic fitness appears to rest on hard evidence. The question of how much strength and flexibility is needed for health and physical performance is not clear cut. On the other hand, if the students in the United States are not generally fit, then this may result in reaching or comparing fitness with unacceptable low levels.

Decision Time

Many of the issues relating to particular tests, test administration and components will be resolved over time by thorough research and practice. Education and training of the test user will solve many of the other issues. Nevertheless, some issues are strictly philosophically based and it will be up to the user to decide upon that basis. Some of the testing programs may change. It appears that the Campbell Soup/IAR and Chrysler/AAU programs are stable at this time. They have recently made their changes and cannot be expected to make any major changes. However, since the differences are slight, a different test here or there could easily be slipped in. The AAHPERD and President's Council programs are undergoing changes. All can be expected to have computer programs in the future.

So how do you decide which testing program to use? The important point is that you do regularly test students' fitness and use of the data to evaluate the effectiveness of your physical education program. If you are satisfied with the testing program that you are now using, go on using it. However, if you are not satis-

fied, or if you have not been testing fitness, then the AAHPERD Program is recommended. It is recommended because it has been developed by our profession, because it is monitored by professional physical educators, and because the revenue gained from awards helps the AAHPERD to continue its work. The selection of a testing and awards program should be based upon whether it fits your needs, is practical, is professionally sound, and is feasible.

References

Ross, J.G., and Gilbert, G.G. (1985). National children and youth fitness study: A summary of findings. *Journal of Physical Education, Recreation, and Dance*, 56 (1) 45-50.

Ross, J.G., and Pate, R.R. (1987). National children and youth fitness study II: A summary of findings. *Journal of Physical Education, Recreation, and Dance*, 58 (9) 51-56.

Minutes of the June NASPE Executive Committee Meeting (1986). Unpublished. Reston, VA: AAHPERD.

Ross, J.G. Correspondence to AAHPERD President Lockhart, July 2, 1986.

Sources for Testing Programs

AAHPERD, 1900 Association Drive, Reston, VA 22091. Chrysler Fund/Amateur Athletic Union, 160 HPER Building, Bloomington, IN 47405.

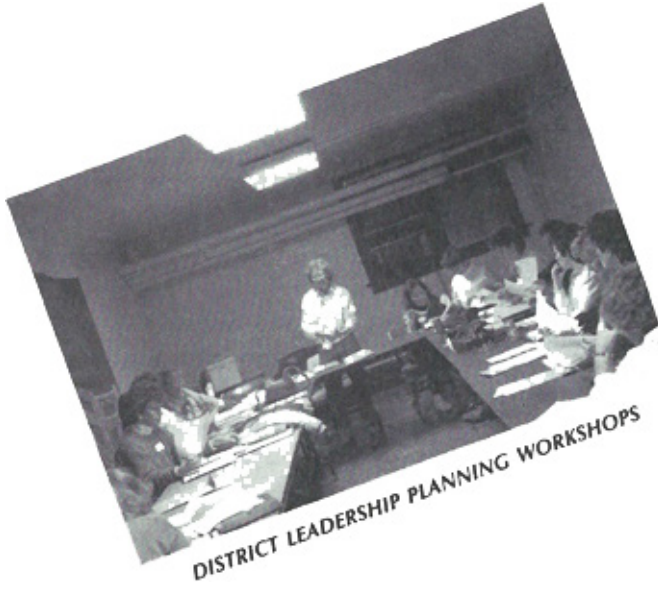
Campbell Soup/Institute for Aerobic Research, 12330 Preston Road, Dallas, TX 75230.

President's Council on Physical Fitness and Sports, 450-5th Street, NW, Suite 7103, Washington, D.C. 20001.

