

The Indiana Journal For Health • Physical Education Recreation • Dance

Volume 20, Number 2

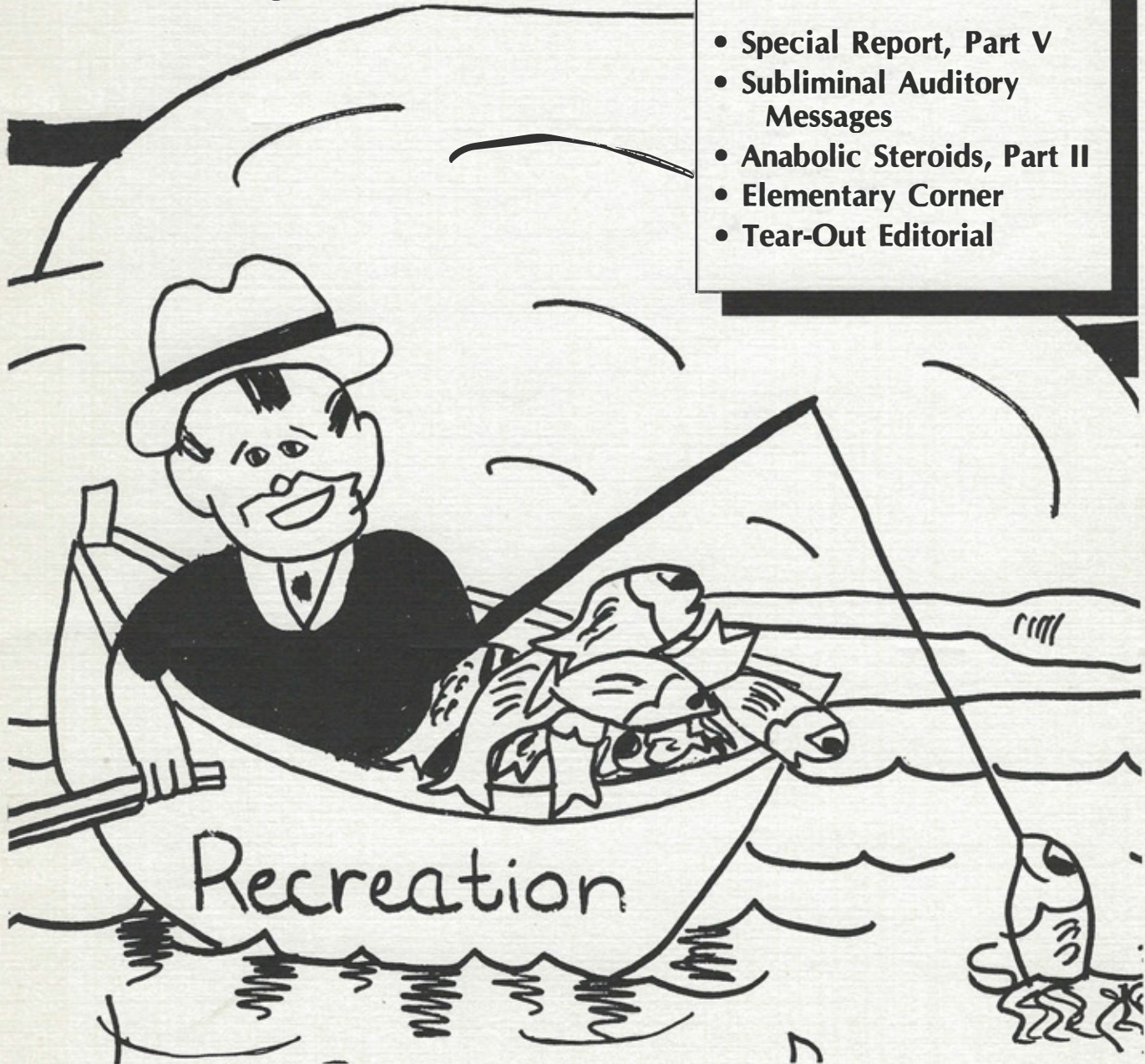
SPRING ISSUE

1991

1990 POSTER RUNNER-UP
by **KELLIE JONES**, Grade 8,
Eastern High School, Pekin, IN

- Inside This Issue -

- Special Report, Part V
- Subliminal Auditory Messages
- Anabolic Steroids, Part II
- Elementary Corner
- Tear-Out Editorial



Indiana AHPERD Journal

Volume 20, Number 2

SPRING ISSUE

1991

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.

PRESIDENTIAL THOUGHTS . . .



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(219) 436-6000, Ext. 269

The views and opinions expressed in this message are those of the author and not necessarily those of the Indiana Association for Health, Physical Education, Recreation, and Dance. Perhaps this disclaimer is necessary as I share my personal opinions with you.

"Quality, Daily Physical Education." Who could not be for it? Watch for legislation in this area. Read the language carefully. Is recess being mentioned as a means to increase physical education time for students? Does the language specify what type of certification is required to teach the daily physical education classes? In other words, will classroom teachers who have one class of elementary physical education in their degrees be responsible for the so-called "quality" physical education? Will recess be counted as part of the "daily" requirement? Some may say that as long as the children are being physically active that it does not matter who is directing the movement. I can only look at the elementary teachers in my own building. They are fine classroom teachers . . . but they would not be effective physical educators. No problem, some might say, just give them a "canned" curriculum to follow, along with a three-day workshop. What results would be achieved if "physical education" is taught by an unmotivated, unenthusiastic teacher who lacks specific knowledge of the subject area? Who could not be for "quality, daily physical education"? I, for one, unless the language called for a certified physical educator.

"Youth fitness." Some starts are adopting one particular text to be used in checking the fitness levels of students. At the IAHPERD Leadership Conference in late January, Dr. David Hopkins, Chair of the Fitness Section of the Task Force on Quality Physical Education, gave a preliminary report of his committee's work. Instead of adopting ONE particular test, the committee is suggesting that IAHPERD consider supporting any test which contains particular COMPONENTS. IAHPERD would educate our professionals about the most popular tests . . . and indicate which components are found in each one. As an elementary physical educator, I like

the idea that my professional association would state which components are vital for my students, and then give information to make an intelligent choice. (I, personally, like Physical Best. The educational component is very good.)

The President's Council for Physical Fitness, under the enthusiastic leadership of Arnold Schwarzenegger, is hosting a National Summit on Youth Fitness to be held in Washington, D.C. in early May. The National Association for Sports and Physical Education (NASPE) of our American Alliance is supporting this conference. Leaders from business, education, government, and health-related fields in all 50 states have been invited to attend. Mr. Schwarzenegger states that he is convinced that the fitness of our youth can be improved through quality daily physical education. I agree, IF . . . (Go back to the beginning of this article to refresh your memory about my concerns.) I will be attending this conference. I will be concerned about any suggested program for students that:

- a. appears to be only geared toward increasing the fitness level at the time without teaching concepts for lifetime fitness, and
- b. is devoted solely to the improvement of fitness with no time allotted for motor skills, etc.

You will hear more about this conference in the fall *Journal*.

More on Youth Fitness: It was brought to the attention of those people attending the IAHPERD Leadership Conference that leaders of our United States Military are very concerned about the fitness level of the volunteers. So concerned, in fact, that the Armed Services may be wanting to go into high schools to help implement programs which would increase the level of fitness for students. It would be accurate to report that more people than just myself are concerned about this possibility. I would call upon all of you to make whatever changes are necessary, be it teaching methodology, curriculum, etc., to increase the fitness level of your students and at the same time teach them how to assume responsibility for main-

taining their fitness throughout life. Let's do it now!

* * * * *

Congratulations! On behalf of IAHPERD, I wish to congratulate two of our members who were elected to positions at the Midwest District Convention in Milwaukee, WI. Assuming the role of Vice President-Elect of the Dance Division is Denay Tykowski of Ball State University. The new Vice President-Elect of the General Division is Dee Ann Birkel, also of Ball State University.

IAHPERD Committee Opportunities. I am currently looking for people who are interested in working on the following committees:

- a. Human Resources Committee. Co-chaired by Terri Marie Whitt and Denay Tykowski. Purpose: Develop strategies for identifying leadership potential; develop strategies for involvement of members of minorities in IAHPERD.
- b. Legislative Committee. Needs chair. Goal: Development of effective communication. Objectives: Promote legislation; improve legislation networking; improve public relations with legislators.
- c. Committee on Coaching Education. Lee Ann Reed, Chair. Goal: Promote professionalism. Objectives: Improve certification/education; promote educational development series; sponsor clinics/conventions/workshops.
- d. Applied Strategic Plan Evaluation Committee. This important committee will determine if the IAHPERD leaders are staying on task and following the guidelines as written in our Applied Strategic Plan. Only by monitoring the work of our leaders and committees can IAHPERD maintain its strengths and improve its weaknesses.

Call me at (219) 694-6238, or send a note to 4611 W-100N, Bluffton, IN 46714, to volunteer for committee work. Be sure your voice is heard, get involved! WORKING TOGETHER IS SUCCESS!



**INDIANA GOVERNOR'S COUNCIL ON
PHYSICAL FITNESS & SPORTS**

Kelly Nebel, Executive Director

OBJECTIVES:

IMPROVE the health of all Indiana residents through physical fitness and healthful lifestyle choices.

ENCOURAGE the creation of appropriate physical fitness programs and research projects regarding fitness and health for persons of all ages and abilities.

ENLIST support and provide education for the improvement of personal health/physical fitness for all Indiana citizens.

PROVIDE a network for information on health/physical fitness programs and disseminate that information through statewide publications and the news media.

SPONSOR the Governor's Physical Fitness Awards, honoring those Hoosiers who make significant contributions to fitness and well-being.

PROVIDE speakers and develop/sponsor physical fitness workshops, clinics, and conferences for interested groups.

SERVE in an advisory capacity to the Governor concerning the status of physical fitness programs, set goals for fitness, and assist in evaluating fitness and sports needs in the State of Indiana.

The Indiana Governor's Council on Physical Fitness and Sports exists to educate, advise, and encourage Hoosiers in all areas of physical fitness and healthful lifestyles, and to promote the advancement of sports medicine. The pursuit of athletic or fitness goals promotes mental and physical well-being, and is encouraged by the Council among persons of all ages and abilities as a permanent part of the individual's lifestyle. Responsibility for taking action, however, rests with each individual. The Council will work with parents, school officials, coaches, recreation supervisors, civic and business leaders, health-care providers, and others to encourage greater access to fitness programs in Indiana.

Together, we can work toward fitness for all Hoosiers. To obtain a program or event endorsement, a copy of the Sport and Fitness Resource Directory, or additional information about the Council and its activities, call or write:

Indiana Governor's Council on Physical Fitness and Sports
Indiana State Board of Health
P. O. Box 1964
Indianapolis, IN 46206-1964
317/633-0299



(812) 237-2442

EDITORIAL NOTIONS

TOM SAWYER, EDITOR

R.R. 25, Box 12, Terre Haute, IN 47802

(812) 894-2113



WHICH FITNESS TEST IS BEST FOR INDIANA?

In the last issue Dr. Hopkins reported the results of the Physical Education Advisory Task Force's "Project Data Base" questionnaire relating to physical fitness and fitness testing. The results were interesting but not conclusive. One of the more difficult tasks confronting the health and physical education teacher today is the selection of the most effective fitness test. Test and measurement specialists and representatives of the major national testing organizations have been trying for years to agree on a single test battery, but they have agreed to disagree. This leaves the teachers with the task of deciding what is best for their particular situations and the needs of their children.

What is fitness?

Before a test can be selected, an agreement on what physical fitness is must be made by Indiana Physical Educators through its state AHPERD association. The Indiana AHPERD must develop a "Physical Fitness Position Statement" which needs to be distributed widely throughout the state.

One of the most widely held definitions of physical fitness is:

... a condition whereby the systems of the body are available to function at their optimal efficiency.

It is now considered to include the five components of

muscle strength, muscle endurance, flexibility, body composition, and cardiovascular endurance.

This simple statement is recognized by the Council on Child and Adolescent Health, American Academy of Pediatrics, Institute of Aerobic Research, AAHPERD, American College of Sports Medicine, and 11 of the 13 health-related United States governmental agencies. Surely we in Indiana can agree on a similar statement.

What are the components of a successful physical fitness program?

If we in Indiana are willing to accept the above definition of physical fitness with only minor modification(s), then the test you select should have three components:

- **A health-related fitness assessment . . .**

If you have come to the conclusion that a test should

include all five fitness components, the selection process immediately allows for the elimination of the President's Council and the AAU tests, which do not include body composition.

The Physical Best and Fitnessgram tests have items that address each of the five components mentioned in the definition earlier.

- **A set of awards to recognize high achievement, improvement, and behavior change . . .**

The President's Council and AAU tests provide recognition for achievement but not for improvement nor behavioral change.

Both the Physical Best and Fitnessgram have achievement awards. Further, they have awards for improvement and behavioral change. The award system of both tests provides the teacher much more flexibility in meeting the needs of a wide variety of kids.

- **Educational materials . . .**

The educational component must be meaningful to all children. The materials prepared should identify the physically underdeveloped and determine individual student needs. The educational package should be comparative over time for a child as well as to others his or her own age. A fitness test should be a basis for setting future goals and expectations. Then the test becomes a form of motivation. In a real sense the test is a means of communicating fitness concepts.

It would seem to me, an old generalist, that a physical fitness package would provide the teachers with as much supportive instructional materials as possible. Test items assess the child's physical strengths and weaknesses. The awards provide recognition for achievement, improvement, and behavioral change. The final component, the educational materials, should furnish information to assist the teacher in educating the children in health-related fitness concepts.

The President's Council test at this time does not provide an educational component; however, one is being developed for future delivery to teachers. The AAU, Physical Best, and the Fitnessgram tests furnish an educational package. Presently the most elaborate effort has been done by the authors of Physical Best.

The educational component of the Physical Best test provides a 64-page book containing "health-related fitness standards, information on goal setting, and motivational techniques." It also furnishes an educational kit which provides innovative ways of incorporating fitness education into an already existing program and the tools to develop lesson plans. The kit includes teaching ideas, individualized contracts for goal setting, report cards, a wall chart, and other educational materials and statistical packages to help the teacher manage each student's progress.

The final decision . . .

It is important for Indiana AHPERD to provide assistance to the physical educator who has to make the final decision. The decision of selecting a fitness program is up to each individual teacher. It is NOT up to the Indiana Department of Education nor the Indiana AHPERD. Their only involvement should be to provide guidance and develop guidelines relating to physical fitness.

The guidelines set by these entities cooperatively should be based on the three components discussed earlier. These guidelines should be broad-based and not specific; so that each individual teacher has flexibility to meet the needs of his other students and stay within their budget.

Using the guidelines that will eventually be adopted a teacher could select to use the Physical Best educational materials along with the President's Council Awards—just add the shuttle run. Believe it or not, all three national tests could be included in a fitness testing program by using six items.

