

The Indiana Journal For Health • Physical Education Recreation • Dance

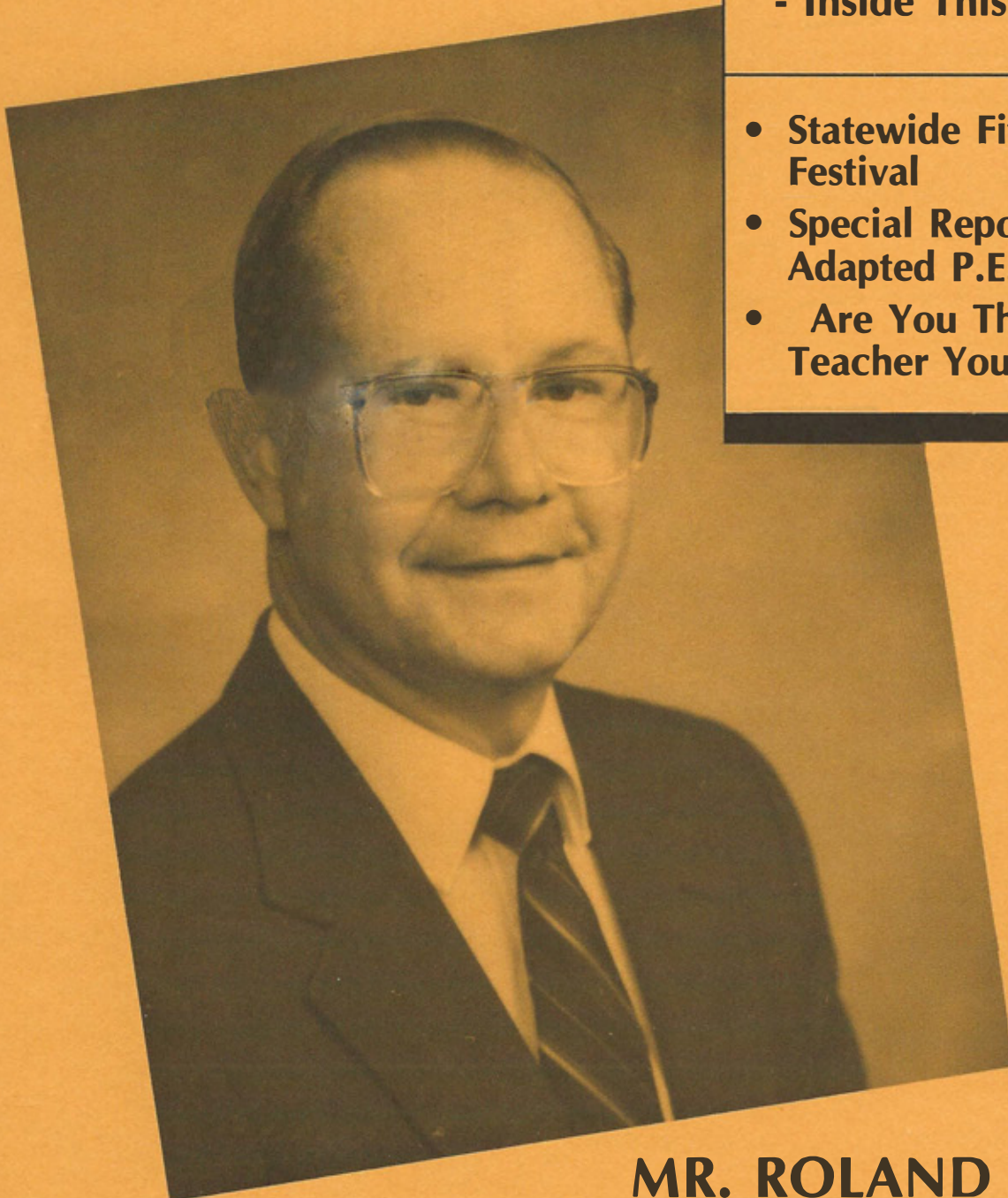
Volume 20, Number 3

FALL ISSUE

1991

- Inside This Issue -

- Statewide Fitness Festival
- Special Report VI: Adapted P.E.
- Are You The Best Teacher You Can Be?