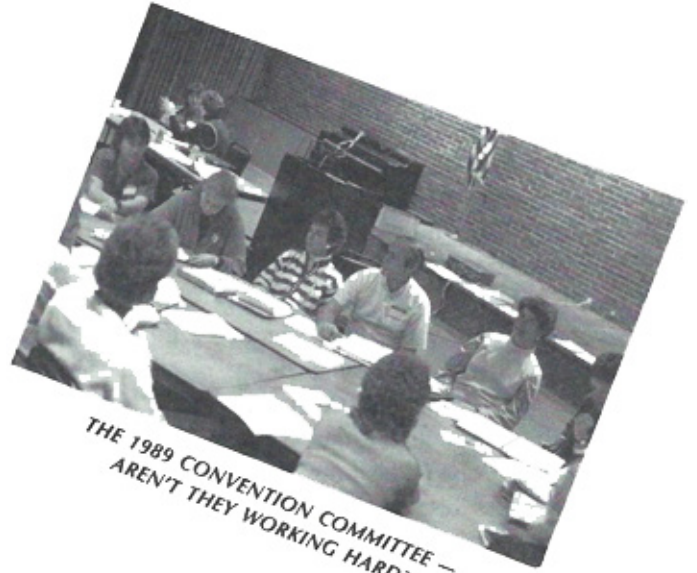
**SEE YOU IN
MERRILLVILLE
OCTOBER 25, 26, 27,
1989**

IAHPERD NEWS

TURKEY RUN LEADERSHIP CONFERENCE JANUARY 27-28, 1989



DISTRICT LEADERSHIP PLANNING WORKSHOPS



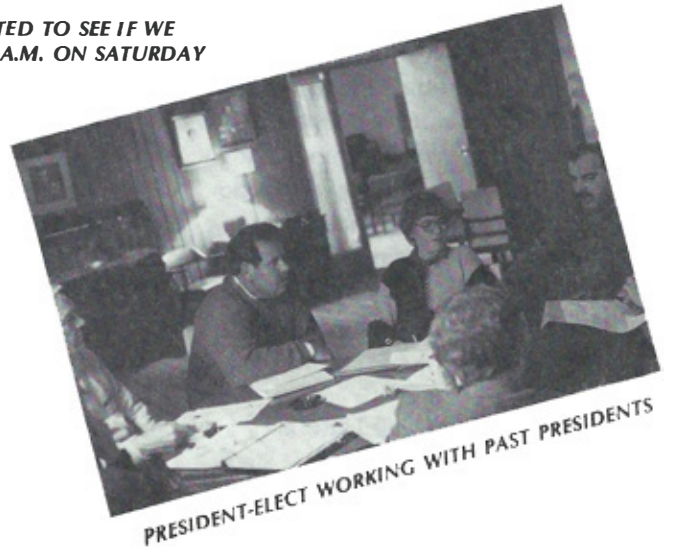
THE 1989 CONVENTION COMMITTEE —
AREN'T THEY WORKING HARD?



OUR GUEST SPEAKER WANTED TO SEE IF WE
WERE COORDINATED AT 8:30 A.M. ON SATURDAY



RELAXED CONVERSATION AFTER A LONG DAY



PRESIDENT-ELECT WORKING WITH PAST PRESIDENTS

YOUR LEADERSHIP AT WORK

INDIANA ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE

1988-89 ROSTER

EXECUTIVE COMMITTEE

President	Betty Everbeck
President-Elect	Daymon Brodhacker
Past President	Roberta Litherland
Secretary	Ruth L. Lester
Executive Director	P. Nicholas Kellum

JOURNAL EDITOR

Thomas H. Sawyer, Ed.D.
Professor of Physical Education
Indiana State University
Terre Haute, IN 47809
(812) 237-2442
Home: (812) 894-2113

BOARD OF DIRECTORS

Elected Officers

President	Betty Everbeck
President-Elect	Daymon Brodhacker
Past President	Roberta Litherland
Secretary	Ruth L. Lester