A teacher could select the Physical Best educational materials and awards concept, and then select "X" number of testing items from any of the three national tests. For example, the teacher may develop the following five-item test—pull-ups and curl-ups from the President's Council, sit & reach and 1 mile walk/run from the Fitnessgram, and Body Mass Index from Physical Best.

Within the next year the Physical Education Advisory Task Force's Fitness Committee will present to the Indiana AHPERD Board a "position statement on physical fitness." This statement will include a definition of physical fitness, the components of a physical fitness program, and recommended fitness test items.

Good Luck to Dr. Hopkins and the hard-working Fitness Committee. We all appreciate your efforts to develop a meaningful "physical fitness position statement" for the state of Indiana.

WE CAN MAKE A
DIFFERENCE



**Looking for a Chance
to be Published?**

**The IAHPERD Journal
is
Peer Reviewed.**

*STUDENTS

*GRADUATE STUDENTS

*TEACHERS AT ALL LEVELS

*Share your ideas in
the next issue!*

Special Report

Indiana AHPERD Physical Education Advisory Task Force

Project Data Base

ANALYSIS AND DISCUSSION SERIES

Part V

Thomas H. Sawyer, Ed.D
Chair, Physical Education Advisory Task Force
Professor of Physical Education
Indiana State University, Terre Haute, IN 47809
(812) 237-2442

The first article in this series (Indiana AHPERD *Journal*, Fall 1990) developed a mini profile of the public and private school physical educator. The second article (Indiana AHPERD *Newsletter*, October 1990) discussed the level of professional involvement of the public and private school physical educators. The third article (Indiana AHPERD *Journal*, February 1991) in the series of six revealed facts relating to school enrollment, average class size, frequency of class meetings, available facilities, personnel, grading, and computer usage. The fourth article (Indiana AHPERD *Newsletter*, March 1991) described the Indiana AHPERD Journal

state of physical fitness in the state. This article will discuss how physical educators in the public and private schools of Indiana perform student assessment.

In 1989 (Fall), Project Data Base was developed by the Physical Education Advisory Task Force (Indiana AHPERD) to survey over 4,000 public and private school physical educators (K-12) throughout Indiana. There were 1,584 respondents to the 152-item questionnaire, or a 38% response rate. There were 903 elementary physical educators (57%), 363 middle/junior high school (23%), and 317 high school (20%)

responding to the survey. The information gathered will be used as a benchmark to further evaluate physical education in the public and private schools periodically. The next survey is scheduled for the Fall of 1994.

STUDENT ASSESSMENT

Physical educators were asked what factors they took into consideration to determine student grades. The top five responses were:

1. participation.
2. effort.
3. attitude.

4. appropriate attire.
5. skills-test.

The next five responses were:

6. sportsmanship,
7. skills-observation,
8. improvement,
9. cognitive tests, and
10. attendance.

The other responses to the question were leadership, potential, and homework.

The majority of the respondents (93%) used two or more assessments to evaluate grades. The most common combinations were participation, attitude, and effort in the elementary

area; attire, skills and cognitive tests, and attitude for the secondary levels.

GRADING HANDICAPPED CHILDREN

The physical educators were asked what aspects of performance were the most difficult to assess when working with handicapped children. The most difficult aspect was physical fitness, followed by physical growth and motor development, and social/emotional skills. The least difficult was knowledge of rules followed by sport skills.

The most significant causes of the dif-

ficulties in assessing the motor abilities of handicapped children related to the fact that the physical educator was not aware of the appropriate tests for handicapped children, and lack of physical education class time.

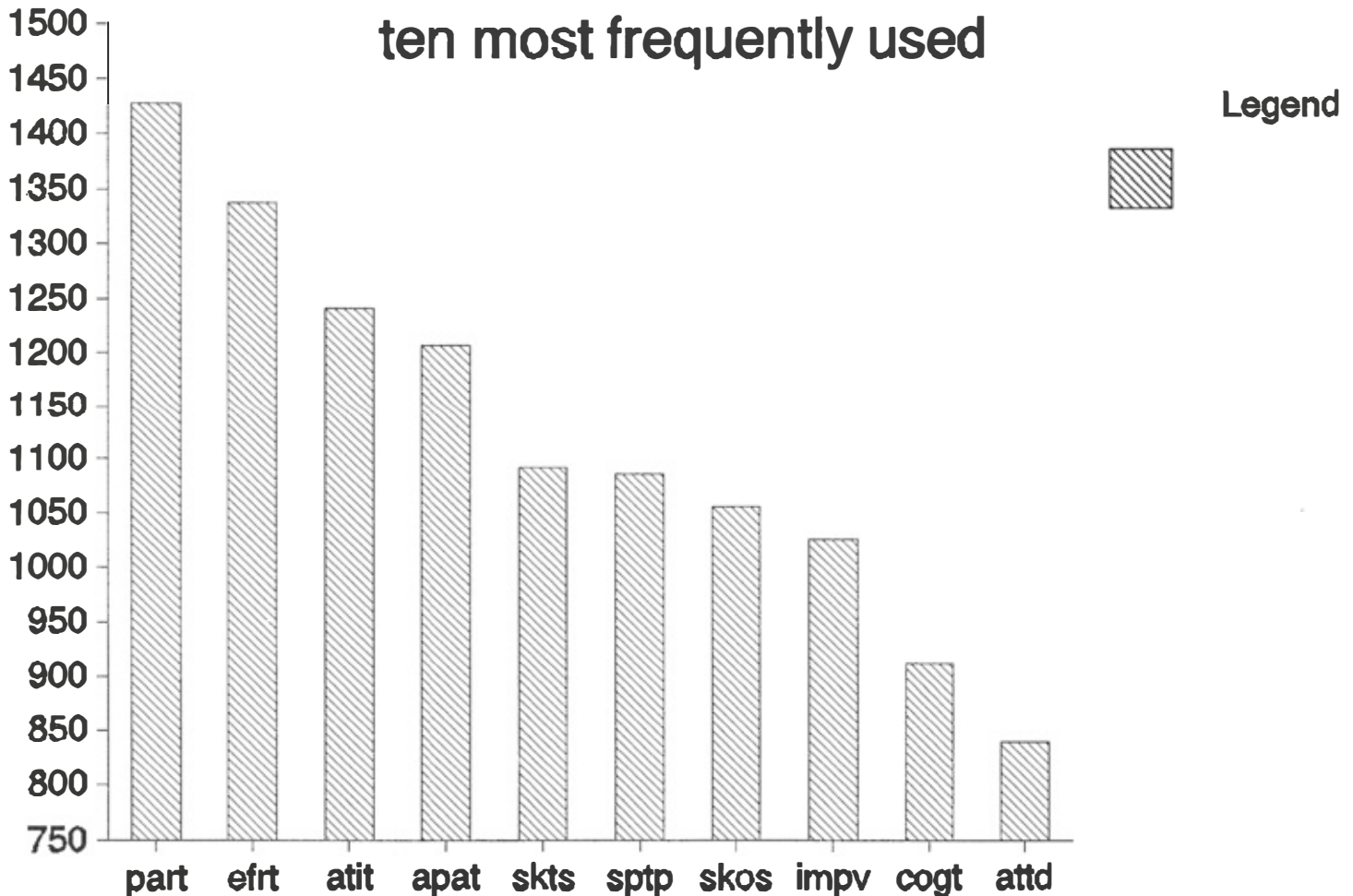
Other causes mentioned were lack of the necessary skills in administering tests, and do not believe in testing or assessment for the handicapped. Most respondents felt there was no problem in obtaining testing kits or materials.

CONCLUSIONS

It appears that there are a variety of

Assessment Components

ten most frequently used



grading components being used throughout the state to determine student grades. There does not seem to be any consistent pattern being followed in the selection of components for determining grades of students by physical educators at any level (K-12).

When working with handicapped student assessment it appears that the physical educator is unprepared and uncomfortable.

RECOMMENDATIONS

The following recommendations are

made based on the information discussed above:

1. The Indiana AHPERD in cooperation with the Indiana Department of Education needs to develop guidelines for assessing students in physical education in the state.
2. Institutions need to develop course materials in either test and measurement or adapted physical education courses that address assessing handicapped children.
3. Indiana AHPERD in cooperation with the Indiana Department of Education

needs to develop an assessment workshop which addresses assessment for handicapped and non-handicapped children.

The next part in this series (Indiana AHPERD *Journal*, September 1991) will deal with handicapped children who participate in physical education. The author will be Dr. Ran Davis, Chairman of the Adapted Physical Education Committee of the Physical Education Advisory Task Force.

DO NOT BE LEFT BEHIND...
Join
INDIANA AHPERD!
***The fastest-growing professional
group in Indiana.***

IAHPERD Awards

DEADLINE: JULY 31, 1991

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:

Daymon L. Brodhacker
Chairman, Awards Committee
6402 West 11th Street
Indianapolis, IN 46214

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.

NASPE AWARDS

DEADLINE: July 31, 1991

These awards are initiated at the state level. The State winner is eligible for the Midwest award. The Midwest winner becomes eligible for the National award.

1. SECONDARY PHYSICAL EDUCATOR OF THE YEAR AWARD

The candidate must be a secondary school physical education teacher (grades 7-12) with a minimum of three years' experience.

- Criteria:**
1. Serves as a positive role model epitomizing personal health and fitness, enjoyment of activity, sportsmanship, and sensitivity to the needs of students;
 2. Utilizes various teaching methodologies and plans innovative learning experiences;
 3. Conducts a balanced and sequential curriculum;
 4. Assumes responsibility for his/her professional growth; and
 5. Evidences professional commitment through membership and involvement in local, state, and national physical education organizations.

Name _____

Address _____

RETURN TO: Daymon L. Brodhacker
Chair, Awards Committee
6402 West 11th Street
Indianapolis, IN 46214

2. ELEMENTARY SCHOOL PHYSICAL EDUCATOR OF THE YEAR

The candidate must be an individual who has major responsibility for teaching physical education in grades K-6 for a specific school or school system.

- Criteria:**
1. Has had a minimum of six years' teaching experience at the elementary school physical education level and is presently employed as a teacher;
 2. Serves as a positive role model epitomizing personal health and fitness, enjoyment of activity, sportsmanship, and sensitivity to the needs of students;
 3. Utilizes various teaching methodologies and plans innovative learning experiences to meet individual student needs;
 4. Conducts a balanced and sequential curriculum that reflects an understanding of child growth and development;
 5. Assumes responsibility for his/her professional growth; and
 6. Evidences commitment to the education professions by having served on state/regional/national committees and/or having presented workshops or programs at these levels.

Name _____

Address _____

RETURN TO: Daymon L. Brodhacker
Chair, Awards Committee
6402 West 11th Street
Indianapolis, IN 46214

IAHPERD AWARD

OUTSTANDING STUDENT AWARD

DEADLINE: July 31, 1991

To be presented for outstanding service to the profession by a student member of the Association who is currently enrolled in an Indiana institution of higher learning.

Name _____

Address _____

A. Eligibility of candidates depends upon these qualifications:

1. Must be a student member of the IAHPERD when nominated.
2. Must be currently enrolled in an Indiana college or university at the time nominated.
3. Must be a major or minor in health, physical education, recreation, or dance.

B. In addition to above requirements candidate must satisfy at least three (3) of the following criteria:

1. Rendered contributions through meritorious service to the profession.
2. Rendered contributions through distinctive leadership to the profession.
3. Held office on the IAHPERD Student Action Council.
4. Shown evidence of contributions to candidate's own professional growth.
5. Conducted systematic research which has helped advance the profession.
6. Participated in state, district, or national association programs, workshops, clinics, or demonstrations of an educational nature.

RETURN TO:

Daymon L. Brodhacker
Chair, Awards Committee
6402 West 11th Street
Indianapolis, IN 46214

NDA AWARD

K-12 DANCE EDUCATOR OF THE YEAR

DEADLINE: July 31, 1991

This award is initiated at the State level. The State winner becomes eligible for the Midwest award. The Midwest winner becomes eligible for the National award.

Criteria: For the purpose of this award, a dance educator is defined as an individual who has major responsibility for teaching dance in grades K-12 (aerobic dance will be omitted from consideration).

The candidate must be an elementary, middle school, junior high, or senior high teacher with a minimum of three (3) years teaching experience.

In addition, the teacher must show evidence of effective teaching in the following ways:

1. Teaching creatively and using various methodologies.
2. Promoting an understanding of dance as a creative art through the discussion of aesthetics of students' own works and/or the works of others.
3. Emphasizing the significance of dance as an integral cultural component that enables students to understand their own cultural heritage as well as others.
4. Presenting a balanced and sequential curriculum based on developmental, social, and psychological needs of the students.
5. Encouraging an appreciation of dance as a performing art through viewing the live and/or filmed works by professional dance companies.
6. Providing opportunities for students to share their creative works with appropriate audiences.
7. Showing professional commitment through membership and active participation in local, state, and/or national dance organizations.
8. Serving as a positive role model for students.

Name _____

Address _____

RETURN TO: Daymon L. Brodhacker
Chair, Awards Committee
6402 West 11th Street
Indianapolis, IN 46214

QUALITY DAILY PHYSICAL EDUCATION . . .

Is it a timely cry or are we one step ahead of ourselves?

Fellow Physical Educators:

I have been a licensed, practicing educator for the past 23 years. During that time, I have agonized, more so during these past several years of decline in our population's fitness level, over the respect and priority given to the discipline of physical education in our schools, grades K-12.

Lately, there has been a more vocal cry on the part of professionals involved in the state and national organizations, i.e., IAHPERD and AAHPERD to encourage respect for our profession and to institute quality, daily physical education in our schools, grades K-12.

I believe that quality, daily physical education in grades K-12 is a necessary, positive strategy for a healthier, more productive society. I am, however, convinced this cry is a step ahead of itself. These past 10 years supervising student teachers in the field of physical education, I have observed rural, suburban, and inner-city schools, K-12. During these experiences I have come to the conclusion that we must clean up and professionalize our own discipline before we can ask others to respect and support the field of physical education.

Many physical education teachers are apathetic to the problem. They treat physical education and have the response from students as though physical education is in fact recess. Our discipline can and should be fun; however, it is not "free time." We have very few educators up to date with the newest concepts in the field, such as incorporating wellness and academics into the traditional physical education activities, to name two. Evidence of our lack of professionalism can be found in the fact that fewer than 250

physical educators attend the state conference, where up-to-date information is presented in both formal and informal settings. Experts are present to share ideas. Others in the field are there with whom we might exchange ideas.

If we do not practice our profession with pride; if we do not keep abreast of current trends; if we do not see ourselves as the experts in the push for fitness at least and wellness at best, we have no right to ask those outside our field to respect and support us.