MR. ROLAND INSKEEP

Athletic Director, North Central High

1991 NATIONAL SECONDARY SCHOOL ATHLETIC DIRECTOR

Indiana AHPERD Journal

Volume 20, Number 3

FALL ISSUE

Fall, 1991

Indiana Association for
Health, Physical Education, Recreation and Dance

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TABLE OF CONTENTS

	Page
Message from the President	1
Indiana Governor's Council Award Winners	2
Editorial Notions	3
1991 National Secondary School Athletic Director of the Year	5
Fundamentals of Athletic Taping	6
Indiana Statewide Youth Fitness Festival	8
Getting Into Walking	10
From The Hip	11
Effective Supervision of Movement Programs: Liability Considerations	12
New Books	15
What It Means To Be Physically Educated	16
Indiana PACE: A Program for Athletic Coaches' Education	18
Elementary Corner	22
Are You The BEST Teacher You Can Be?	24
News From NASPE	29
News From AAHPERD	31
Coaching Styles Or Personalities	32
IAHPERD Physical Education Advisory Task Force: Part VI	34
1991 IAHPERD Award Winners	38
"Team" (?) Badminton	40
Gym Shorts	41
State of the State	42

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Message from the President . . .



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In May 1991, I had an opportunity to participate in the National Youth Fitness Summit held in Washington, D.C. Presenters included Surgeon General Antonio Novello, HUD Secretary Jack Kemp, Health and Human Services Secretary Louis Sullivan, keynote speaker Arnold Schwarzenegger, and others. Topics were addressed such as defining the youth fitness problem, the role of education, fitness promotion through the schools, developing strategies to improve youth fitness, model initiatives for improvement, and the government's role in supporting community action for health and fitness.

While Arnold Schwarzenegger is a super public relations figure for the President's Council for Physical Fitness, physical educators need to be aware of his suggestions for how to improve fitness at little cost. During Schwarzenegger's Summit address he spoke of his visits with the governor in each state. He indicated that he is telling the governors that fitness in their states will improve with daily physical education . . . and that it can be done at little cost. Arnold's suggestions:

- A. LARGER CLASSES and
- B. BRING IN YMCA/YWCA and/or STUDENT MAJORS OF PHYSICAL EDUCATION TO HELP WITH THE LARGER CLASSES.

As I listened to those remarks I could picture it in my mind. One hundred (or

more) students per class doing mass calisthenics! Nobody can deny the impact made by a spokesperson such as Schwarzenegger. Physical fitness has been brought to center stage. Physical educators need to be sure, however, that a balance is maintained between body management activities, fitness, and skills for life sports.

One objective of the National Summit on Youth Fitness was to encourage each state to form a coalition for the improvement of fitness. Initial plans are underway for such a coalition in Indiana. You'll be reading more about this coalition during the 1991-92 school year.

* * * * *

THANK YOU, THANK YOU, THANK YOU!

On behalf of IAHPERD, a sincere thank you to the following:

1. IAHPERD DISTRICT OFFICERS— thanks for another year of successful workshops in our districts. Your time and effort IS making a difference in Indiana.
2. DEPARTMENT OF EDUCATION— thanks, Barb Ettl, for helping with some of the district workshops. The district officers are happy to have the option to work with the DOE.
3. STATE DEPARTMENT OF HEALTH —what a fantastic job Kelly Nebel did in pulling together the first-ever Indiana Youth Fitness Festival.

4. DRIVER MIDDLE SCHOOL— everywhere I looked during the Youth Fitness Festival I saw Driver Middle School students, equipment, and staff. Thanks, Pegg Kiser, for all you do for physical education.

There is always a danger when acknowledging people that someone may inadvertently be left off the list. Franklin College students, Doreen St. Clair, the many individuals who donated time to give presentations at the fitness festival and at district workshops . . . my sincere thanks to all!

* * * * *

Whenever the AAHPERD National Convention is located in your state, the annual fall conference will be held. Such is the case for Indiana during the 1991-92 school year. Plan to attend district workshops in the fall . . . plan to attend the National Convention in Indianapolis in April.

* * * * *

LOOKING WAY AHEAD! The next Indiana State Conference for Health, Physical Education, Recreation, and Dance will be held in FORT WAYNE at the Grand Wayne Center in 1992. Pre-conference workshops will be held on October 28, with the regular conference sessions on October 29 and 30. Remember: Fort Wayne, October 1992.

1991 Indiana Governor's Council on Physical Fitness and Sports Awards

The Indiana Governor's Council on Physical Fitness and Sports was created in 1980 by executive order of the Governor. The council 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 Council works 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.