Elected Directors

Division Vice Presidents	Leslie Franzman
Health & Safety	Harry Mosher
Physical Education	Jeffrey Vessely
Recreation	Iris Rosa
Dance	Sally Hoffman
General	Shari Skaggs
Sports & Athletics	

Division Vice Presidents-Elect

Health & Safety	Brian Lucas
Physical Education	Kathy Dean
Recreation	Rob Harty
Dance	Sandy Reiberg
General	Patricia Zezula
Sports & Athletics	Lisa Cooley

Association Appointed Positions

College Coordinator	Jennifer Jones
Conference Manager	George Stroia
Editorial Board	To Be Announced
Exhibits Manager	To Be Announced
Jump Rope for Heart Coordinator	Darrell Taulman
Necrologist	Ramona Holsinger
Public Relations Director	To Be Announced
Resident Agent	Executive Director
Delegates to Midwest AHPERD	Hull, Litherland, Everbeck
Delegates to AAHPERD	To Be Announced

COPY DEADLINES

Winter Issue (February): December 1

Spring Issue (May): March 1

Convention Issue (September): July 1

EDITORIAL BOARD

To Be Announced

Section Chairs (of Divisions of the Association) (6)

Section	Division	
Adapted	Physical Education	Ron Davis
Aquatics	Physical Education	Sharon Burgess-Troxell
Elementary	Physical Education	Mary Weitzel
Research	General	Joan Duda
Sports Medicine	Sports & Athletics	Jim Routhier

IAHPERD BOARD ACTIONS

DECEMBER 1988 - JANUARY 1989

COMPREHENSIVE HEALTH EDUCATION/STATE BOARD OF HEALTH ENDORSEMENT REQUEST

B. Evenbeck distributed a copy of the proposal for an endorsement and reminded everybody of the brief discussion during the October meeting.

MINI-GRANT - GUIDELINES REVISION

B. Evenbeck announced that Barb Passmore is chairing the Grants Committee. A discrepancy exists in the first two paragraphs of the guidelines: equipment vs. no equipment purchasing. The Executive Committee discussed the topic and agreed that \$500.00 or less was supplies and equipment and over \$500.00 was capital expense. B. Ettl moved (seconded by D. Brodhacker) that "all IAHPERD mini-grant awards have a maximum of \$500.00 for the purchase of equipment." Motion was passed.

AAHPERD/IAHPERD AWARDS

B. Evenbeck stated that IAHPERD has one set of awards and AAHPERD has a different set of awards. The Board previously passed the motion that AAHPERD awards be given as state awards and the recipient be advanced toward the National award. The Awards Committee has not done anything with the awards. R. Litherland moved (seconded by S. Reiberg) that the Board approve IAHPERD participation in the National Dance Association "Dance Educator of the Year Award" and that the existing IAHPERD Awards Committee deal with the selection process; further that the Awards Committee handle the Secondary Physical Educator of the Year, Elementary Physical Educator of the Year, and Recreation Award. Motion was passed.

THE PHYSICAL EDUCATION TASK FORCE

B. Evenbeck (for T. Sawyer) reported that 12 of 15 persons attended last Friday's meeting (12/2/88). T. Sawyer was the Chair, E. Keener is the Vice-Chair, and Secretary will be a rotating position. The next meeting will be held in January.

ELECTION OF OFFICERS

K. Teegarden verified for B. Evenbeck that a quorum of members was present. B. Evenbeck thanked the Nominating Committee and the people who agreed to run for office. Election results are as follows:

Secretary Ruth Lester	V.P. Elect - Health & Safety Brian Lucas
V.P. Elect - General Pat Zezula	V.P. Sports & Athletics Shari Skaggs
V.P. Elect - Dance Sandy Reiberg	V.P. Elect - Sports & Athletics Lisa Cooley
V.P. Elect - Physical Education Kathy Dean	V.P. Elect - Recreation Rob Harty
IAHPERD President-Elect Daymon Brodhacker	

SCHOLARSHIP

1. B. Evenbeck announced that about 20 applications had been received for the College Junior or Senior Scholarship. Cathy Apple, ISU, received the award.
2. She reported that two high school seniors who plan to pursue college work in Health, Physical Education, Recreation, and Dance had been awarded. Both students are attending Indiana University.
3. She noted that the Catherine Wolfe Scholarship is awarded on the basis of one per college/university in Indiana. T. Sawyer "ran the show." Fourteen of 27 institutions received the award of \$30.00 to help cover lodging and the registration, social, and banquet fees.