I present to you this challenge to improve our own house before asking others to look us over. We have much about which we can be proud and, conversely, much about which we must be embarrassed. If you are truly up-to-date, presenting well-planned, quality physical education programs, congratulations. Now, get your colleagues to join you. If you are not, please remember that we have taken, by token of our entrance into the field of education, an oath to present the best possible programs and services to the children we influence. Take heart to that code of ethics and get up-to-date, become a true practicing physical educator, and bring your program to the level that will give us credibility when we ask others to support us.

We are only as good as our worst problems. Where do you stand?

Ed Schilling
Associate Professor of Physical Education
School of Physical Education
IUPUI
901 West New York Street
Indianapolis, IN 46223

Send your responses to:

Tom Sawyer, Editor, Indiana AHPERD Journal, R.R. 25, Box 12, Terre Haute, IN 47802

STRATEGIES

A JOURNAL FOR PHYSICAL AND SPORT EDUCATORS

June 11-24, 1991
Brainerd VII, Minnesota National Physical Education Conference
“Teaching Learners To Think On Their Feet”

CRAGUN'S CONFERENCE CENTER, BRAINERD, MINNESOTA

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The Effects of Subliminal Auditory Messages on Athletic Performance: Free Throw Shooting in Basketball

Dr. Lionel Sinn, Professor of Physical Education
Chris Neyenhaus, Student
Southern Indiana University

One important ingredient of successful athletic performance seems to be the mental aspects of competition (Klatz, Urban and Morgan, 1989; Wooden, 1966). Coaches and athletes attribute great significance to mental confidence, concentration, and positive mental attitudes (Kramer, 1971; Wooden, 1966). Subliminal auditory learning is an escalating technique that uses positive affirmations to flood the subconscious mind with confident thoughts (Dixon, 1981; Silverman, 1980; Taylor, 1988). These subliminal techniques have been introduced to impact weight loss, changes in behavioral patterns such as smoking, increasing self-confidence, and success in reaching goals (Klatz, 1989; Roseman, 1985; Silverman, 1980). In addition, subliminal techniques have been used to enhance some aspects of athletic achievement (Fowler, 1984; Morgan, D.L., Morgan, P.K., and Kole, 1985; Roseman, 1985; Yawitz, 1988).

A review of related literature indicated the feasibility of utilizing subliminal auditory messages and reported several experimental studies. Bogeart and Goulet (1983) recorded physiological measures (heart rate, EMG, skin temperature) while subjects listened to subliminal messages. The results showed a significant effect of the activation subliminal suggestions. Their conclusions suggested that consciously unrecognized perceptions do affect psychophysiological responses. In a parallel finding, Kaser (1986) suggested that the unconscious or preconscious mind is able to perceive a recorded verbal message that cannot be consciously understood at the high rate of speed at which it was recorded. Silverman (1980) reviewed more than 60 studies that used the subliminal psychodynamic activation method. He explained the varied findings of these experiments to provide his support for the use of subliminal messages.

Capka (1985) worked with 93 skaters from the United States Figure Skating Association. On the Pier-Harris Self-Concept Scale, skaters in the subliminal treatment group showed significantly greater improvement in self-concept, intelligence, and school status than either the audible message or ocean wave placebo groups. Fowler (1984) reported the excellent success of the Philadelphia Phillies and Steve Carlton with subliminal tapes. They used a small room environment to introduce subliminal auditory messages

for relaxation, stress removal, and the building of confidence. In 1982, Steve Carlton used these techniques, and won the Cy Young award as baseball's top pitcher. He gave much credit to the use of subliminal techniques.

Taylor (1988) described the use of subliminal auditory programs in football, basketball, baseball, wrestling, and soccer at Weber State College. Weber's football team had not had a winning season in 10 years. With this program, they went 10-3 and made national headlines when they went to the national championship playoffs. A year later, Yawitz (1988) reported a similar study at Montana State University. A subliminal message system was installed in the weight room. The messages were designed to strengthen a person's resolve or modify behavior by repeated positive messages. It was concluded that an athlete training with the aid of subliminal stimuli could make gains that indirectly result in confidence and ability, but it was not known that the long-term effect was a direct influence of the messages. Subliminal messages are a powerful tool that will help you become all that you can be, but not more than you can be. Yawitz (1988) has reported that Chuck Lonabaugh, a golf professional, found subliminal tapes to be helpful for teaching golf.

Klatz (1989) stated that the power for many great athletic performers comes from within. Subliminal training has been used as a mental training approach for some elite athletes. For example, Rich Charlis credited subliminal suggestions for keeping him calm, relaxed, and confident as he completed a world record 172' high dive without injury. Also, Don Parsons, Jr., a professional bowler, attributed his success to subliminal programming when he rolled 843 on June 25, 1984, his first "800" set ever (Klatz, 1989).

As a member of the physical education and athletic profession, this author senses a need for more scientific research in these areas of psychology and mental training in both the performing and coaching of athletic skills. As the basketball coach at the University of Southern Indiana, the 1988-89 team had a poor shooting percentage at the free throw line (58.44%). Confidence, concentration, and a positive attitude while shooting free throws was never established. Ten players were returning the following season. The above circumstances led to the desire to create subliminal auditory

tapes in order to study the effects on the team's free throw shooting the following year (1989-90).

The problem of this investigation was to compare free throw shooting percentages of college basketball players before and after use of audio tapes containing subliminal messages with positive affirmations. The following questions were considered: Is there a significant difference in basketball players' free throw shooting abilities after use of subliminal auditory messages? Is there a significant difference in the subliminal treatment group and the control group in their ability to improve free throw shooting? The purpose of this study was to test the following major hypotheses: (1) There is no significant difference in basketball players' free throw shooting performance after use of subliminal auditory messages; (2) There is no significant difference between the subliminal treatment group and the control group in improvement of free throw shooting performance.

The following factors defined the scope of this study. (1) Ten college basketball players shot free throws in actual game competition during two seasons. (2) A total of 466 free throws were attempted during 1988-89, and total of 639 free throws were attempted in 1989-90. (3) A control group of 21 basketball players did not use subliminal auditory tapes. They were members of two teams selected at random. Their free throw shooting percentages (pre- and post-test) were also compared.

The results of this study were limited by the following factors: (1) The players in the treatment group did not all have the same number of attempted shots; (2) The experience of the shooters (being one year older) was a factor that could not be eliminated. It was noted, however, that the players exhibited similar free throw shooting ability throughout their careers; (3) Teaching methods for shooting and practicing free throws were identical for both years for the treatment group. The only thing that changed was the use of the subliminal tapes the second year. The free throw teaching methods were the same as had been used by this author as a head coach at the college level for the last 17 years. In spite of this, it is impossible to duplicate all circumstances and surroundings from year to year.

METHODS

In order to study the effects of subliminal auditory messages on free throw shooting performance, it was necessary to create or construct the multi-track cassette tapes. Dr. Don L. Morgan, Director of the Center for Independent Research, Clarion, PA, was utilized as resource person for accepted procedures to make the subliminal tapes used for this study. The most up-to-date scientific procedures were followed. The tapes were actually made in a recording studio, with the best electronic equipment available. Twenty-one affirmation scripts were chosen by a panel of basketball professionals (basketball coaches). These positive affirmations were action words and phrases (relating to free throw shooting) designed to build positive thoughts and confidence.

Each of the affirmations was recorded in the first, second, and third person by a man, woman, and child. Each voice was also recorded at different frequencies and speeds. Thus, hundreds and thousands of affirmations were placed at random onto a 12-track tape. These were recorded at 17dB below the audible rolling ocean surf. Ocean surf was used for "white noise" and "pink noise" (sound which includes all frequencies) to give the listener relaxing, pleasant sounds.

Members of the subliminal treatment group listened to the tapes for four weeks prior to the 1989-90 season. The tapes were played, usually on an auto reverse tape, while the players were reading, exercising, cooking, watching TV, studying, sleeping, working, or most any type of normal daily activity. It was not necessary to actively try to hear the tape. For those first four weeks, the players used the tapes a minimum of one hour a day. Throughout the remainder of the season, players listened to the tapes a few hours a week—at least two to three times per week. In addition, in order to be certain that all players were adequately exposed to the subliminal messages, the tape was played over the P.A. system before practice officially started, while they were shooting free throws during practice, and in the locker room before and after practice. This continued all season. Of course the control group did not use any subliminal tapes and practiced free throws in a normal fashion as their coaches would normally teach. As previously stated, a great deal of care was taken to ensure uniformity in the manner in which free throw shooting was taught and practiced for the two-year duration of this study. The coaching staff was identical, and what was said about free throws was not changed in substance or emphasis. The amount of time shooting, as well as the drills themselves, were also kept the same as in previous years. Teaching techniques remained unchanged over the previous 17 years of college head coaching experience. The only variable that changed was the players' exposure to the subliminal auditory messages. There was no randomization of subjects for the control group for two valid reasons: (1) The small number of subjects available from the team where data would be available over two seasons; (2) The necessity of playing the tapes during practice each day in order to be certain the minimum required exposure to the subliminal messages was being achieved. The control group consisted of players from two teams selected at random.

RESULTS

Data was collected for the treatment group from free throw shooting performance during game competition over two years. Summary of this data is presented in *Table 1* on the next page.

The t test for comparing correlated or dependent means was used to compare the two means (Mathews, 1978). The level of significance was alpha equal to .05. This technique was used to test the hypothesis that there is no significant difference in basketball players' free throw shooting performance after use of subliminal auditory messages. The t value

of 2.27 was greater than that required with nine degrees of freedom (2.26). The null hypothesis was rejected. There was a significant difference in basketball players' free throw shooting performance after use of subliminal auditory messages.

Table 1
Free Throw Shooting Data (Percentages)
for the Treatment Group

Player	Without Tapes	With Tapes
1	68.57	75.36
2	60.61	73.33
3	49.12	43.62
4	68.09	72.90
5	58.62	69.23
6	40.00	78.26
7	83.33	86.96
8	45.45	66.67
9	55.56	55.56
10	55.07	54.10
	$M_1 = 58.44$	$M_2 = 67.60$

One of the ten subjects for the data given in *Table 1*, Player No. 3, was from Zaire, Africa. His native language was French. He has only learned English within the last two-and-a-half years. It is possible that using the subliminal tapes had very little effect on his subconscious because English is not his dominant or primary language. His free throw shooting was not improved. It is interesting to note that without his data, the results of the t test were as follows: The t value was 2.62, which was also greater than that required with eight degrees of freedom (2.31). Thus, the null hypothesis would once again be rejected.

The control group did not show improvement in free throw shooting performance. The mean score for the initial set of data was $M_1 = 82.80$, while the mean for the second set of data was $M_2 = 78.90$. The summary of this data is presented in *Table 2*.

There was actually a slight decrease in their free throw shooting performance. That small amount of fluctuation is not unusual in a test/re-test of free throw shooting, even with higher levels of skilled players. These 21 subjects were made up of eight players from Reitz and 13 players from Oakland City.

The t test to compare two independent means with small samples was used to compare the subliminal treatment group with the control group (Patchett, 1982). The level of significance was again alpha equal to .05. This technique was used to test the hypothesis that there is no significant difference between the subliminal treatment group and the control group in improvement of free throw shooting performance. The t value of 3.82 was greater than that required

with 29 degrees of freedom (2.04). The null hypothesis was rejected. There was a significant difference between the subliminal treatment group and the control group in improvement of free throw shooting performance.

Table 2
Free Throw Shooting Data (Percentages)
for the Control Group

Player	Test	Re-Test
1	79	74
2	79	74
3	86	81
4	82	87
5	91	94
6	83	82
7	89	88
8	70	63
9	90	90
10	63	52
11	90	91
12	62	64
13	93	79
14	79	68
15	74	68
16	83	74
17	91	92
18	95	93
19	87	76
20	93	96
21	68	71
	$M_1 = 82.80$	$M_2 = 78.90$

DISCUSSION

This study dealt with subliminal auditory learning as one factor influencing the mental aspects and confidence level of athletic performers. Specifically, the study focused on the effects of subliminal auditory messages on the athletic performance of free throw shooting in basketball. Cassette tapes were developed and used by varsity college basketball players. Free throw percentages were tabulated before and during use of the tapes in two full seasons of competition. Based on the limitations of this study and the findings as outlined above, the following conclusions are drawn: (1) Basketball players were significantly better in free throw shooting performance after use of subliminal auditory messages; (2) The subliminal treatment group was significantly better than the control group in improvement of free throw shooting performance.

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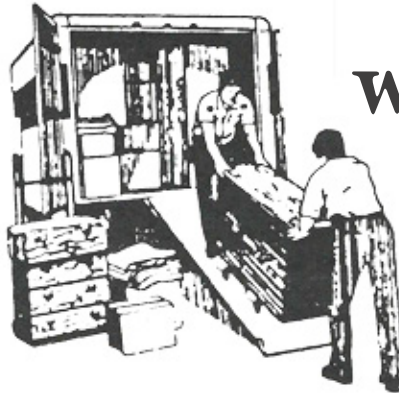
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LET THEM GROW, BUT . . .

Let them grow,
 but guide them.
 Let them grow,
 but support their dreams.
 Let them grow,
 but allow them to fall.
 Let them grow,
 but offer them wisdom.
 Let them grow,
 but accept their humanness.
 Let them grow,
 but teach them values.

Let them grow,
 but don't mold them.
 Let them grow,
 but show them discipline.
 Let them grow,
 and unconditionally love them.

Anne S. Morris
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Anabolic Steroid Use by Adolescents

Part II

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Department of Physical Education
Indiana State University

The prevalence of anabolic steroid use by international and national class athletes, as well as professional, collegiate, and amateur athletes, is well-documented. The reasons for steroid use, the benefits to be incurred, and the health problems that may arise have been discussed previously (Potteiger, 1991).

In the past, anabolic steroid use was believed to be limited to professional and amateur adult athletes. However, recent evidence suggests that a greater number of adolescents may be experimenting with these dangerous drugs. During the last three years there have been several reports which have appeared in the professional and popular literature depicting the increasing use of anabolic steroids by adolescents (Buckley et al., 1988; Telander and Noden, 1988; NCSA Journal, 1989).

Quite possibly the most alarming of these reports was the one published by Buckley and co-workers from Penn State University (1988). The purpose of their study was to identify anabolic steroid use patterns among the male portion of the general adolescent population. Twelfth-grade students from 46 private and public high schools across the United States completed a questionnaire on steroid use. Partial results of the study are shown in *Table 1*. It was reported that approximately 6% of the adolescents who responded to the questionnaire had used steroids at some time. One of the most significant findings of the study was that a large number of adolescents reported first using steroids at 15 years of age or younger. Using anabolic steroids at this age can have a profound impact on the health of the adolescent and will be discussed later.

Another disturbing finding of the study centers around how adolescents are obtaining the drugs. An overwhelming majority reported that the steroids were being obtained from black market sources. This is cause for great concern for a number of reasons. If the steroids are being obtained from black market sources then there may be questions as to the purity of the drug and whether it contains any additives which may be potentially dangerous to the user. Additionally, if the drugs are obtained in this manner there exists the potential dangers of administering drugs in a non-medical setting,

Spring, 1991

without physician supervision. While these are the results of only one study it is generally believed that anabolic steroid use is increasing among adolescents.