The Indiana Governor's Council on Physical Fitness and Sports has established annual awards to recognize individuals, schools, organizations, businesses, and government agencies that have made outstanding contributions in physical education, fitness, sports medicine, or sports. An award committee, made up of Council members, reviews applicants from all categories and makes recommendations to the Council for approval. Award recipients truly exemplify the goals of the Council, and their contributions positively impact the lives of Hoosiers throughout Indiana.

We are pleased to present the 1991 Indiana Governor's Council on Fitness and Sports Awards recipients.

Individual, Employment-Related: PRISCILLA E. DILLOW

Assistant Athletic Director, Physical Education Instructor, Ben Davis High School, Indianapolis

. . . has demonstrated years of commitment and leadership in the area of sports and physical fitness. Helped to create and organize the Wayne Twp. Wellness Committee. Has created fitness opportunities for her students and colleagues, and leads by example. Has developed innovative fitness classes in the physical education curriculum.

Individual, Not Employment-Related: MERRILL A. RITTER, M.D.

Orthopaedic Surgeon, Director Center for Hip and Knee Surgery

. . . has created and developed a variety of fitness opportunities for a variety of populations. Built a racquetball/fitness center on hospital grounds for use by all employees. Authored a book on the care of common activity-related injuries. Created and financially sponsored an annual 10K run. Developed and financed videotape series on sports injuries. Instituted the first smoke-free workplace on the hospital campus. An avid fitness enthusiast and participant.

Individual, Personal Development: JERRY DUNN

. . . committed physical fitness enthusiast. Overcame personal alcohol addiction. Relied on jogging and fitness activities to aid in his personal discipline and commitment to a "new" lifestyle. Established and leads a "shore-to-shore" jogging fundraiser.

Business/Industry/Government Agency: WELLNESS PROGRAM/VALPARAISO COMMUNITY SCHOOLS

. . . a comprehensive assessment and fitness program for all employees of the school system. Extremely well-planned and organized with goals and evaluation components. An excellent "model" program effectively serving a wide variety of people.

School Category: BUTLER UNIVERSITY, "LIFETIME FITNESS"

. . . a thorough, complete approach to fitness and healthy development. Incorporates goal setting and assessment in the areas of fitness, nutrition, stress management, time management, substance abuse, ethics, etc. Self-management approach. Program adopted by other schools.



NOTIONS from the Editor

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“Quality” Physical Education or “Quality Daily” Physical Education?

During the Kansas City AAHPERD Convention (1986), we were introduced to a new slogan...“Quality Daily Physical Education.” Those in attendance at the convention also heard that every state should strive for a required daily physical education requirement. Upon my return I worked for the development and eventual acceptance of an Indiana AHPERD “Quality Daily Physical Education” position statement. The statement was based on the national guidelines provided at the convention. But maybe I was wrong to push for REQUIRED DAILY. Maybe the first concern should have been QUALITY not REQUIRED DAILY.

Indiana AHPERD Journal

QUALITY is defined as excellence or superiority. Before we ask for REQUIRED DAILY physical education we should assess what currently exists in the state. Is it QUALITY physical education or can it be defined as something less than that? If all the physical education programs are QUALITY, then maybe we can strive to obtain REQUIRED DAILY physical education.

But we all know that not all of the programs are QUALITY. We are our own worst enemies when it comes to QUALITY programs. There are still many questionable physical education programs and professionals at all levels in public and private education. Until our pro-

fession matures to the level at which it can begin policing its own professionals, it will be in trouble and a target for elimination during tough economic times. It is about time we became professionals within a profession that can and will develop and implement professional standards for all to abide by.

We need to either assist those less talented and professional colleagues or force them out of the profession before they destroy us all. The time has come to stop the old practice of just throwing the ball out. It is time to develop QUALITY physical education programs that will encourage the decision makers to implement REQUIRED MULTIPLE DAY

physical education. The minimum number of days sought should be three, but not three in consecutive order, taught by certified physical education teachers.

A QUALITY physical education program is an integral and essential component of the education of Indiana youth. Indiana physical education programs should develop children who are physically fit and have developed motor skills through a sequential program of learning experiences in aquatics, dance, games, gymnastics, and sport.

The physical activity performed within a QUALITY program for the proper duration, frequency, and intensity will:

1. promote sensory stimulation for optimal growth and development and early cognitive function;
2. assist in perceptual and cognitive development;
3. improve the functioning of the central nervous, skeletal, muscular, cardiovascular, and metabolic systems of the body;
4. enhance self-concept, self-esteem, and social competence;
5. improve psychological and sociological functions; and
6. prevent the onset of some diseases and delay the negative effects of aging.