SITE SELECTION

1. N. Kellum announced that the 1989 IAHPERD Conference will be held in Merrillville, Indiana. Indianapolis will host the 1992 AAHPERD convention. IAHPERD will have to decide whether to hold a 1991 fall state convention.
2. He stated that he would be happy to receive bids for future IAHPERD conventions beyond 1989.

APPROVAL OF 1989 CONVENTION FEES

The Board and RA approved the 1989 convention fees as follows:

CATEGORY	PROFESSIONAL	STUDENT	PROF-NON	STU-NON
Pre-Registration, Whole Day	\$25	\$8	\$45	\$10
Pre-Registration, One Day Only	\$20	\$8	\$40	\$10
On-Site Registration, Whole Day	\$35	\$8	\$55	\$10
On-Site Registration, One Day Only	\$25	\$8	\$45	\$10

Redistricting

The Board and RA approved the redistricting plan submitted by District 5 and the District Coordinator. Effective immediately there will be 12 districts rather than 9. The new district plan aligns IAHPERD districts with the American Heart Association districts.

NEW SECTION ADDED

The Board and RA approved the addition of a new section—the Higher Education Section. The new section chair will be Eileen Keener (Ball State University). The new section chair-elect will be Pat Zezula (Huntington College).

ELIMINATION OF RA COORDINATOR POSITION

The Board and RA approved the elimination of the RA Coordinator Position effective immediately. Those duties will be absorbed by the Secretary and Executive Director.

CHANGE OF VOTING STATUS

The Board and RA changed the voting status of the Jump Rope For Heart Coordinator to voting from non-voting effective immediately. Further it was decided that all other non-voting members of the Board remain non-voting.

ESTABLISHED A NEW STANDING COMMITTEE

The Board and RA established a nominating committee to present a dual slate of candidates for the annual officer elections held at the annual convention. The committee will be made up of three members with staggered three-year terms of office. The chair will be the member who is serving his/her last year of the three-year term. The President will appoint the committee immediately.

BUDGET MODIFICATIONS

The Board and RA approved the following budget modifications:

1. Increased the Indiana AHPERD Newsletter budget from \$1500 to \$3500 effective immediately.
2. Increased the allowance for travel to the Midwest and National conventions for delegates from \$400 and \$50 to per diem rates as accepted by the State Board of Accounts for room, board, travel, and registration.

INDIANA AHPERD NEWSLETTER CHANGES

The Board approved the following changes in the Indiana AHPERD Journal:

1. Publication dates from April and July to March and October effective immediately.
2. Increase in annual budget from \$1500 to \$3500.
3. Circulation will be increased from IAHPERD members only to all public school health and physical educators.