1. Age of first usage:	
< 15	38%
16	34%
17	25%
18	4%
2. Reasons for usage:	
prevent or treat sports injury	11%
improve athletic performance	47%
appearance	27%
social	7%
3. Purchase of steroids:	
black market	60%
physican, pharmacist, veterinarian	21%
mail order	9%

HEALTH PROBLEMS OF ADOLESCENTS USING STEROIDS

There exists a wide variety of health problems associated with anabolic steroid use (Wright and Cowart, 1990). Adolescents who use steroids are exposed to the same potential health dangers as adults, as well as several unique health problems. *Table 2* shows additional health risks which may develop within the adolescent who uses anabolic steroids.

The most serious of the health problems appears to be premature skeletal maturation. When an adolescent uses steroids during his/her normal growth and development stage there exists the possibility of altering the growth of the long bones in their body. Consequently there may be premature closure of the growth plates and their adult height may be shorter than normal (Wright and Cowart, 1990).

Table 2

**Health Problems of Adolescents
Who Use Steroids**

1. Premature skeletal maturation
2. Alteration of normal homeostasis
3. Decrease in endogenous hormone production
4. Decrease in spermatogenesis

An additional concern with adolescent steroid use centers around the alteration of the normal homeostatic growth pattern. During puberty the human body is extremely sensitive to hormonal changes. By taking anabolic steroids the adolescent may be changing their normal growth pattern and thereby altering normal development.

Additional health concerns with steroid use by adolescents include a decrease in endogenous hormone production and a decrease in spermatogenesis. These health problems exist in adults who use steroids and appear to return to normal after cessation of steroid use. However, in adolescent steroid users there is some question as to whether there will be a return to normal levels of testosterone and sperm production after the individual stops using the drug (Wright and Cowart, 1990).

IDENTIFYING ANABOLIC STEROID USE

There exists great difficulty in recognizing anabolic steroid use in adolescents. The difficulty lies in the fact that many physiological and psychological changes are already occurring in the adolescent as they progress through the normal stages of growth and development. Some general areas to observe when attempting to identify anabolic steroid use in adolescents are illustrated in *Table 3*.

Table 3

Signs Indicating Anabolic Steroid Use

1. Involvement in activities where steroid use is known to be prevalent
2. Rapid gains in muscle size, weight, and strength
3. Physical changes including increased acne, hair loss, breast development in males, and breast loss in females
4. Changes in social behavior

An initial step to take when attempting to recognize steroid use in an adolescent is to identify the type of sport or activity the adolescent is participating in. While not an absolute, it is generally believed that anabolic steroid use is most prevalent in sports such as power lifting, weight-

lifting, bodybuilding, football, and field events in track (Williams, 1989). It appears that adolescents involved in these sports are more likely to be exposed to steroids and hence there exists a greater chance for use.

Other indicators of anabolic steroid use include rapid gains in muscle size and strength that are beyond the normal growth and development patterns of the adolescent. This is often difficult to perceive because adolescents are naturally growing so rapidly. However, if an adolescent makes tremendous gains in size and strength beyond those of his/her peers then there exists the possibility of steroid use. Additional attention should be focused on the food intake of the individual. Increased protein, often in the form of amino acid supplements, and increased complex carbohydrate intake may occur in conjunction with anabolic steroid use.

Further changes in other physical characteristics may also indicate anabolic steroid use. Profound increases in acne about the face, upper back, shoulders, and arms may be markers of steroid use. A rapidly receding hairline and/or loss of hair on the top rear of the head can be caused by steroid use. An enlargement of breast tissue in boys may be indicative of steroid use, while girls may have a loss of breast tissue, a deepening of the voice, and an increase in body and facial hair. Other physical indicators of steroid use include development of a puffy appearance around the face, as well as a reddening of the face, neck, and upper chest region (Wright and Cowart, 1990).

Various psychological changes can also indicate anabolic steroid use. Steroid users often show sudden and sharp increases in moodiness. Other changes include increases in irritability, hostility, and aggressiveness. Depending on the associated physical changes there can be an increased sense of well-being, self-confidence, and self-esteem. Steroid use has also been shown to alter sleeping patterns so that users have a decrease in sleep requirements while still maintaining plenty of energy for training and daily activities (Wright and Cowart, 1990).

WHAT TO DO

If anabolic steroid use is suspected in an adolescent then immediate action must be taken. A suggested plan is outlined in *Table 4*. Initially there should be a conversation with the individual who is suspected of steroid use. During the conversation it is important to be very non-judgmental in tone. You should attempt to convey a clear message that you are concerned for the health and well-being of the individual. An attempt should be made to determine reasons for use, length of use, dosages taken, and where the supply was obtained from. This information must remain confidential and only be given to parents, physicians, and authorities.

The second step in this process should be to contact the school authorities and the parents or legal guardians of the adolescent. It is imperative that the severity of the situation be explained to the parents. The potential health risks as well as the legal consequences should be explained in great detail.

School authorities will often respond from a legal standpoint, but more importantly suggestions need to be made to the parents and adolescents about how to seek help for the problem. Parents should be advised to contact their personal physician or the school physician. The situation should be completely explained so that the attending physician may proceed with an appropriate plan of action.

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Table 4

Steps to Take if Steroid Use is Suspected

1. Conversation with suspected individual
 - non-judgmental
 - show concern
 - determine as much information as possible about individual's steroid use
2. Contact school authorities and parent/legal guardians
 - work in conjunction with authorities and parents to obtain help for the individual

FUTURE DIRECTIONS

In an effort to curb the increased use of anabolic steroids by adolescents there must be educational intervention at the high school or even the junior high school level. Adolescents must be made aware of the health risks associated with steroid use as well as the moral and ethical considerations. Additionally, key individuals in the school setting must be made aware of the increase in anabolic steroid use among adolescents. These key individuals include athletic administrators, coaches and trainers, physical education teachers, health instructors, school nurses, and school physicians. It is important that these individuals be attentive to the dangers of anabolic steroid use, as well as the signs and signals of steroid use.

Don't think that anabolic steroids could not appear at your school. Be attuned to your athletes and students. Be careful not to dismiss locker room talk as just that. The use of anabolic steroids by adolescents is an increasing problem in our schools and that problem must be stopped immediately.

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MAILING ADDRESS:

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3. Major Objectives:

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6. Comments about above activity/idea:



Elementary

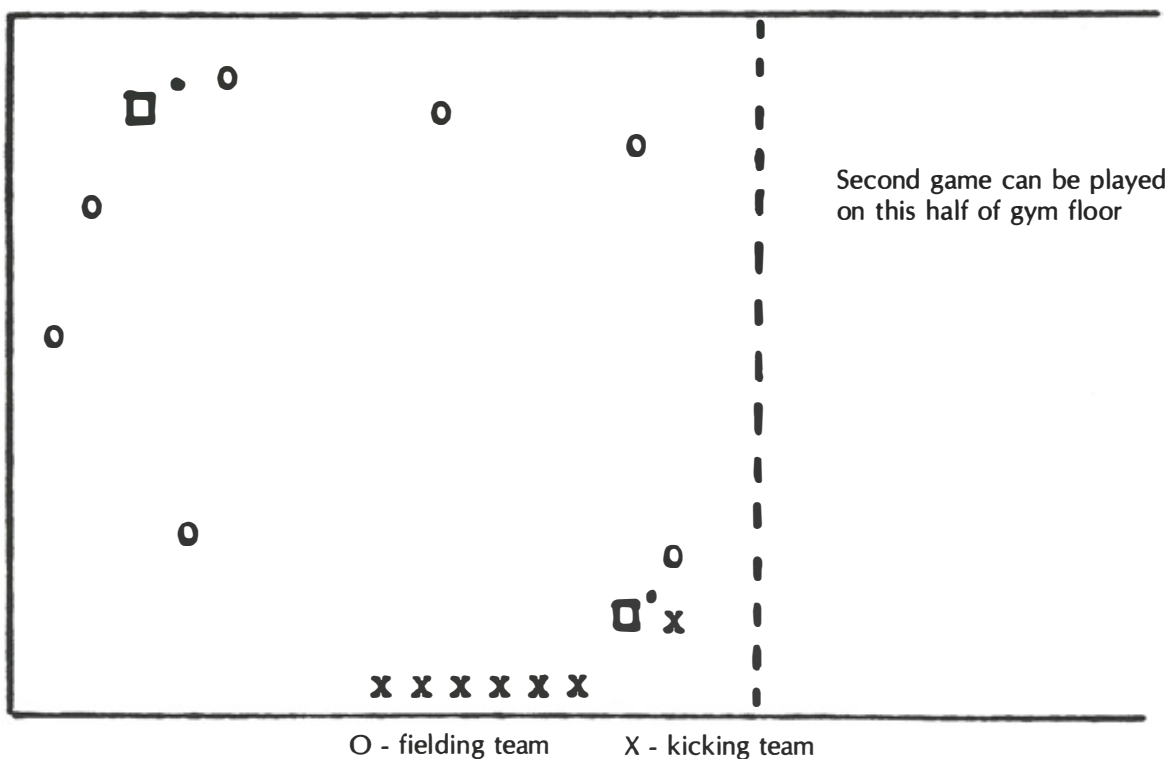
BOWLING PIN - TWO-BASE KICKBALL

Type: Kickball led-up

Level: Grades 3-6

Playing Area: Half of gymnasium or about 40'x40'

Equipment: Two bases, two bowling pins, and a kickball



HOW WE PLAY: The players are divided into two teams (four teams if both ends of the gym are used). The bases are about 40' apart. The kicking team and the fielding team assume their positions as indicated on the above diagram. The object of the game is to score home runs and to prevent the other team from scoring.

The players on the kicking team each get a turn to kick; then the teams switch assignments regardless of "outs." The kicker starts play by holding the ball and kicking it like a punt or by placing it on the ground and kicking it with a running start. The kicker is now to run to the far base and back as fast as possible. The fielding team is to first catch or field the ball and throw it to the nearest base player, knock over the bowling pin, and throw the ball to the second base player, and knock over the other pin. A point is scored if the kicker can run the bases faster than the fielding team can knock over the pins. No point is scored if the fielding team wins the race. The kicker is automatically "out" if he/she causes a pin to fall. Catching a fly ball or tagging out the runner does not cause an "out." A foul ball is called if a kicked ball goes into the kicking team's bench area or into the other half of the gym.

VARIATIONS: A pitcher may be added to the fielding team. To encourage the kickers to kick good pitches, an "out" can also be made if the pitched ball knocks over the home base pin. Three "outs" may also be used to determine an inning.

POISON

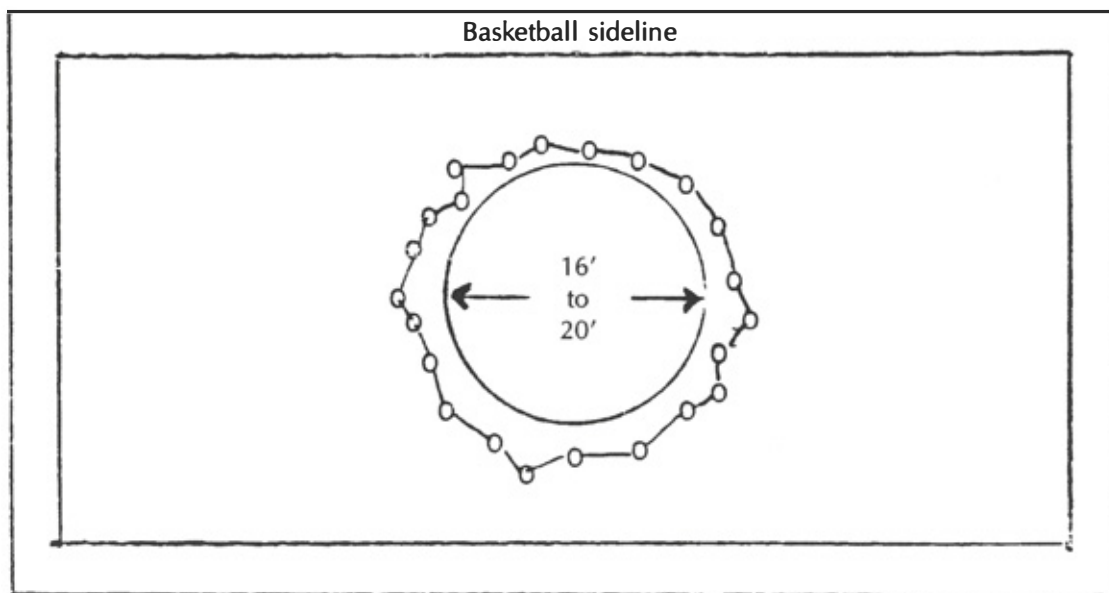
Type: Chase and flee

Level: Grades 2-4

Playing Area: Gym floor or playground

Equipment Needed: Large circle

Number of Students: Class size



HOW WE PLAY: A large circle is marked on the gym floor or play area smaller than an outer circle formed by the players clasping hands. Each player tries, by pulling and pushing, to induce the others to step within the smaller circle, but endeavor to keep out of it himself. Anyone who touches the ground within the inner circle is said to be poisoned. As soon as this happens, the player or players poisoned become chasers; the others players shout "Poison!" and at once break the circle and run for safety along the sidelines. The chasers try to tag (poison) as many players as possible before they reach safety. Since the object of the game is to not be poisoned, those who were poisoned must pay a penalty before joining the others and restarting the game. A suggested penalty is to have the poisoned players jog or skip a lap around the gym while the other players chant, "Poison, poison, poison." Discourage any player from trying to be poisoned so that they can become a chaser.

You Could Be Next... Share Your Favorite Game!

Send to:

Tom Sawyer, Editor

Indiana AHPERD Journal

R.R. 25, Box 12 — Terre Haute, IN 47802



PHYSICAL BEST: Users Network

Do you use Physical Best materials in your fitness program? Whether the answer is yes or no, the following information is for you! A Physical Best Users Network is being developed in Indiana.

This resource has several functions. For those persons who have not yet investigated AAHPERD's health-related fitness materials, the network would serve as a convenient way to preview the program or ask nitty-gritty questions like, "How is this program working for you," or "How do you do skinfold testing (with dignity)?" and so forth. In this way potential users could approach administrators with a more informed rationale for adopting Physical Best.

For persons who have already purchased materials, the network could help you to identify others in your area that are exploring the many possibilities that these materials present for helping students pursue lifestyles which reflect an understanding and the practice of regular positive fitness behaviors. Why re-invent the wheel? Perhaps a neighbor has already discovered something you can use . . . or maybe you have something to share.