QUALITY physical education should be provided for all students from Kindergarten through grade 12. All students need to be involved in multiple days weekly each year in the instructional phase of the physical education program. This does not mean interscholastic athletics or recess. The program should be adapted for those students who have special needs. These students should be included, when feasible, in the regular physical education program.

With a QUALITY physical education program all students should become physically educated in that they:

1. have learned skills necessary to perform a variety of physical activities;
2. do participate regularly in physical activity;
3. are physically fit;
4. know the implications of and benefits from involvement in physical activities; and
5. value physical activity and its contributions to a healthful lifestyle.

A QUALITY physical education pro-

gram must be designed and taught by competent, certified physical education specialists (adapted physical education specialists to work with the adapted students). The program should clearly identify objectives by grade level(s) for appropriate physical activity which will develop fitness and motor skills, knowledge and understandings, appropriate social awareness and behavior, and value of a healthy lifestyle as a contributor to physical well-being. The learning activities shall be sequenced by objectives, instructional strategies, and standards of achievement from grade levels K-12. Students in grades K-5 should be engaged in physical education at least three days per week for at least 30 minutes, and students in grades 6-12 for at least 50 minutes. The program should be able to provide evidence of its effectiveness through the assessment of achievement on the state proficiencies and an appropriate physical fitness test.

I believe that QUALITY physical education for every student must become a reality in our schools before REQUIRED or DAILY will become a reality. We must strive to develop philosophical and financial support in order to provide sufficient instructional time, space, and equipment to provide QUALITY physical education programs.

The class time for student achievement of the desired outcomes needs to include the following:

1. vigorous physical activity;
2. the diagnosing and learning of neuromuscular skills;
3. a discussion to learn and understand movement principles;
4. strategies involved in all physical education activities; and
5. time to enjoy the use of skills and knowledge gained.

In closing I challenge every physical educator to achieve a QUALITY physical education program. Once the QUALITY challenge is met, then and only then can we strive for REQUIRED MULTI-DAY physical education. QUALITY physical education is the first step to a successful future. I know we can do it... DO YOU?

Quality Begins With Professionalism!

Do you remember who gave you your first break?

Someone saw something in you once. That's partly why you are where you are today. It could have been a thoughtful parent, a perceptive teacher, a demanding drill sergeant, an appreciative employer, or just a friend who dug down in his pocket and came up with a few bucks. Whoever it was, had the kindness and the foresight to bet on your future. Those are two beautiful qualities that separate the human being from the orangutan. In the next 24 hours, take 10 minutes to write a grateful note to the person who helped you. You'll keep a wonderful friendship alive. Matter of fact, take another 10 minutes to give somebody else a break. Who knows? Someday you might get a nice letter. It could be one of the most gratifying messages you ever read.

A message as published in The Wall Street Journal by the United Technology Corporation, Hartford, CT.

Mr. Roland Inskeep

1991 National Secondary School Athletic Director of the Year



Roland Inskeep, Athletic Director at North Central High School, Indianapolis, has been selected the national winner of the National Council of Secondary School Athletic Director (NCSSAD) of the Year Award Program. In its 19th year, the award program, co-sponsored by Herff-Jones, Inc. and the NCSSAD, a structure of the National Association for Sport and Physical Education (NASPE), involves three stages.

The initial stage is the selection of a state winner in the fall of each year. In the second stage, five regional winners are then chosen and invited to the National Convention of the American Alliance for Health, Physical Education, Recreation, and Dance. The national winner is selected during the third stage by a blue ribbon panel who interviews each regional winner at the convention.

The criteria for the award include:

- recognition in the community as an educated leader who maintains athletics as an integral part of the total educational program;

- administration of an exemplary athletic program, making full use of school and community resources and involving as many students as possible;
- making a significant impact on the lives of students; and
- using athletics as a catalyst to achieve some demonstrable progress in the social and cultural environment of the school and community.

Roland Inskeep has been Athletic Director at North Central High School for 20 years. In addition to being Indiana Secondary School Athletic Director of the Year and the Midwest Regional winner, he has received numerous honors and awards: Marion County Principals' Service Award, Indiana Intercollegiate Athletic Administrators Association (IAAAA) President's Service Award, IAAAA Athletic Administrator of the Year (1990), and District III Athletic Director of the Year (1978, 1983, 1991).