FINANCIAL STATEMENT - JANUARY 1 to DECEMBER 31, 1988

INCOME			
Memberships	\$ 5,000.00	\$ 8,250.00	165.0
Conference Fees	6,350.00	7,173.00	113.0
Exhibitors	1,900.00	1,650.00	86.8
Interest	3,800.00	4,970.06	131.0
AAHPERD Allocation	250.00	222.20	88.90
Jump Rope For Heart	16,500.00	17,230.00	104.4
Scholarships	400.00	199.00	49.8
Advertising	500.00	100.00	20.0
Directory	300.00	188.00	62.7
Transfer of Funds	1,000.00	.00	.0
Miscellaneous	.00	109.11	109.1
TOTALS	\$35,950.00	\$40,091.37	111.5
EXPENSES			
Journal and Newsletter	\$11,000.00	\$11,789.87	107.1
Editor's Expense	500.00	500.00	100.0
Executive Director	3,000.00	3,500.00*	116.7
Executive Director's Expense	1,500.00	588.70	39.2
Supplies	300.00	364.62	121.5
Data Processing	750.00	614.77	82.0
Postage	1,000.00	1,113.35	111.3
Telephone	100.00	155.61	155.6
Printing	600.00	434.68	72.4
National Convention	1,200.00	1,200.00	100.0
State Convention	5,000.00	8,296.64	165.9
President-Elects	800.00	721.94	90.2
State Leadership	1,600.00	1,744.28	109.0
District Programs	1,000.00	458.06	45.8
Jump Rope For Heart	1,000.00	.00	.0
Mini-Grants	3,500.00	918.39	26.2
Scholarships	2,200.00	1,941.93	88.3
Student Projects	100.00	4.20	4.2
Contingency	500.00	320.97	64.2
Sponsorships	100.00	44.63	44.6
Directory	200.00	200.00	100.0
Position Statement Project	.00	1,197.61	197.6
TOTALS	\$35,950.00	\$36,110.25	100.4
FUND BALANCES			
Money Market		\$82,544.74	
Checking		\$1,402.43	
Savings		\$56.24	

*Includes two-month extension of contract.

FINANCIAL REPORT - 1988 STATE CONFERENCE

INCOME			EXPENSES	
Conference Fees			Pre-Conference Publicity	\$1,036.18
Professional Pre-Registration	(107 @ \$20)	\$2,140.00	Printing and Duplicating	147.05
Professional On-Site Registration	(29 @ \$30)	870.00	Postage	58.66
Professional One Day Registration	(90 @ \$15)	1,350.00	Registration Supplies	93.18
Student Pre-Registration	(33 @ \$8)	264.00	Tickets	118.00
Student On-Site Registration	(29 @ \$10)	290.00	Convention Programs	1,649.00
Student One Day Registration	(68 @ \$6)	408.00	Awards	127.84
Non-Member Pre-Registration	(8 @ \$30)	240.00	Speakers	289.60
Non-Member One Day Registration	(16 @ \$20)	320.00	Insurance	100.00
Student Non-Member	(7 @ \$8)	56.00	Folders	1,706.40
Non-Member On-Site Registration	(3 @ \$35)	105.00	Pens	80.00
Awards Dinner	(87 @ \$10)	870.00	T-Shirts	385.00
Conference Social	(65 @ \$3)	195.00	Exhibitors Set-Up	200.00
Shirts		65.00	Signers	30.00
TOTALS		\$7,173.00	Lodging	134.20
			Awards Dinner	850.00
			Hotel Charges (Space, Food Service)	933.53
			Horizon Conference Center	345.00
			Refund	13.00
			Totals to Date	\$8,296.64
			Loss	(\$1,123.64)

Why Do Children Need Quality Daily Physical Education?

1. Physical Education helps improve a child's overall health by increasing:
 - cardiovascular endurance
 - muscular strength and power
 - muscular endurance
 - flexibility
 - weight regulation
 - improved bone development
 - improved posture
 - skillful moving
 - increased mental alertness
 - active lifestyle habits
 - constructive use of leisure time
2. Physical Education helps improve a child's mental alertness, academic performance, readiness to learn, and enthusiasm for learning.
3. Physical Education improves a child's self-esteem, interpersonal relationships, responsible behavior, and independence.

What is a quality physical education program?

A quality physical education program:

1. has sequential planned objectives to teach
 - motor skills (psychomotor)
 - knowledge and understanding (cognitive)
 - attitude and appreciation (affective)
2. is taught by a qualified physical educator

The American Alliance for Health, Physical Education, Recreation, and Dance supports quality daily Physical Education programs for all children grades K-12.