As State Coordinators of Physical Best in Indiana, we need your help to make this network idea successful. If you have Physical Best materials and are comfortable being included as a resource in helping to promote quality health-related fitness programs, please complete the form at right.

Thank you,

Barb Ettl
(317) 232-9118
Indianapolis, IN

Kathy Dean
(317) 852-0075
Indianapolis, IN

I feel comfortable being included as a resource in helping to promote quality health-related fitness programs. Include my name on the Physical Best Users Network list that will be published in the Indiana AHPERD *Journal*.

Name _____

School Address _____

Preferred Message Phone _____

Signed _____

Date _____

Return form to:

Barb Ettl
Physical Education Consultant
Indiana Department of Education
Division of Program Development
Room 229, State House
Indianapolis, IN 46204

More than Just a Fitness Test

Barb Ettl (317-232-9118) and Kathy Dean (317-852-0075)

Indiana Physical Best State Coordinators



Emphasizing Cognitive Concepts in Physical Education

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University of Wisconsin-Stevens Point
Stevens Point, WI

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Making effective use of cognitive learning materials and testing procedures can be valuable tools for physical educators to increase academic credibility. As most practitioners will attest, physical education is often regarded as less an academic subject as other subjects in the curriculum. Part of this perception may be related to cognitive materials and testing procedures in the typical physical education class. It is unfortunate that most administrators and other personnel do not associate written tests and homework assignments with physical education (Lacy and Hasted, 1984). This reputation stems in part from improper usage of cognitive testing and measurement procedures, and a lack of written tests in the student evaluation process. If we are to enhance our professional discipline and continue to be an integral part of the education process, we must emphasize the cognitive aspects of physical education and utilize cognitive, written tests as well as psycho-motor skill testing.

By cognitive materials, I am referring to the increased usage of classroom cognitive materials as well as written knowledge tests for physical education and health-related fitness. Unfortunately, a review of the literature indicated that physical educators may not be making effective use of written tests in the evaluation process (Safrit, 1986). In a 1958 measurement test, Matthews found that in 80% of the school systems sampled, grades were determined by attendance and dress only (reported in Safrit, 1986). Others suggest that tests simply aren't being utilized by physical education teachers (Cousins, 1974). Perhaps this trend has been halted by the movement towards greater accountability and specializations. However, the most recent survey of Florida teachers found less than 40% of teachers used knowledge tests (Imwold, Rider, and Johnson, 1982). These findings point out the lack of cognitive emphasis in physical education courses.

Since the fitness boom in the 1970's there has been a significant interest in the development of health-related physical fitness curricula. This movement provides excellent

cognitive learning opportunities in physical education, since teachers are stressing the knowledge behaviors associated with lifetime health-related fitness. Furthermore, this offers very fertile material for cognitive testing concerning fitness. Only by emphasizing the cognitive aspects of lifetime fitness, and the necessary behaviors, can teachers expect to change the lifetime health behaviors of their students. This opinion is supported by evidence that suggests there usually isn't sufficient time to improve the individual's fitness level during this instructional period. Due to time constraints, the development and improvement of physical fitness within physical education is doubtful (Koslow, 1988). Therefore, we must stress to students the skills and practices which encourage the adaptation and maintenance of health-related behaviors throughout life. It is imperative that we teach the knowledge concepts and require retention and mastery of fitness-related material.

Stressing the cognitive aspects of fitness, and subsequent testing of these concepts, offers several advantages for the physical education instructor. Testing and publicizing results increases our accountability to the general public by informing others of the effectiveness of our program, as well as educational objectives emphasized in our curriculum. It would provide for a more objective and measurable evaluation as opposed to the subjective evaluation that occurs far too frequently in physical education. Increased utilization of cognitive tests would enhance and solidify our academic reputation and reduce the opinion that physical education is physical only. All these positive outcomes can only increase our perceived status in physical education. The use of cognitive fitness materials and the accompanying sound testing procedures are crucial to improving the current image of physical education. It is not the intent of this writer to downplay the significance and importance of psycho-motor skill testing in our discipline, but rather a call to utilize the cognitive domain more effectively. The objectives in a well-rounded physical education program should encompass

the three learning domains of cognitive, affective, and psycho-motor behaviors; too often the cognitive aspect has been neglected.

STRATEGIES TO ENHANCE COGNITIVE TESTING

It has been my experience that effective testing procedures are sometimes missing, resulting in poorly written tests and inaccurate evaluations. Since testing and evaluation are of the utmost importance to all concerned, the test must be planned well in advance of the actual test date. The following steps can assist the teacher in constructing valid and reliable test instruments.

- Provide a room suitable for the test environment. Secure a classroom that is well-lighted and ventilated, with seating for all. Students should not have to sprawl on the gym floor or hunch over the bleachers when taking a test.
- Follow the principles of test construction. Develop a table of specifications and decide the importance of each concept to the overall test. In this manner, all important concepts will be addressed and relevant questions will result. Allow sufficient time to construct a well-written test, so that the test can be proofed for errors. The final draft should be error-free and typed. Avoid writing tests in script.
- Compile a bank of test items. With microcomputers, it is easy to store and change test items. If one is not available, put each question on a 3x5 card and file by subject index. Another possible source of test questions are test companies; many have questions available.
- Publicize the test date in advance so there are no surprises. Provide homework assignments and study materials to assist students in their preparation.
- If possible, perform an item analysis to evaluate the

response to the test questions. This would include an item difficulty and item discrimination evaluation. In this manner, poor questions can be changed or omitted.

- Don't be content to give the same test again without improving the overall test. Determine the validity and reliability for every test, and try to increase each.

There are several measurement and evaluation tests listed in the references that contain excellent chapters on preparing knowledge tests. These can be examined for further information on test preparation. The testing of cognitive knowledge through the use of well-written cognitive tests should be high priority for physical educators. If this is done in an effective manner, we can only enhance our academic standing.

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HELP!



BE ONE OF
TOMORROW'S LEADERS
RECRUIT A COLLEAGUE TO JOIN!

Physical Education in the Preschool: A New Professional Commitment

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Eastern Oregon State College

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Teachers who interact with young children know that they need to be given ample opportunities to move. Young children crave activity. They enjoy expressing themselves through movement.

Movement for the young child is an essential learning medium. Movement experiences serve as a basis for a variety of developmental skills that include psychomotor, cognitive, and affective skills. Whitehurst (1971) states that movement contributes to self-discovery and environmental discovery; movement allows freedom to expand and create body expressions; and movement is sheer enjoyment and sensuous pleasure.

The learning of competent movement skills is a basic component of the educative process of young children. Movement competency is a prerequisite to developing fundamental motor skills and physical fitness. Competence in movement is necessary for experiencing and enjoying the complete range of movement available to us, and it contributes to proper growth and development of the body.

The physical education profession has neglected the area of movement for the preschool child. We have spent a lot of effort in developing programs for school children, adults, and most recently older adults. But, the other end of the continuum, the preschooler, has not received much attention.

The need for increased training and involvement of physical educators in preschool programs is critical. Early childhood education is increasing in all communities. Preschool educators are well trained in the overall aspects of teaching young children, but the degree of their expertise in motor skill development and in enhancing physical performance skills is limited.

"Train up a child in the way he should go; and when he is old, he will not depart from it" (Proverbs 22:6). This proverbial statement, although recorded several thousand years ago, characterizes a fundamental belief that many physical educators support. If children are provided with quality movement experiences when young, they will develop competent movement skills. Despite differences due to genetics, environment, and other social factors, each child can be capable of reaching their personal potential.

The key for young children to acquire competent movement skills lies in a combination of factors. First, the teachers of young children must be prepared with the proper pedagogical skills necessary to create a successful learning environment. Second, teachers must possess the ability to recognize and assess the movement ability of children. And third, teachers of young children must provide quality experiences in movement skills, and design activities for young children that emphasize skill competence, fun, and success.

First, the teachers of young children must be equipped with pedagogical skills that create successful movement environments. Cooper (1985) describes four factors of competence that teachers should have. Following each factor is a brief description of how that competency might be met in physical education.

1. A command of theoretical knowledge about learning and human behavior. Teachers who work in the movement

environment must know the principles of motor development. They should possess a knowledge of basic child development and be able to combine the various theories into applied teaching.

2. Should display attitudes that foster learning and genuine human relationships. Teachers need enthusiasm and a willingness to become like a child. Teachers should get down on the child's level and share the movement experience by being an example of fitness and movement.

3. A command of knowledge in the subject matter to be taught. Teaching physical education requires a command of the exercise sciences: physiology, biomechanics, and anatomy; the sport behavior sciences: psychology, philosophy, and development; and the ability to perform and critically assess the wide range of fundamental and sport-related movements inherent in physical performance.

4. Control of the technical skills of teaching that facilitate student learning (repertoire of skills). This includes the abilities to write instructional objectives, presentation skills, communication skills, classroom management, and evaluation.

Engstrom (1971) also labels several similar competencies teachers of young children should acquire. They must have a solid knowledge of and an understanding for the concepts and components of motor skill development. They must be continually aware of the need to critically observe children's performance and evaluate objectively the child's developmental level. And, they must possess the skills necessary to direct young children toward achieving high quality movement skills.

Teachers can also facilitate competent movement skills by providing an environment that is well-planned, properly implemented, and evaluated effectively. Particular attention should be paid to the climate that is created in the class, by facility use, equipment, safety procedures, and teacher imagination.

Second, to assess quality experiences, the teacher of young children must know the movement expectations for children in a movement environment. The following is a list of observable motor characteristics of the preschool child, ages 3-6.

- 3 Years**
- Walks a straight line for at least 10 feet
 - Balances on one foot momentarily
 - Climbs a ladder, jungle gym, or inclined board and descends
 - Alternates foot pattern when climbing stairs
 - Throws a ball at a target without losing balance
 - Kicks a ball toward a target successfully
 - Performs a horizontal jump using the arms
 - Jumps down from an object (at least 12")
 - Rides a tricycle comfortably
 - Running is with relaxed arm swing, stumbles and falls occasionally
 - Catches a large ball with arms extended
- 4 Years**
- Walks on tiptoe a distance of 10 feet
 - Runs smoothly, can accelerate, decelerate, and change direction

- Hops on one foot for a limited time (1-3)
- Performs a vertical jump with full body extension
- Gallops several times with both feet

- 5 Years**
- Hops on one foot 4-6 times
 - Balances on one foot for at least 6 seconds
 - Skips on one foot
 - Turns sharply while moving
 - Descends stairs with alternating feet
 - Enjoys swirling, swinging, somersaulting
 - Jumps down a distance of 24" without hesitation
 - Uses hands without arms to catch small objects
 - Runs, rolls, climbs comfortably

- 6 Years**
- Balances on either foot up to 10 seconds
 - Skips alternately
 - Touches toes without bending knees
 - Moves rhythmically to music; marches
 - Leaps over objects of 12" in height
 - Understands simple game rules

Most often in a preschool setting, the emphasis is on learning through movement. We need to know that although young children are still developing, we can expect them to achieve and display a functional level of competence in many basic movement skills.

Quality experiences are an outcome of the knowledge of the teacher with respect to knowing how to observe and correct skills. Surely those who work with young children know that the preceding list is only a guideline. Children are different and each will exhibit unique movement characteristics. However, the preschool child can be expected to perform most of these skills through quality movement experiences.

Third, it is widely accepted that the basis for physical work and play have a genetic foundation. However, the experiences an individual receives during the growth process, and their responses to the environment, affect movement capabilities. Sinclair (1973) stated that fundamental movements can be acquired if the child is provided with appropriate opportunities. While it is true that the child's maturation and motor skill readiness are important considerations in a physical education class, numerous experiences that require a child to display a high quality of skill performance are crucial in a movement program. According to *The Early Childhood Basic Skills Series* (1981), children must be challenged to do better through exposure to tasks that combine difficulty, duration, and frequency. Experience, therefore, is a critical element in the physical education of young children.

Activities should be planned that promote competent movement skills in children. Every attempt should be made to balance the activities between various types of energy demands required. Sullivan (1982) states that the program needs variety and contrast. Activities should combine interaction, high energy, imagery, tight demands versus free expansion, physical control versus flowing actions, and concentrated activity versus less exact activity.

As physical educators, we are well versed in a wide range of sport and game activities. We have a good background in understanding and applying the principles of motor development to help produce quality skills in children. Special concern needs to be given the selection of appropriate activities for the preschool child. The activities chosen for skill development in young children should reflect the following concepts:

1. Title: The title of the games/activities may be the same as games you have used. However, an effective idea is to change the name to reflect a community and/or regional flavor. Some names can be changed to be more "contemporary" in terms of the children's experiences. This concept is strongly encouraged.

2. Skills Used: The skills involved in a game or activity are important. The purpose of a game is to incorporate or practice a previously learned motor skill into a fun experience. It allows the child to apply the skill/motor knowledge into a group activity. Each game has specific skills that apply, but every attempt should be made by the instructor to vary the skills used to create new learning possibilities.

3. Equipment Needed: Select equipment which is developmentally appropriate, and check that it functions properly and is safe.

4. Activity Description: Games/activities should be described in detail. An explanation should allow the reader to duplicate the game in their situation. Please note that no game is perfect for each group; this is especially true with preschoolers. Remember to adapt the games to your needs and situations.

5. Evaluation Procedures: It is important to utilize your game activities as a time to observe how well the children have learned and can incorporate a particular skill. Use a checklist to record the children's use of locomotor skills. Select criteria that are easy to observe based upon your experiences.

Finally, here are some activities designed to meet the interests and needs of young children. They emphasize the utilization of fundamental skills, require a knowledgeable teacher to present and assess performance skills, and they are proven to be fun and enjoyable with children.

BREAKFAST

- **Skills Used:** Wiggle, jump, various non-locomotor skills.
- **Equipment Needed:** Gym mats or carpeted floor make the game more comfortable.
- **Activity Description:** The children pretend they are different breakfast foods. The teacher says a food, and the children move in such a way as to be similar to the food:
 - Bacon - lay down and sizzle,
 - Eggs - curl in a ball and sizzle,
 - Toast - squat down and pop up,
 - Waffle - lay across each other in criss-cross pattern,
 - Pancakes - lay flat on each other,
 - Orange juice - squeeze yourself with your arms.
- **Evaluation Procedures:** Observe the children's ability to respond quickly to the changing commands and utilize correct locomotor patterns.

DUCK, DUCK, GOOSE

- **Skills Used:** A variety of locomotor skills.
- **Equipment Needed:** A circle marked on the floor.
- **Activity Description:** This much-maligned game is a favorite of young children. True, when played traditionally, it is not a good fitness activity. However, here's how we've done it.

The children form a circle and sit down. One child is chosen to be the "tagger." The tagger walks around the outside of the circle lightly touching each child on the head and saying "duck." When the tagger reaches a child he wishes to choose, he touches their head and says "goose." The goose chases the tagger around the circle back to the place they started. If the goose catches the tagger or beats him back to the spot, the goose becomes the new tagger. After you have been a tagger, you go to the "mushpot" (center of the circle) so others have an opportunity.