The 20-sport program he has administered over the past 20 years includes 52 coaches, 54 teams, and 900 student-athletes. Facilities have been expanded under his leadership, and he has hosted as many as six State Championships on the home campus in one year. Since Roland has been Athletic Director, North Central has had over 1150 State qualifiers, 53 individual champions, 13 relay team champions, 30 team champions, and 14 mental attitude award winners.

Dr. Phillip McDaniel, Superintendent of the Metropolitan School District of Washington Township, says, "I wish to reflect my sincere and great appreciation for the work Roland Inskeep does for the students, staff, and parents in the school

district. He's extremely valuable to the community."

The North Central athletic program has made significant changes in the past 20 years from a 98% Caucasian program to one that is over 50% minority in the sports of football, basketball, and track. This transition has occurred without incident as a result of the administrative planning, coaching strategies, understanding coaches, community support, and student-athlete cooperation under the leadership from the Athletic Director. Inskeep says, "It is most significant that students accept each other as human beings and value each other for their individual contributions."

Roland graduated from Indiana State University in 1957 *cum laude*, completing his Master's degree at Indiana State in 1961. He began his teaching (physical education, physical and biological sciences) and coaching career in the Howard Community Schools in Niles, Michigan. He continued to teach and coach until 1965 when he was appointed athletic director at North Central. Roland is a Certified Athletic administrator and very active in various professional associations. As a coach, Roland had an impressive record over 43 sport seasons with 430 wins, 131 losses, and 4 ties.

Roland is married to Judith, who is a sixth grade teacher in Carmel. Judy and Roland have three sons, Bruce (hotel management), Steve (newscaster), and Jimmy (sportscaster for Carmel High School where he is a senior).

Indiana AHPERD is proud to recognize the fine efforts of Roland Inskeep and wish him the best in the future.

Thank you, Roland, for caring about your student-athletes!

Fundamentals of Athletic Taping



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Illustrations by Jim Cerney

Reprinted with permission Parker Publishing Company, Inc.
From *Complete Book of Athletic Taping Techniques*, 1972

This is the initial column for a regular "feature column" which will begin with the Winter 1991 issue.

This column will teach the non-athletic trainer the basics about athletic taping or "flexible casting." It is not meant to be a substitute for an athletic trainer. Injured soft tissue needs to be treated and provided support. Coaches, without the luxury of athletic trainers, need to know and understand "how-to" apply tape to assist student-athletes. The information provided in this column is meant to be hands-on/how-to in nature. If you need further assistance, feel free to contact me at your convenience.

HISTORICAL ASPECTS

The use of adhesive masses and plasters, which were later to evolve into modern adhesive tapes, appears as old as medicine itself. The early Romans used adhesive, or at least sticky, mixtures in ancient times as a healing preparation, applied directly to the local lesion. The Greeks are known to have used for this purpose a paste consisting of olive oil, lead oxide, and water. Menecrates, a physician to Tiberius, popularized this mixture. Its applications were many, and it was considered not only non-irritating but actually soothing for a variety of local ills. This formula survived the centuries vir-

tually unaltered until fairly modern times, when the mixture was supplemented by the addition of resin and yellow beeswax, and became known as "Emplastrum Resinae."

During the mid-19th century an important improvement was introduced with the addition to the formula of India rubber. This resulted in better adhesive qualities, better support, easier application by virtue of "quicker stick," and cleaner removal.

Johnson & Johnson in 1899 developed the modern zinc oxide type of adhesive mass. This development inaugurated the era of modern adhesive tape masses. The new tape showed improvement in strength and quick-sticking qualities.

Since the initial development by Johnson & Johnson, other improvements and modifications have been made such as:

- increased strength of the backing materials used in the various types of tapes with greater lightness and adaptability;
- waterproofing;
- uniformity of mass spread and control of flow properties;
- uniform unwinding tension;
- better anchorage to the backing; and
- vastly improved aging characteristics.

TAPING: WHAT TO CONSIDER

The first consideration in the proper use of adhesive tape is an understanding of the purpose for its use. Therapeutic taping (strapping) is a semi-rigid or elastic support which splints the soft tissue(s). Much of the success of its use depends upon proper technique in application.

There are six anatomical structures involved in the application and removal of adhesive:

- skin;
- fascia;
- muscles;
- tendons;
- ligaments; and
- bursae.

As a method of soft tissue control a "tape job" or flexible cast is a procedure whereby anatomical parts are persuaded toward normalcy and held for a short time for the purpose of healing and protection.