Youth Sports Corner . . .

STARTING THEM RIGHT: Helping Parents Prepare Young Children For Sports

by
Bruce Remak
Special Education Teacher
So. St. Paul, Minnesota

compliments of STRATEGIES

Parents are the primary role models of young children, and this holds true for much of a child's experiences with physical activity and sport. The abilities and attitudes fostered during these early years have such immediate and enduring importance that they must not be left to chance or "genes."

In this nation with such passion for sports and its heroes, it is no longer unusual to see five- or six-year-olds, outfitted and organized, playing soccer, baseball, tennis, and other sports. And the pressure is mounting on parents to make the necessary moves to start their children down the path to success on our playing fields.

There is no question that these early years can be critical for a child's physical development. Even in the absence of organized programs, most children, by the time they are entering school, have naturally begun to observe and imitate the "sports play" of older peers, family members, and adults. Many anxious parents are uncertain as to what exactly to do with their children, and need guidance in helping them get started right. .

This becomes, then, a most opportune time for physical and sport educators to influence the choices parents are making. Not only can they help parents understand the important consequences of a child's introduction to sport and active play, but they can offer practical suggestions concerning the kind of exposure and experiences that will encourage a healthy development of their child's physical self.

Parents need to be reminded of the benefits if children report to elementary school already confident and comfortable with different sports and physical activities. Feeling positive about their skills and abilities, they are eager and willing to join in on physical education and playground activities. Performing without fear of shame among peers, physically competent children operate with a base of self-confidence and energy which boosts and sustains them regardless of academic standing.

As teachers, we know that early experiences with physical activity and sports also have long-term consequences for physical and mental health. Confident and active children can look forward to taking full advantage, throughout life, of the wide range of sports and recreational programs offered in our schools and in the community. Uncertain and self-conscious children, on the other hand,

run the risk of developing a pattern of shying away from neighborhood and school games and play, withdrawing from physical activity, and falling behind their peers in skill development. This sets the stage for further embarrassment and withdrawal. At an all too early age the door might be closed to the many opportunities to enhance lift through exercise, sports, and play.

If the groundwork for a healthy attitude toward sports is to be built at an early age, then the parents must be encouraged to play an active role. Physical educators can and must contribute to this process, and ultimately to the development of their students, by providing some sound teaching principles that parents can use with their children. Use of these principles need not dampen the spontaneous joy that comes from parents and children at play. Rather, the innate enthusiasm blended with a well-thought-out approach will help encourage and inspire children to be playful, active, and competitive.

What can physical educators provide for parents to help them best introduce their children to the world of physical activity and sports? Presented here are twelve tips for a promising beginning.

Parents are the primary role models of young children, and this holds true for much of a child's experiences with physical activity and sports. The abilities and attitudes fostered at this time of their lives have such immediate and enduring importance that they must not be left to chance or "genes." Great athletes may well be born and not made, but all children's interest and involvement in physical activity can be modeled, supported, and nurtured. Physical educators can work with parents to make a child's first taste of sports sweet and inviting, encouraging a healthy, vigorous, and life-long appetite for the games we play.

The following page is a tip sheet for parents, providing them with the basics for introducing their children to physical activities and sports. Teachers are encouraged to duplicate this handout and send it home with the students.

Young Children and Sports: Twelve Tips for Parents

1. Keep in mind, at all times, that the objectives of these first experiences with sports are having fun, learning skills, and building self-confidence. You are not out to produce a star! Activity with your child is “sports-play,” not “sports training.”

2. Model the energetic, active, and playful lifestyle you hope your child will adopt. Allow your child to observe your pleasure as you play, compete, and exercise, alone or with others. Remember that children will more likely “do as you do” than “do as you say.”