While the tagger and the goose run around the circle, the others do NOT just sit. The following exercises can be performed:

- all hop on one foot,
- all jump,
- all do jumping jacks,
- all run (or other locomotor skill) to a wall (or object), touch it, and return to the circle,
- on holidays we change the name to Duck, Duck, Turkey (Thanksgiving) or Duck, Duck, Bunny (Easter).

The object of these variations are to allow the children to be **active**. This makes Duck, Duck, Goose a good activity.

- **Evaluation Procedures:** This is a good opportunity to assess locomotor skills used in the game. It's also a chance to observe interactions between the children.

LOCO MUDDER

- **Skills Used:** Usually various forms of walking are used. Other locomotor skills can be used.

- **Equipment Needed:** None required.

- **Activity Description:** The child is asked to perform locomotor activities in imaginary substances (i.e., walk through mud). Some suggested substances include the following:

- Mud
- Sand
- Snow
- Slush
- Ice
- Water
- Jello
- Soup
- Bubbles
- Gum or Taffy
- Balls (in a pit)
- Grapes

- **Evaluation Procedures:** Observe and assess locomotor skill use and creativity.

THROWING

- **Skills Used:** The emphasis on throwing is to aid the child to develop a contralateral overhand throwing motion. Three components are desired:

- The body is turned sideways so that the side opposite the throwing hand is nearest the target,
- The foot nearest the target (opposite the throwing hand) steps toward the target,
- The throwing motion is overhand with the elbow bent and the elbow is level with the shoulder.

- **Equipment Needed:** Objects to throw can include: bean bags, tennis balls, yarn balls, wiffle balls, fleece balls, soft (foam) balls.

- **Activity Description:** Each child needs to have a throwing object of their own. Use a wall in the gym or room to throw toward. (To avoid chasing balls around the room, have the children throw at a gym mat or use bean bags, fleece balls, or yarn balls more frequently).

The children should position themselves so they are far enough from the wall so that they are required to use a maximum effort to reach the wall. If they are too close, you will not get a true picture of throwing procedure.

Targets of various kinds can be used to add challenge and enjoyment to the throwing activity. Clown faces, animals, tires, and hoops are good examples of some possible targets.

- **Evaluation Procedures:** As the students are practicing the task, the teacher should move from child to child observing and recording the performance. With preschool children we should not expect to always observe a consistent and "mature" throwing pattern. However, these children can demonstrate the three skill components previously listed.

SUMMARY

It is important to provide quality movement experiences for young children. Early childhood is a critical period when children pass through various developmental periods. It is essential that within these developmental periods, children have the opportunity to experience a variety of movement activities.

Children should have the chance to participate in activities that utilize basic locomotor skills. Frequent experiences with hopping, skipping, twirling, and other skills will contribute to a child's success and enjoyment in later activities. Children also need to have the opportunity to develop manipulative skills; to learn to throw, kick, catch, and strike successfully and confidently.

Well-planned and quality movement activities foster cooperative behaviors in young children. Children who move

with others exhibit increased confidence in their interactions. There is self-confidence, and a desire to share both the movement and non-movement experiences of young childhood.

Finally, when a young child participates in a movement activity that has been prepared by knowledgeable teachers, who know and can assess movement, there is increased desire for continued participation in the moving world. This environment helps the child grow and develop by providing a positive framework in which success, confidence, and fun are expected and encouraged.

The profession of physical education is concerned that all individuals acquire these aforementioned traits. To ensure that young children receive the proper training in movement skills, physical educators must become committed to sharing their expertise with young children and early childhood educators.

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INDIANA AHPERD

STUDENTS

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The Student Leadership Committee
Wants To Know!!!

If you have an active Major's Club
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If you do not have a club and wish to be involved
in EDA activities ...

please send your name and address to:
Mr. Tim McCoy
School of Physical Education - IUPUI
901 West New York Street
Indianapolis, IN 46623

THE COMMITTEE WANTS TO HEAR FROM YOU!

STUDENTSTUDENTSTUDENTSTUDENTS

A song's not a song til you sing it,
 A bell's not a bell til you ring it.
 Love in your heart wasn't put there to stay,
 Love isn't love til you give it away.

Oscar Hammerstein

KIDS NEED BREAKFAST!

Hal Rhea, Director
Health and Physical Education
Indiana University-Northwest
Gary, IN 46408
(219) 980-6529

Breakfast warrants special attention in view of the fact that it has been called the most important meal of the day, but it is also the meal most frequently omitted. While not omitted entirely, it is apt to be scanty and hurried not only by children but adults as well. Breakfast need not be the biggest meal of the day, but it should contain approximately 25% of the daily caloric intake.

Breakfast is needed for children to function both physically and mentally in school. There needs to be an adequate level of glucose (blood sugar) in the blood for use by the muscular and nervous systems. Most people know that glucose is the body's energy source made available through digestion of food for muscular contraction. They tend to overlook, however, that it supplies energy for carrying messages via the nervous system.

Several studies have been conducted relative to the effect of breakfast upon physical and mental performance. In general, the results of these studies suggest that omitting breakfast will cause a decrease in work capacity. Because the

last meal of the day is eaten the previous evening, before breakfast the blood sugar level is low and needs replenishing. This is because the body has not had food, except for snacks, for 12-14 hours. Then if breakfast is skipped or sparse, the time without a meal rises to 17-18 hours. That condition is comparable to a small fast (minor food deprivation). When that happens, the blood sugar level makes it difficult for a person to function efficiently either mentally or physically. Unfavorable symptoms for teachers and parents to recognize from low blood sugar might include: hunger, nervousness, irritability, exhaustion, faintness, headaches, mental confusion, antisocial behavior, lack of concentration, blurred vision, and other possibilities. Does that sound like some kids in your class?

Some research points to the connection between breakfast and learning. A good meal in the morning can prepare students for study and improved performance in the classroom. Breakfast would only take getting up 10 minutes earlier in the morning to fix a bowl of cereal and milk. Forty-two percent of the children

that have breakfast fix ready-to-eat cereals. Lunch at midday does help bring up the glucose level for the afternoon, about the time they are getting out of school for the day, but it does nothing for the morning. Maybe the school lunch program should be served at the beginning of the day instead of midday.

Breakfast, sugar-coated cereals, snacks, school lunches, and food labels are just some of the important nutrition topics taught in elementary school health classes. But the school of the future will not only teach nutrition information and have an extended schoolday to take care of children after school, but must consider extending the schoolday in the morning to make sure kids can have a nutritious breakfast before the school day starts.

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PHYSICAL EDUCATION AND SPORT WEEK - MAY 1-7, 1991

1991-92-93 - Dates to Remember

1991 — May 6-10

National Physical Education and Sports Weeks

May 4

Indiana AHPERD, Youth Fitness Day, University of Indianapolis

May 3

Ohio AHPERD Deans/Directors Conference and Leadership Conference
Ohio State University Fawcett Center, Columbus, OH

May 31 - June 4

President-Elects Conference - Hal Morris, President
Washington, D.C.

June 11-14

Brainerd VII - Minnesota National Physical Education Conference
Brainerd, MN

June 20-22

Midwest District AAHPERD Summer Leadership

June 26-30

United States Olympic Education Academy
Fort Collins, CO

July 16-17

World Congress on Leisure and Recreation
Sydney, Australia

August 12-16

34th Anniversary World Congress, ICHPERD
University of Limerick, Ireland

October 3-5

Midwest District AAHPERD Leadership Conference
Pokagon State Park, Angola, IN

October 24-25

Indiana AHPERD Fall Board/RA Meeting - Indianapolis, IN
Wisconsin AHPERD Convention - Neal Koeneman, President - LaCrosse, WI

October 25-27

West Virginia AHPERD Convention - Jennifer Melesky, President
Canaan Valley, WV

October 30 - November 2

Illinois AHPERD Convention - Robert Koehler, President
Westin Hotel, Arlington Heights, IL

November 21-23

Michigan AHPERD Convention - Doug Curry, President
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December 5-7

Ohio AHPERD Convention - Thomas Martin, President
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Midwest District AAHPERD 80th Convention - Lucinda W. Adams, President
American Alliance HPERD 107th National Convention - Hal Morris, President
Indiana State Convention - Tom Sawyer, President - Indianapolis, IN

October 7-9

Midwest District AAHPERD Leadership Conference
Pokagon State Park, Angola, IN

October

Indiana AHPERD Convention - Tom Sawyer, President
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1993 — February

Midwest District AAHPERD 81st Convention - Lucinda W. Adams, President
Sheraton Westgate Hotel, Toledo, OH

March 24-28

American Alliance HPERD 108th National Convention
Washington, D.C.

October 6-8

Midwest District AAHPERD Leadership Conference
Pokagon State Park, Angola, IN

October

Indiana AHPERD Convention

Consider Them: Credentialing and Cinnamon Ice Cream

Diane Burke-Walker
Member, AAHPERD Credentialing Committee
University of Idaho
Moscow, IA

The value of credentialing is like the value of a certified recipe for what may be the best cinnamon ice cream in the world!

Cinnamon ice cream is not a commodity nor is our expertise in the related fields of health, physical education, recreation, and dance.

How can the consumer of either be sure of receiving the same quality wherever you go in the United States?

The answer lies in the credentialing process. A gourmet ice cream maker is concerned with quality control and therefore with preparation standards and with having jurisdiction over those who produce the "product." Even the facilities for making the ice cream are licensed by the State Department of Health in its role of protecting the public.

Is it possible that ice cream makers are more effective than members of our professional disciplines? Professional credentialing has its parallels in the aforementioned process. Academic preparation standards are controlled through *accreditation* of professional preparation institutions. *Certification* establishes jurisdiction over individuals who profess to produce the "product."

That which is called teacher certification is really a form of state *licensure*. The bureaucracy issuing these tends to be old-fashioned and traditional and the licensure contains minimal standards for consumer protection. Licensure may

actually be more rigorous for ice cream production facilities than for those facilities and people focused on producing healthy *physical* beings.

Credentialing, in its four forms, registry being the fourth, separates the competent from the incompetent and the copies from the real thing. The major benefits, as in business, are market control and status enhancement.

Individual certification, in particular, is a confidence builder. You measure up to the established standards! You have had specialized education and you are competent to deliver a specialized service.

Certification or credentialing identifies you as knowledgeable and, in areas of disciplines where state licensure is not involved, it has economic value. Established credentials can provide leverage for increased salaries and PR material for your employer. It gives you a competitive edge over your peers in private industry. Consumers are assured of quality. And remember, we all pay more for cinnamon ice cream due to quality control and limited access. And the marketing campaigns have convinced us that it's worth it.

Who determines the competencies? Those taking ownership of cinnamon ice cream production do so for their product. Why don't the members of AAHPERD do the same for ours? Have we been lax, as a profession, in sup-

porting and developing the credentialing processes which would ensure a "gourmet" physical product?

Diversity exists within the association of AAHPERD but one common need is to develop market control in our various fields and subsequently protect the consumer and ourselves while enhancing our status within the public community.

In 1987, AAHPERD President Robert Pestolesi established a credentialing committee comprised of a representative from each association. Its function has been to gather information and to serve as a clearing house.

We have produced an AAHPERD Credentialing Summary, sought to inform members through JOPERD articles and convention programs, collected resources, and are now in the process of assessing role delineation. We see a need to make credentialing one of the highest priorities of the Alliance.

AAHPERD is not a bureaucracy; we can be pro-active rather than reactive. Two of our associations are setting examples for us. AALR has been involved in developing an accreditation process and AAHE worked to produce individual certification for health professionals.

Establishing credentials in our disciplines won't be easy. We have to convince consumers that they are necessary. The lay public has great difficulty in recognizing the need for

special competence in service areas where the types of problems are inherent in everyday life and no obvious, exclusive competence is apparent.

We can all mix eggs, sugar, cream, and flavorings, put them in an ice cream freezer—turn the crank—and come up with a recognizable product. Many lay people teach aerobics or run a dance studio, coach little league teams, teach in recreation programs, or sell diet foods with little formal training and the same cavalier attitude with which they make ice cream. But where is the quality control and consumer protection? What hap-

pens if someone breaks the rules? My guess is, that in the ice cream industry the code of ethics is clear and retribution is swift. The integrity of the product and the producer is maintained. Where is the parallel in our profession?

Credentialing is not a problem in most countries of the world. It is government controlled and the responsibility is removed from the individual profession. Credentialing, in the United States, is done on a volunteer basis and with grass roots support.

We need to take action to stay ahead of the competition and in control of our

profession. Develop strategies which spiral upward on the state and regional levels. Develop respect from consumers, restrict the practitioners in our fields, and control the background and characteristics of entrants. Surely our product is many times more precious than cinnamon ice cream. Become effective advocates of quality control for all those who are provided with our gourmet services. Let the public know we have the best product available. Take positive action! The results will be rewarding and fringe benefits will be visible almost from the start.



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National Physical Education And Sport Week - May 1-7, 1991

“Shape Your Future: Be Fit To Achieve”

The national crusade for quality, daily physical education is on. The AAHPERD public relations project for quality daily physical education — Fit to Achieve — was developed and funded in 1986 and completed during the summer of 1988. The most important ingredient for this project is people—those professionally involved in physical education and interested individuals outside the profession (parents, public officials and members of the general public). The message about short-term and long-term benefits of physical education must be transmitted to the general public so that the school curricula are influenced in a positive direction. A national message is helpful, but the real decisions are made at the state and local levels. WE NEED YOU!!!

May is National Fitness Month with May 1-7 being designated as Physical Education and Sport Week. The theme for this very special exciting week is “Shape

Your Future: Be Fit To Achieve.” I would encourage all physical educators to promote this special week in their school in some manner — a bulletin board, special announcements, an article about your program in the local paper, a note home to families to encourage family fitness, or any other exciting idea you may have.

Project ACES (American Children Exercising Simultaneously) is an excellent way to promote Physical Education and Sport Week. The reason for the program is to promote children's fitness across the United States and to help eliminate the negative stereotype that American children are fat and weak. To celebrate, on Wednesday, May 8, 1991 at 10 a.m., as many children in the United States as possible are going to exercise simultaneously. Last year for the fifteen minute program, schools performed aerobics, jogging, walking, and exercising. The whole point is to get some type of fitness education for fifteen minutes. Just keep in mind that we are trying to create a fun, non-competitive atmosphere.

In order to give the organizer of this event — Lenny Saunders — some feedback, I am asking you to mail to me the following information: your name, school, activity and number of children involved in the activity.

Thank you for your support and remember . . . PHYSICAL EDUCATION — FOR THE HEALTH OF IT!!

Injury Precaution Sheets: You Can't Afford to be Without Them

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Fairfax, VA

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Physical educators, coaches, recreation leaders, and others responsible for physical activity programs have long been concerned with safety of participants in their programs. However, adequate and appropriate standards of care for the past are neither adequate nor appropriate today. Legal requirements and court precedents place much greater responsibilities upon prudent professionals than at any previous time.