As such, adhesive taping is an "emergency" measure applied with only a temporary purpose in view. It is a diplomatic brace, a supportive crutch, and for local soft-tissue compression/tension/traction it is the treatment of choice.

The techniques of flexible casting are designed primarily to immobilize anatomical areas of stress. Tape acts as an artificial muscle, fascia, tendon, or ligament. It may act as all four and thereby be classified as an external membrane.

However, like beauty, the controls of adhesive tape are little more than skin deep. Deep tissues such as tendons, muscles, and bones are never completely immobilized by tape. Further, a properly applied flexible cast is not designed to do so. Adhesive tape in athletic injury use is strictly supportive.

MAJOR ASSETS OF TAPE IN ATHLETIC INJURY CARE

A flexible cast can do the following things:

- limit motion;
- places soft tissue parts in semi-correction;
- assists healing;
- provides protection from pressure or contact;
- provides compression;
- prevents local swelling;
- supports skin lesions;
- helps keep broken tissue organized;
- provides an occlusive barrier against dirt;

- serves as a temporary auxiliary muscle;
- relieves pain by stabilizing the affected part;
- locks bandages in position;
- maintains the position of splints and pads;
- creates local traction;
- helps prevent further injury to a given part;
- through massagic action helps restore circulation to a damaged area; and
- eliminates the use of plaster casts for lesser injury care.

Tape is not a cure-all!

INJURIES MOST AMNABLE TO FLEXIBLE CASTING

The list that follows is by no means exhaustive, but it does classify sport injuries which have proven most tractable in the use of adhesive tape:

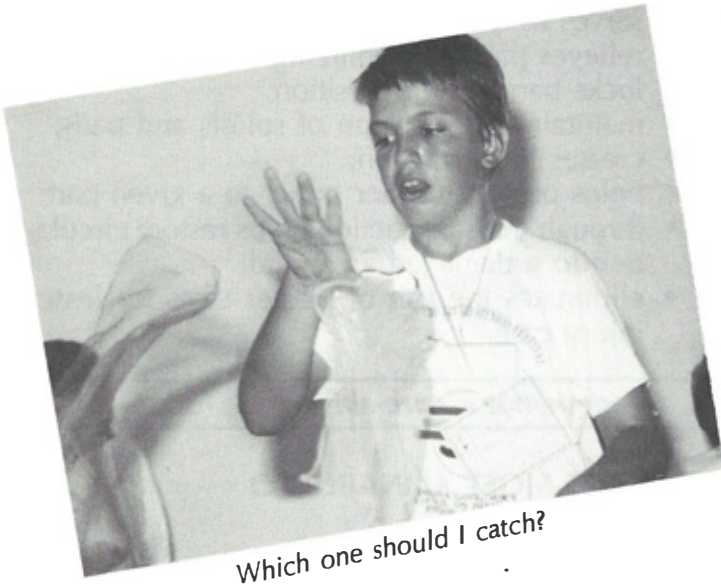
- strains;
- sprains;
- muscle rupture or tear;
- myositis;
- tendon pull;
- torn ligaments;
- tendinitis, tenosynovitis, or peritendonitis;
- fasciitis;
- joint separation;
- damaged or displaced cartilage;
- small bone fractures;
- small wounds;
- compression on ganglion;
- prevention against new injuries;
- support for weakened joints;
- tendon or bone displacement;
- rib fracture;
- contusions; and
- hematoma compression.

Taping is a method of supporting tissues and limiting their function without completely immobilizing the part.

The next column in this series will talk about adhesive tape reactions, points to remember in taping, and basic taping terminology.

**NATIONAL CONVENTION
1992
INDIANAPOLIS - APRIL 8-12**

INDIANA STATEWIDE Y SUMMARY



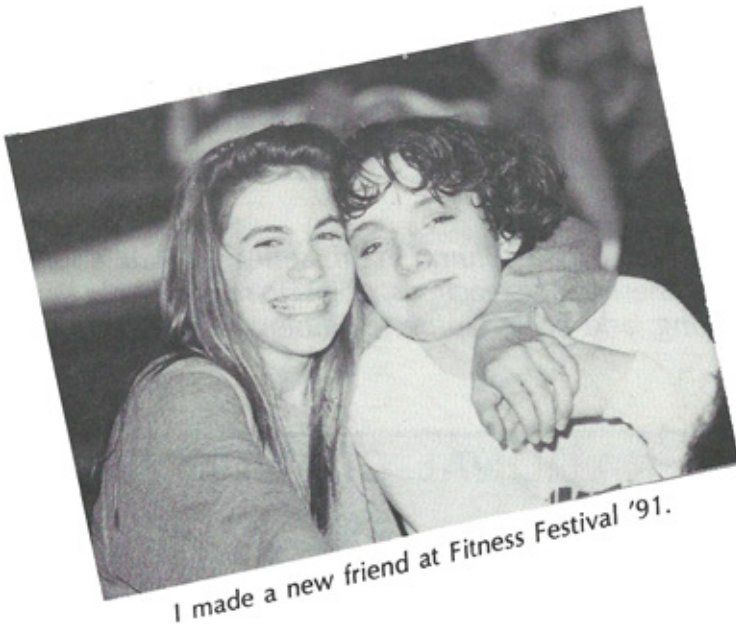
Which one should I catch?