3. Let your child “play” with your own sports equipment. Let your child kick the too-heavy soccer ball, drag around your bat or tennis racquet, and throw balls of different shapes, sizes, weights, and textures. Later, when your child is ready to actually try some of these sports, provide manageable equipment, such as a foam soccer ball, a short and light racquet, a whiffle ball, and a plastic bat. Your child needs to feel some degree of physical control over the objects being maneuvered.

4. Respect your child’s wishes to play or not play, to continue or stop. Your challenge is to make the activity so much fun that everyone will want to be involved. Forcing children to participate may backfire and alienate them from the activity—and you!

5. Teach a sport by demonstrating and doing rather than by talking. The image of yourself in action is worth more than the proverbial thousands words, so offer your child a model to copy. Run, throw, hit, and kick together, and, if need be, manually assist your child through the required movements. Allow your child to feel the force and rhythm of the action being attempted.

6. Begin each activity at a “certain success” level, and then add variation, challenge, and difficulty. If you are playing “catch” and need to practically place the ball directly into your child’s hands, then do just that—and progress from there. If you need to throw the tennis ball directly at your child’s racquet from mere inches away, do it. Your child will delight in the feelings of success. Failure at the outset leaves children discouraged and looking to quickly discard the activity for something else.

7. Be generous with descriptive feedback, and sparing with praise and criticism. Saying “good catch” and “good hit” in response to a successful performance may cause a child to see you as the judge of the “goodness” and “badness” of effort. Even if you never say “bad catch,” children can figure out that if a catch did not elicit a “good” from you, then it probably was “bad.” Instead, help your child to tune into the performance by describing it, rather than judging its success. Rather than a “good hit,” you might observe “you swung the

bat hard and hit the ball way out there.” “Nice catch” becomes “hey, you cupped your hands and grabbed it when the ball reached you.” When your child fumbles a toss, you might say, “gee, the ball hit your hands and then bounced right off. Let’s try it again.” Receiving this kind of information will help your child to focus on how the body is moving, rather than on your approval or disapproval.

8. If you feel the need to correct technique in an activity, cushion the correction with a positive comment. If your child is failing to hit a tennis ball because the racquet is too heavy and he or she needs to “choke up” a bit on the handle, first recognize the effort: “You sure tried to hit that ball and just missed it,” and then add the correction: “Try holding the racquet up here. It’ll make it a little easier to swing.”

9. Don’t let your concern with following the rules and executing with the “correct” technique get in the way of enjoying the activity. Focus on the action more than the game, the fun rather than the score. This is the time for joy and laughter, exercise and movement. Winning and losing, playing by the rules, and “doing it the right way” can seriously diminish the intrinsic and extraordinary pleasure of movement and play. The joys of catching, throwing, hitting, and running are no doubt placed in some jeopardy when the score is being kept. The lessons of winning and losing can wait.

10. Try to include many others, young, old, and in between, in your sports play. Do not “lead” your child into gender-specific activities, but instead stress that sports and physical activities are open and appropriate to both boys and girls. Show your child that sports can be enjoyed by everyone, and that the rewards come from playing hard and fair with others rather than from rising above and defeating others.

11. Encourage a variety of physical play and exercise, sports-related or not. Children need and delight in opportunities for exploratory play on playgrounds and open spaces, to climb, crawl, walk, run, and jump, to bike and swim, to wrestle and “rough-house,” to play hide-and-seek and tag. And don’t be too anxious about the child becoming “overtired.” Children will generally stop themselves at the point of excessive tiredness, and they usually recover quickly.

12. Search for community recreation and sports programs that emphasize having fun, learning skills, and participating fully. First experiences in organized sports are especially critical, and therefore need to engage the child’s enthusiasm and ensure feelings of success and belonging. Competing at this time should be for fun, accomplishment, and camaraderie, and not an introduction to adult ideas of playing to win and doing things “the right way.” Take some time to check out the philosophy and the instructors of the community programs open to your child.