Seattle Case judgments (Adams, 1982; Adams, 1985) have identified rather clearly definitive responsibilities of leaders—administrators, teachers, and coaches—including (Adams and Bayless, 1982):

- Spell out to program participants in very specific terms dangers involved in activities in physical education classes and sport, regardless of level or sponsor;
- Require staff members to be aware of latest safety techniques relevant to each activity taught or coached;
- Check staff members' knowledge and proof of adequate conditioning, lead-up, and progression in each activity taught or coached;
- Review with staff members proper techniques in skill teaching and performances in each activity;
- Place an emphasis on injuries including those of a catastrophic nature that are possible if proper technique is not used in the activity.

While each of these areas and its related responsibilities are important and could be topic of an article itself, *informed consent* is basis for this discussion.

BASIC FACTORS OF NEGLIGENCE

Four basic factors must *all* be present if an individual is to be judged negligent (Appenzeller, 1978):

- **Duty** or responsibility to an individual;
- **Breach of duty** from failure to fulfill one's responsibilities to program participants;
- **Injury** to the individual;
- **Proximate cause** between breach of duty and injury (i.e., a cause and effect relationship between these two factors).

Recent court cases in general and the Seattle Case in particular have done nothing to change these four factors or relationships among them in negligence cases. However, specific aspects of one's duties and responsibilities to program participants have been much more clearly identified and defined, especially as related to such areas as risk management and informed consent.

DEFENSES AGAINST NEGLIGENCE

Various factors have been valid defenses against negligence including (adapted from Appenzeller, 1978):

- **Assumption of risk** in which person participating in an activity accepts risk of potential injury;
- **Contributor negligence** in which person participating in an activity is guilty of negligent behavior so negligence of defendant is negated and charges dropped.
- **Comparative negligence** in which person participating in an activity is guilty of negligent behavior so compensation is prorated according to ratio of plaintiff's and defendant's degrees of negligence.
- **An act of God** in which some unforeseen and uncontrollable act, such as lightning, causes injury.

Historically, best defenses against negligence have been those showing absence of one or more of the four factors that must be present for negligence to be adjudged. Totally fulfilling *all* duties of one's position and responsibilities to each program participant is probably the best defense against negligence including proper instruction, appropriate supervision, and adequate planning. Such duties and responsibilities cannot be attained today without special attention to and specific emphasis on risk management and informed consent.

In many ways the Seattle Case (Adams, 1985; Adams and Bayless, 1982) has greatly reduced, if not rendered moot, many traditional defenses against negligence. Age of program participant, for example, is an important consideration for assumption of risk to be a valid defense against negligence; an individual must be old enough and sufficiently mature to know what risks are being assumed. Activities of a required instructional physical education program do not lend

themselves to an assumption of risk defense. Without an appropriate and adequate informed consent and risk management program, assumption of risk becomes far less effective as a defense against negligence, including involuntary intramural and interscholastic sport programs.

INJURY PRECAUTION SHEETS

The heart of an effective informed consent program is an **injury precaution sheet**. Simply discussing safety precautions, potential dangers of an activity, appropriate rules and regulations, spotting requirements and procedures, are *not* sufficient. Too often these topics have been dealt with during the first class period of a unit or first practice session of a sport season, and seldom discussed afterwards unless a student or athlete is seen violating rules so that an unsafe situation has arisen. Students or athletes absent at the time of discussion and presentation had little if any information about safety for the activity or sport. Little opportunity was provided for discussion, questions from participants, or elaboration since both participants and leaders wanted to get into the activity or practice. Parents seldom knew potential dangers being faced by their children in physical education, sport, and recreational activities.

Once again, judgments of the Seattle Case (Adams, 1982; Adams, 1985; Adams and Bayless, 1982; Turner, 1986) have brought about many changes in expectations related to potential dangers in activities for participants. In addition to all procedures and approaches previously needed, additional steps must be taken by teachers, coaches, and leaders so participants are more aware of dangers facing them in the activity and ways they can protect themselves and make injury less likely. Well-planned and developed injury precaution sheets are the foundation of this process. Such injury precaution sheets can include but are not limited to:

- **Possible injuries**, including those of a catastrophic nature and how each occurs;
- **Rules of play** providing information and interpretations about those with particular implications and applications for safe participation;
- **Safety equipment** and its use to guard against personal injury and make safe participation more likely;
- **Skill performance and instructional progressions** as each relates to safe participation.

Contents of injury precaution sheets must be *presented, discussed, and reviewed* with program participants; they must be emphasized during instruction and practice times. It is a good idea to have program participants sign a copy of this document, ideally no more than one page and at the most front and back of one sheet. Parents should have opportunities to review these injury precaution sheets, discuss them with their children and program leaders, and return signed copies indicating they have seen and reviewed them. This is especially necessary when parents are actually ones assuming risks for their child's participation.

Injury precaution sheets are necessary for every activity and sport, *not* just those perceived to be of high risk. With each new unit or sport an injury precaution

sheet for that activity should be developed, distributed, and discussed. This procedure should be supplemented in various ways, including:

- Show various audiovisual presentations such as *INFORMED CONSENT* (1983) or *WARNING: IT COULD HAPPEN TO YOU* (n.d.) with appropriate discussion and follow-up.
- Use special stickers on equipment such as football helmets and gymnastic equipment warning of dangers to participant, especially if these devices are used improperly or inappropriately.
- Include as a topic in meetings with parents such as pre-season for sport, back-to-school night, PTA gatherings.

Well-planned and implemented risk management programs, including injury precaution sheets, are not going to prevent either accidents or law suits. However, they will enable students, athletes, and other participants to take part in overall safer environments and situations. Program participants will be more aware of dangers in each activity and know how to participate in safer and saner ways, how to protect themselves and their opponents from unnecessary and unwarranted dangers. Administrators, teachers, coaches, and program leaders must know their activities including inherent and potential catastrophic dangers. They must know how to prepare program participants to protect themselves. Individuals entrusted in our care can expect such preparation to protect against such dangers. To do less is to shrink our professional obligations and moral responsibilities. To do less can result in legal litigations that none of us want to be a part!

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**INDIANA ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION & DANCE,
INC.**

MINI-GRANTS PROGRAM

INVITATION TO MEMBERS AND ORGANIZATIONS FOR PROJECT PROPOSALS

The Indiana Association for Health, Physical Education, Recreation, and Dance, Inc. (IAHPERD), invites proposals to request funding for research, program, or curriculum development, public information, or workshops which focus upon human wellness, human movement, and the development of knowledge, attitudes, and skills necessary to maintain and improve overall health. Of first priority are proposals which benefit the targeted age group of 5 through 18 years, with secondary preference for proposals benefiting the general population.

Eligibility

Proposals submitted by IAHPERD members will receive priority consideration. Individual representatives of organizations or institutions providing health, physical education, recreation, dance, or related services are also eligible to apply for funding. (IAHPERD membership information can be obtained through the Executive Director, Nick Kellum, IUPUI, 901 W. New York, Indianapolis, IN 46223.)

Summary of Guidelines

Applications should include all information as described and specified in the "Application and Guidelines Packet" (A&GP) available upon request from the Mini Grants Committee Chairperson. Four copies of the completed application and projected budget summary must be sent to the Mini-Grants Committee Chairperson along with the original application. Once an application is approved by the IAHPERD Board of Directors and/or the Executive Committee, it will become the basis for a signed agreement between IAHPERD and the applicant.

Use of Funds

Funds may be used for the entire cost of a proposal, a portion of the expenses, or for start-up costs. Expenditures are allowable for education and evaluation materials, printing and postage costs, telephone, travel, food, lodging, rental of meeting rooms, supplies, equipment (minimum of \$500), and consulting services.

Grant funds may not be used for salaries and fringe benefits, entertainment, routine travel, or for replacement or reduction of costs already covered through other funds.

Dispersal of Funds

A signed contract will be returned to the applicant along with purchase order and claim voucher forms that are to be used in accordance with the approved budget.

Grant funds will be dispersed in one of two methods, (1) for university personnel, IAHPERD will provide the funded amount to the university's institutional grants office, or (2) IAHPERD will provide funds directly to the grantee for dispersal per proposal specifications. Funds not expended after one year from date of funding approval may not be expended unless the Executive Committee grants an extension. (See A&GP, VII.) A transfer of funds from one major category to another requires submission of a budget amendment which must be approved by the Executive Committee.

Mini-Grant Timelines

1. Proposals may be submitted to the Mini-Grants Chairperson prior to November 15, January 1, April 1, and August 15.
2. The Executive Director receives ranked recommendations from the Mini-Grants Committee within fifteen (15) days of each submission date.
 - a. Requests for \$500 or less will be considered by the Executive Committee for funding approval.
 - b. Requests for over \$500 will be considered for approval by both the Executive Committee and the Board of Directors at scheduled meetings subsequent to each proposal submission deadline date.
3. Proposals will be funded no later than thirty (30) days from date of approval. The grant period begins when the Project Director receives notification of funding from the IAHPERD Executive Director.
4. A "Financial/Progress Report" will be due from the project director to the Executive Director six (6) months after the grant period begins (see A&GP Attachment II).
5. A "Mini-Grant Final Report" shall be submitted to the Executive Director within thirty (30) days after the grant period ends (see A&GP Attachment III). Any supporting data or significant summary results of the project should also be submitted with this report.

For further information, contact:

Vernon E. Houchins, Chairperson
IAHPERD Mini-Grants Committee
Division of HPER
Vincennes University
Vincennes, IN 47591
(812) 885-4396

SUPPORT YOUR JOURNAL



Title: Women, Sport, and Performance

Editor: Christine L. Wells, Ph.D.

Revised and expanded, this new edition of **Women, Sport, and Performance** contains up-to-date information on such significant issues as athletic amenorrhea, osteoporosis, eating disorders, exercise during pregnancy, and menopause. The second edition also features a completely new chapter on two contrasting problems in American society: too much physical activity by a small percentage of committed female athletes and too little physical activity for the vast majority of American women.

Since its original publication, **Women, Sport, and Performance** has become the authoritative work in its field and "the new edition has, quite simply, made a very good text even better," says Professor N. Peggy Burke of the University of Iowa. "It recognizes and incorporates the growing body of knowledge on women as performers of sports and exercise.

Retail Price: \$39.00

Title: New Possibilities, New Paradigms?

Editors: Roberta J. Park, Ph.D., and Helen M. Eckert, Ph.D.

The latest research issues and pedagogical concerns in physical education and the sport sciences — including reconceptualizing the field — are explored in **New Possibilities, New Paradigms?**, the most recent volume in *The Academy Paper Series*.

At the 62nd annual meeting of the American Academy of Physical Education (AAPE) in March 1990, leaders in the field of physical education examined their respective disciplines and areas of study in 19 papers. Now published in one volume, these explore current and future trends in biomechanics, physiology, sport psychology, sport sociology, pedagogy, research issues, philosophy, and fitness-related issues.

Contributors evaluate both the need to reconceptualize the field of physical education and the need for a multidisciplinary approach to the study of human movement. Coeditor Roberta J. Park, president of the AAPE in 1989-90, writes, "if we are ever to become a first-class profession, a greater dedication to science and scholarship in our own right is absolutely essential.

Retail Price: \$18.00

Title: The Jump Rope Primer

Editors: Ken Solis, MD and Bill Budris

From the basic two-foot jump to Double Dutch routines, authors Ken Solis and Bill Budris demonstrate how rope jumping is a fun and easy way for students to become physically fit. Now their two new teaching tools from Spring, 1991

Human Kinetics Publishers — **The Jump Rope Primer** and its companion, **The Jump Rope Primer Video** — show how simple it is to incorporate this enjoyable activity into any fitness program.

The Jump Rope Primer explains how to teach rope jumping step-by-step in an eight-lesson unit that gradually takes students from the basics into original routines. More than 175 photos and line drawings illustrate the proper techniques. "**The Jump Rope Primer** is a comprehensive guide that can be used as a credible component of the physical education curriculum," says Nancy Hennefer, the past chair of the National Council on Physical Education for Children. "It is a unique book."

Retail Price: Book — \$14.00
Video — \$49.95
Book & Video — \$54.95

Title: Soccer Steps to Success

Editor: Joseph A. Luxbacher, Ph.D.

The **Steps to Success Activity Series** — a revolutionary concept in sports instruction — has added **Soccer: Steps to Success** by teacher, coach, and former professional player, Joseph Luxbacher.

Published by Leisure Press, **Soccer: Steps to Success**, uses a unique 13-step progression for developing soccer skills and game strategies. "You don't have to be any particular size or shape to play soccer," says Luxbacher, varsity soccer coach at the University of Pittsburgh and former professional player, "but you do need a high level of fitness, an understanding of game tactics and strategies, and decision-making abilities."

The book takes readers through the 13 steps to learn proper conditioning for soccer, the basic individual offensive and defensive soccer skills, various team organizational patterns, how to rate their own progress as they learn the game of soccer, and how to improve their skills as individual and team players.

Retail Price: \$12.00 (Paper)

Title: Great Games for Young People

Editors: Marilee A. Gustafson, MA, Sue K. Wolfe, BA, and Cheryl L. King, BA

Great Games for Young People, published by Human Kinetics Books, contains 69 field-tested games and relays emphasizing gross motor skills, cognitive development, and effective social learning and cooperation. Designed for upper elementary, middle school, junior, and senior high school age children, **Great Games for Young People** can be used on an impromptu basis or as a planned and integral part of a daily curriculum.

A "Game Finder" grid enables the educator to select the
Indiana AHPERD Journal

appropriate games for different groups. The games are listed along with guidelines for grades, group sizes, gross motor ratings, and the type of skills involved.

Each page of **Great Games for Young People** is a self-contained description of one game with suggestions for modification and diagrams to show various positions for that game. The description outlines:

- game objective,
- number of players,
- equipment needed,
- playing area,
- teaching strategies,
- how to play the game, and
- safety tips.

Retail Price: \$11.00 (Paper)

Title: YMCA Youth Fitness Program

Editors: Jerry R. Thomas, Ed.D., Amelia M. Lee, Ph.D.,
Katherine T. Thomas, Ph.D.

With national trends that indicate a decrease in fitness and exercise levels in children, increased levels of cholesterol and body fat, greater substance abuse, and decreasing budgets for health and physical education programs, youth fitness is a top priority for the 90's.

The YMCA of the USA began developing a national youth health and fitness program in 1987 as a result of the National Board's resolution calling for a response to the national crisis in children's health and fitness. The **YMCA Youth Fitness Program** is a complete health and fitness program for children age six to eleven and can easily be adapted for use in a variety of settings including independent fitness programs and physical education classrooms.