On May 4, 1991, 461 students, 82 teachers, 25 exhibitors, 50 volunteers, and 50 presenters gathered at the University of Indianapolis for the first Indiana Statewide Youth Fitness Festival. Participants represented 45 schools located in 29 of Indiana's 92 counties. The Festival was sponsored by the Indiana Governor's Council on Physical Fitness and Sports. Co-sponsors for the event were Hook's Drug Stores, the IAHPERD, and the Indiana State Board of Health.



Fitness can be fun!

The day began with a welcome from Dr. Norma Jean Johnson, Chairperson of the Indiana Governor's Council on Physical Fitness and Sports, and from Dr. Dr. Carl Stockton, Academic Dean of the University of Indianapolis. Darvel Huffman of the Indianapolis Colts led a warm-up session and interacted with students at the Council display. Clark Kellogg, former Pacer, was also on hand in the afternoon to talk to students and sign autographs. Fourteen costumed college students from Franklin College and Butler University helped students locate their individual assignments. In the course of the day, each student participated in two activity sessions, interacted at numerous exhibits, and attended an aquatics demonstration presented by Steve St. John of Ball State University. Activity sessions were presented by: Dr. Betty Evenbeck, Juggling; Harry Mosher, Multiple Games; Major Marcus Alexander, Aerobic Challenge; Ron Richards, Shorin Karate; Terry Whitt, Jammin'-n-Jivin'; and Lee Stienbarger/Niki Glover/Jim Zieger/Delane Diller, Jump Rope Variations.



I made a new friend at Fitness Festival '91.

OUTH FITNESS FESTIVAL

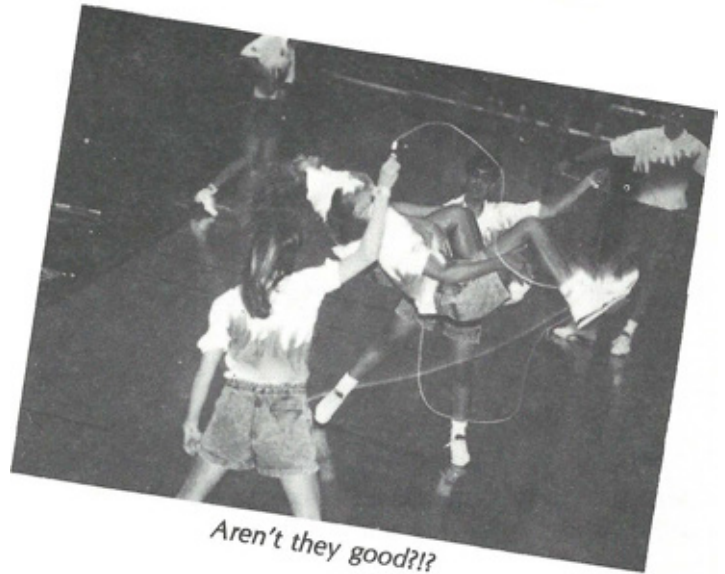
REPORT 1991

At noon, while students enjoyed jump rope demonstrations by the Indiana Thump Jumpers of Richmond, Arlington Air Bears of Indianapolis, Jumphound Gang of Columbus, and Rhythmic Ropers of Fort Wayne, physical education teachers attended a session on how to utilize the *Physical Education Proficiency Guide* to evaluate/improve their curricula. The session was presented by Barb Ettl, physical education consultant for the Indiana Department of Education.

A drawing for 150 student prizes (autographed ice hockey stock and Pacer basketball, skateboards, t-shirts, keyboards, cameras, etc.) and 20 teacher prizes ended a day filled with fun, friends, and new ideas.