IAHPERD Membership

THE PROFESSIONAL ORGANIZATION

The Indiana Association for Health, Physical Education, Recreation and Dance is a voluntary professional organization dedicated to improving and promoting the quality of life in Indiana through school and community programs of health education, physical education, recreation, and dance.

The purposes of IAHPERD are as follows:

Research and Demonstration

To employ the necessary means to foster, advance, and promote the kind of research, studies, and demonstrations necessary to advance the fields of health, physical education, recreation, and dance.

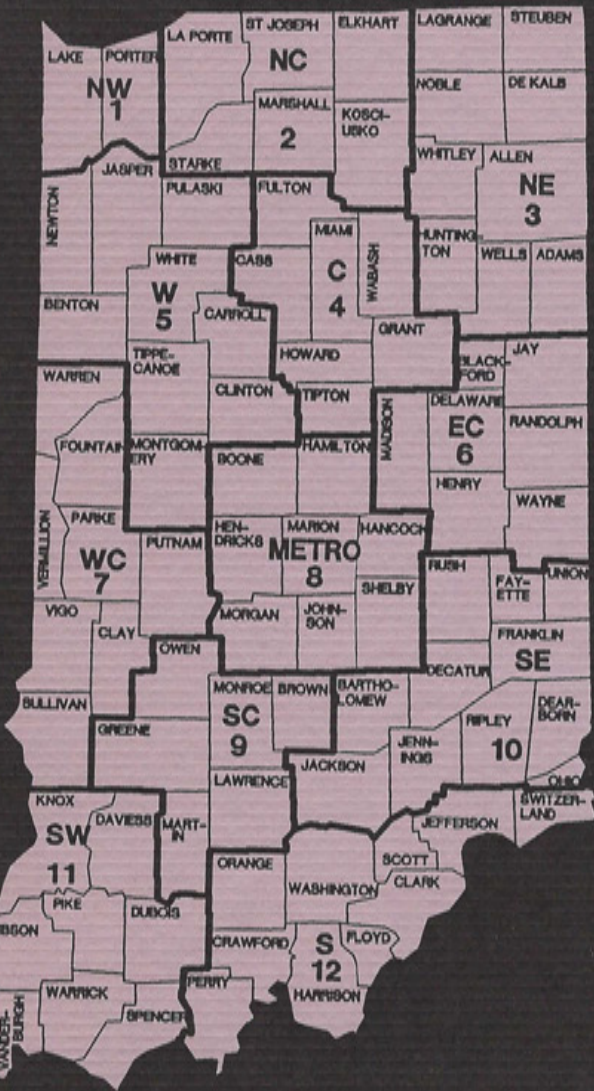
Education and Training

To hold meetings and disseminate relevant educational information to members and to encourage training for the advancement of health, physical education, recreation, and dance.

Scholarships

To provide scholarships to deserving students preparing for careers in health, physical education, recreation, and dance.

District Map



- Would you be willing to become involved?
- District Level
- State Level
- Committee Involvement
- State Office
- District Leadership

HELP NEEDED:

OPPORTUNITY FOR INVOLVEMENT
Involvement is the key word to making a contribution to your professional association. The IAHPERD provides an opportunity for involvement through the choices below and we encourage each of you to become active participants by serving on a committee or by holding an office. Please check any position listed below that interests you.

Permanent/Mailing Address _____
(Print)

Street _____

City _____

State _____

Zip _____

Mr. _____
Mrs. _____
Dr. _____
(Print)

Last _____

First _____

Middle/Maiden _____

Professional Membership _____ \$20.00
Student Membership _____ \$10.00

New Member _____
Renewal _____

District/County Code _____ (No./Letter)
Date Rec'd (Mo.) _____ (Yr.) _____
Home Phone _____
Expiration Date: _____ (Office Use Only)

IAHPERD MEMBERSHIP BLANK

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IN
MERRILLVILLE
OCTOBER 25-27, 1989**

**Be There!
Be There!
Be There!
Be There!**