The **YMCA Youth Fitness Program** contains program lesson plans and instructor training materials and consists of 616 pages with 200 illustrations of exercises and activities and 250 different games and physical activities. Part I provides the background information teachers or program directors need to plan the program and train additional instructors if necessary. Topics include growth and development of children, physical effects of exercise on children, psychosocial factors and exercise, and effective teaching techniques.

The lesson plans in Part II are divided into two levels. Level I for children ages 6-8 and Level II for ages 9-11. Each level has four 10-week units featuring two lessons per week. Each lesson has three parts: a fitness concept, fitness activities, and a health concept. The fitness concept helps children understand and develop a positive attitude toward physical fitness. Fitness activities are designed to provide both fun and fitness, and the health concept addresses a health issue that is important to children.

Retail Price: \$65.00

Title: The Sport Preparticipation Fitness Examination

Editor: W. Ben Kibler, MD

The first book to set standards for testing athletes' physical conditions before they take part in a sport includes sport

specific tests for 11 sports as well as information on designing examination profiles for other sports.

Written by W. Ben Kibler, MD, medical director of the Lexington (KY) Clinic Sports Medicine Center, **The Sport Preparticipation Fitness Examination** concentrates on practical guidelines and pointers to help team physicians and athletic trainers plan and conduct comprehensive medical screenings more efficiently and thoroughly.

Retail Price: \$18.00 (Spiral)

I LOST MY P.E. SUIT

For twenty-one years I've taught P.E.,
And I'm crusty and hard and I'm mean;
Come ready to dress-out every day,
Because every excuse I have seen:

I've heard about notes forgotten at home,
And you think I'll excuse you no doubt;
I'll listen politely and then shake my head,
And sternly command you, "Dress Out."

On mile day you'll tell me your head hurts bad,
And you feel running would be child abuse;
Don't come to my office, save strength for the run,
Cause, I'll just say, "No excuse":

I've heard about gym suits left on the bus,
And washing machines that had broke:
I've been told about suits left at Grandma's.
But believe it? Surely you joke:

Or, "My brother threw up on my gymsuit,"
And we washed it, but it's still very wet;
Or, "My Mommy won't let me run today,
Cause it's very unhealthy to sweat,"

I left my suit at a friend's house,
I looked hard but it couldn't be found;
My Dad said not to weightlift again,
Because I will get all muscle bound:

It's, "My gym suit was stolen,"
Or, "I'm feelin' real bad";
Or, "My Grandmother died,
And I'm ever so sad";

Or, "My muscles are sore,
'Cause I ran so far,"
And "My Dad backed over,
My foot with his car":

So before you knock,
On my office door;
Please remember that,
I've heard it before.

Dr. Jim Riley

Reproduced with permission: Physical Education Digest, Jan/Feb 91

*A good coach needs a patient wife,
a loyal dog and a great quarterback,
but not necessarily in that order.*

Bud Grant



Computer Express

Update on the Updates

Wow, it's getting harder and harder to stay up with the software being developed for health, physical education, and athletics. The following programs have come to my attention since the last article was written in July. I think that it is great that so many programs are being written, but it sure makes it difficult to keep the programs straight and it forces me to continually update my lists for the various areas.

The following software listing is an attempt to briefly describe programs which might be of interest to professionals in our disciplines. While I have used or previewed several of these programs, this column is NOT recommending any of the software listed. Most program descriptions are taken from the sources listed after the title.

INJURY MANAGEMENT SOFTWARE UPDATE

- **Computer Athletic Injury System (CAIS)**, Benchmark Press Catalog, \$189, IBM.

CAIS is designed to aid upper level athletic training students improve, refine, and reinforce evaluative skills learned in the classroom and clinical experiences. The program simulates 30 injury situations; i.e., foot, knee, thigh, cervical spine, head, shoulder, elbow, wrist, fingers, and heat illnesses.

- The March 1989 issue of *College Athletic Management* magazine (CAM) featured an article on "Computerizing Your Athletic Department" which included a discussion of the steps that an athletic department should take in analyzing its computer needs.

- The May 1989 issue of CAM included an article entitled "Athletic Software Programs" which lists a number of companies with software programs for athletics. While most software packages are designed for colleges, a number of the individual modules might be appropriate for use in high schools. Some of the suppliers and software packages listed are:

Athletic Management Package by MTD; 800-752-7222; IBM PC. Package options include: Football—Analyzes 150 trends in any team's game; Injury Records/Training Room—Allows input of data and analysis of injuries by type, sport, treatment; Scheduling—Availability and usage of facilities by time period or user; Weight and Exercise—Allows setting up of exercises and regimes for team members and tracks progress.

Individual programs by Paciolan; 213-595-1092; IBM RT and some on PC. Programs include: Basketball—Scouting system; Injury Records/Training Room—Database management system to maintain injury tracking, treatment, rehabilitation, strength training, and nutritional analysis; Scheduling—

Assists in scheduling and maintaining facilities; Sports Information—Automatic calculation of states and other services.

- The October 1989 issue of CAM includes an article on "Training with Computers." This discusses the tracking of student injuries, training room equipment issue, inventory, budgeting, purchase, athletic training, staff scheduling, and other training room functions through the use of software filing programs such as Filemaker, PC-File, and PFS File. The end of this article includes a list of commercial software programs for athletic training which includes several programs listed in the September 1989 "Computer Express" article as well as some listed above. This series of articles should be reviewed by those contemplating purchase of software for athletics or athletic training.

SPECIAL EDUCATION SOFTWARE

- **Effective Management Series/Special Education**, *THE Journal*, September 1989, p. 37; 800-458-3463; Mac.

EMS/SE includes IEP's, early childhood and school-age information, multi-disciplinary team schedules, teacher caseloads, social service lists, and transportation lists. It also provides extensive user-defined reporting capabilities that can be customized to meet local needs.

HEALTH EDUCATION SOFTWARE

- **AIDS Education—By Computer**, Health Edco; \$49.95; 800-433-2677; All, IBM.

Covers how AIDS affects the body, transmission, risk factors, prevention, and includes a self-test. Grade 7-adult.

- **House-A-Fire**; \$49.95; 415-830-8896, Alle.

House-A-Fire is designed to teach fire safety and fire prevention to students in grades 2-8. It includes a database of scientific/safety information and two simulations, "The Firefighter," and "Make it Safe."

FITNESS/WELLNESS SOFTWARE

- Several of the following programs are listed in the "directory" feature on "Exercise and Nutrition Programs, Products and Services" in the February 1989 *Fitness Management* magazine.

- **Physical and Nutritional Analysis Software Series**, by Micro Medical; \$499; 602-893-2815; IBM PC with 10M hard disk.

Jump Rope For Heart . . .

Jim Zeiger, Coordinator
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How to Run a Successful JRFH Event

Andrew Blanchard
Conway Elementary School
Conway, NH

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Ten years ago, the most amazing feat 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!



Following are guidelines for running a successful Jump Rope for Heart event. Variations occur from event to event, as coordinators implement ideas that work best for them. Have fun and make sure the event is properly supervised and safe!

I. Promoting the Event

- A. Allow plenty of time and energy for organizing and promoting the event.
- B. Talk about the event in your classes; discuss how to obtain sponsors and pledges.
- C. Include rope jumping as part of the physical education curriculum.
- D. Show a JRFH video.
- E. Invite a JRFH demonstration team to perform at your school and/or conduct a workshop for the students.
- F. Make displays—use photos from previous events, JRFH prizes, etc.
- G. Use the local media—newspaper, radio, television—to promote your event.
- H. Get information—regarding the event, educational materials, invitations to join in—home to parents.
- I. Wear your JRFH shirts and/or warm-up suits whenever possible.
- J. Other ideas:
 1. Have pep rallies.
 2. Get students to make posters.
 3. Invite school administrators, local celebrities, and local business-people to participate.
 4. Have kids dedicate their efforts to someone they know who has heart disease.

II. Implementing the Event

- A. Secure a facility large enough for your event.
- B. Assign each team a specific spot.
- C. Have healthy snacks—juice, fresh fruit, etc.—available.
- D. Give away door prizes—solicited from local businesses, accumulated giveaways at conventions, etc.
- E. Ask a local celebrity to preside over the event.
- F. Have plenty of good music (that has a good beat and appeals to the participants) available—get a local disc jockey; have kids bring in records; use live music.
- G. Have contests within the JRFH event—30-second speed jump, heart trivia games, double-dutch competitions, etc.
- H. Supervise participants—ask local college fraternities/sororities, P.E. major's clubs, high school student councils or Key Clubs, parent volunteers, etc. to participate.
- I. Have each team pick a name for itself; teams can have their own costumes.
- J. Decorate the gym with hearts, student pictures, etc.
- K. Arrange for the local media to cover the event.
- L. Implement any other ideas.

III. After the Event

- A. Use a computer program to help tabulate money collected, prizes earned, etc.
- B. Make sure participants know the procedure for collecting pledges.
- C. Send thank-you notes to all helpers, businesses, etc.
- D. Run a thank-you ad to businesses in local media.
- E. Hold a thank-you dinner for volunteers.
- F. Have a special recognition day for kids and teachers who participated—good time to hand out certificates, prizes.
- G. Display photos, newspaper stories, etc. on school bulletin board.
- H. Make sure participants get prizes as soon as possible.
- I. Evaluate all aspects of event to determine how best to proceed for the next year.

IV. Timetable for Organizing a Jump Rope for Heart Event

- A. Two months prior:
 1. Select a school coordinator and teachers to be responsible for implementing the event.
 2. Hold a meeting to select date and length of time (3 hours is suggested) for the event, and to determine the potential number of participants.
 3. Select a site.
- B. One month prior:
 1. Discuss the event in your classes, emphasizing the importance of physical fitness in maintaining a healthy heart.

2. Hold jump rope clinics or teach a unit on jump rope in your physical education classes.
3. Discuss obtaining sponsors and pledges—explain to students the procedures for forming teams.
4. Display the prizes to be awarded.
5. Publicize the event in the local media.
- C. Two weeks prior:
 1. Continue to build student interest.
 2. Set up practice sessions.
- D. Day of Event
 1. Review procedures for proper supervision and safety.
 2. Have students arrive in ample time to check in.
 3. Check students off on master record sheets.
 4. Have individual team members jump alternately, using the variety of techniques learned in classes and/or practice sessions.
 5. After jumping, check students out, receiving verification of time jumped.
- E. After the event
 1. Allow students two weeks to collect pledges—emphasize the importance of collecting the pledge money.
 2. Fill in names of participants on award certificates.
 3. Total all cash collected, and send a check for that amount along with other checks collected to the local Heart Association affiliate.
 4. Send order for your school's prizes.

JRFH Resources Available

Jump Rope for Heart has available a number of resource materials—books, tapes, records, etc.—to assist those pursuing a rope skipping program. Local American Heart Association offices and JRFH demonstration teams may be able to provide additional materials and information about the program. Following is a list of source materials available.

- **A Developmental Jump Rope Task Card Program**, by Cliff Carnes and Mark Sutherland, The Education Company, 3949 Linus Way, Carmichael, CA 95608.

- **Aerobic Rope Skipping**, by Paul Smith, Educational Activities, Inc., Freeport, NY 11520 (record available).

- **Awesome Elementary School Physical Education Activities**, by Cliff Carnes, The Education Company, 3949 Linus Way, Carmichael, CA 95608.

- **Creative Rope Skipping**, Official Competition Rules, by Lois Hale, 3450 Brave Lance, Reno, NV 89506, (702) 972-4246.

- **Jump Rope for the Health of It**, (1) Basic Tricks, (2) Intermediate Single and Double-Dutch Skills, the American Heart Association, 7320 Greenville Avenue, Dallas, TX 75231, (800) 527-6941 (VHS tapes and wall charts available).

- **Rope Skipping for Fun and Fitness**, by Bob Melson and Vicki Worrell, Woodlawn Publishers, Inc., P.O. Box 2334, Wichita, KS 67201 (VHS tapes available).

- **Skip It for Fun**, by Richard Candali, P.O. Box 3307, Boulder, CO 80307, (303) 530-7179.

- **So You Want to Jump Rope**, by Dan Blackwell, Jefferson Elementary School, Riverton, WY 82501.

- **Ex-U-Rope** (ropes), 1665 North Main Street, Jefferson, MA 01552, (800) 238-4070.

ATTENTION: Sample newspaper editorial. Tear out and send to your local newspaper!

MAKING THE GRADE: REPORT CARD ON STUDENT FITNESS POOR by (Name)

Congress has passed a resolution urging state legislatures to take measures to improve the terrible shape our children are in by offering daily, high quality physical education programs in the school systems.

(State's) education officials need to take note of this resolution and examine its implication for (state) school children.

The resolution was brought about by Congressional concern over the declining state of youth fitness. Many recent studies have shown that today's children are in poor physical shape.

A 1987 study by the U.S. Public Health Service found that obesity has increased 9 percent among children six to eleven years old and 6 percent among children twelve to seventeen years old during the last 20 years.

More than 40 percent of children age five to eight are already exhibiting major coronary risk factors, including obesity, high blood pressure, high cholesterol levels and inactive lifestyles according to the U.S. Department of Health and Human Services (HHS).

A 1985 HHS study found that 40 percent of boys and 70 percent of girls age six to twelve did not have the muscular strength necessary to do more than a single pull-up.

Congress recognized that the only way to reverse this trend—and help children develop and maintain a healthy level of physical fitness—is to provide a quality physical education program on a daily basis for children in kindergarten through 12th grade.

Physical education experts define a quality program as one that:

- is taught every day by a certified instructor;
- provides a logical progression in skill development, from kindergarten through the 12th grade;
- provides students with a basic understanding of their bodies to give them insight into their own growth;
- allows all students to participate and succeed at their own level including those with physical or mental disabilities;
- allows times for students to enjoy the use of their skills and knowledge.

While there is no single "right" list of activities for a quality program, there is a general "menu" from which a variety of activities should be selected. These include:

- aerobic exercises designed to improve cardiovascular fitness at least three times a week for 20 minutes;
- exercises designed to improve strength and flexibility at least three times a week;
- development of coordination and motor skills for effective participation in sports, games and dance activities;
- instruction in how physical activity can improve physical health and well being.

Every school official in (state) needs to be made aware of this resolution and urged to take action. School policy is determined on a state-by-state basis; there are no federal laws governing physical education curricula.

Concerned parents can write to Fit to Achieve, 1900 Association Drive, Reston, Virginia 22091 for a free copy of the resolution and brochures called "It's Time to Stop Shortchanging Our Children" "Fit To Achieve: The Benefits of Physical Education" and "Fit To Achieve: What You Can Do," which outline the benefits steps parents can take when they are concerned about their children's physical education.

The federal government has recognized the problem. Now it's time for state governments to help solve it.

Peer Reviewed Articles: 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, or 2,000 words.

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:

Tom Sawyer, Editor
Indiana AHPERD Journal
R.R. 25, Box 12
Terre Haute, IN 47802

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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.

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