Of course, none of this would have been possible without outstanding volunteers. The following groups contributed significantly to the success of the event: Indiana State Board of Health/Division of Health Education, Indianapolis Ambassadors, Indiana Governor's Council on Physical Education and Sports, University of Indianapolis, and the Indiana Association for Health, Physical Education, Recreation, and Dance.

The Fitness Festival was conceived by Peggy Kiser, Special Events Chairperson of the Indiana Governor's Council on Physical Fitness and Sports. Her vision and dedication created a unique cooperative learning experience that can serve as a model for other states. It is hoped that this Festival will be the first of many in Indiana and across the nation.



Getting Into Walking

by
Brent Mobley

Reprinted by permission of Mid-Willamette Running and Fitness News

Contrary to what one sees on television, the most popular physical activity in the United States is not baseball, football, nor basketball. It is fitness walking.

It is estimated that there are at least 55 million fitness walkers in this country, and by the end of the next decade that figure is expected to top 90 million. In addition, walking—as opposed to major televised sports—is the only event in which involvement doesn't decline in the middle and later years. In fact, most fitness walkers are over 35 years of age, and female.

Fitness walking is enjoying increasing popularity as the public realizes its benefits, learns how to do it properly, and acquires the right kind of "special equipment" to participate in the event.

When done properly, walking can improve the body's ability to consume oxygen during exertion, lower the resting heart rate, reduce blood pressure, and increase the efficiency of the heart and lungs. It also helps burn excess calories.

Since obesity and high blood pressure are among the leading risk factors for heart attack and stroke, walking offers protection against two major killers.

In some studies, fitness walking has also been proven to be more effective than running and other major athletic activities. That's because it is virtually injury-free and has a low dropout rate.

The way to begin a proper fitness walking program is to first see a doctor. This is especially important, according to the Blue Cross and Blue Shield Association, if you are over 45, have had a heart condition, don't know your blood pressure, or experience discomfort after mild exercise.

Once cleared by the doctor, one should plan on walking for at least 20 minutes at a time and attempt to bring the heart rate up to a specified target zone.

The American Heart Association states that one's target heart rate zone is determined by subtracting one's age from 220 and then multiplying by 60-75 percent. A 65-year-old, in this case, would have a target heart rate of 93-116 beats per minute.

After six months or more of regular workouts, one can then raise his or her rate up to 85% of maximum safely.

A way to obtain one's pulse rate is to place the tips of the first two fingers over one of the blood vessels (carotid arteries) on the neck. Count the pulse for six seconds and then multiply by ten to derive beats per minute.

Fitness will improve by walking at least 20 minutes a day, six days a week; it will be maintained by walking three days a week.

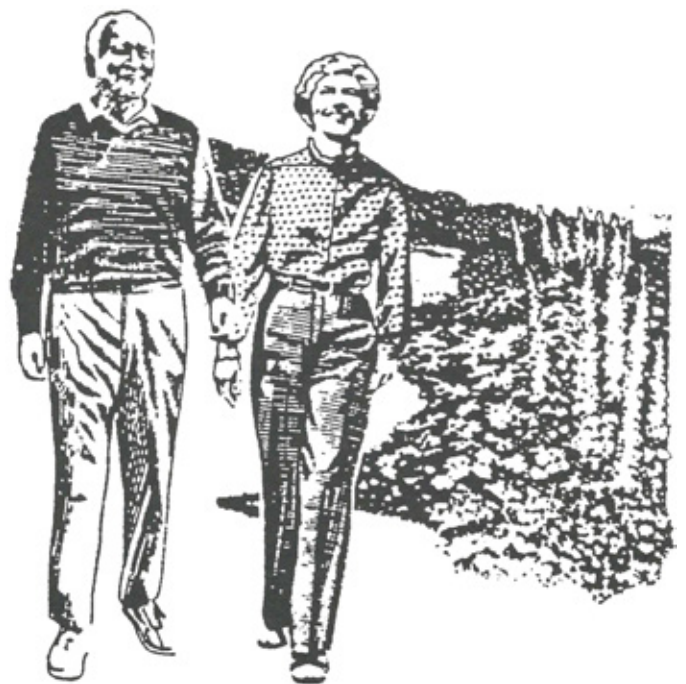
The most important "special equipment" one will need for fitness walking is a pair of quality walking shoes.

As opposed to what is commonly heard, running shoes do not make the best walking shoes. The biomechanics of running and walking are different.

In contrast to a runner's gait cycle, a walker invariably lands on the heel and slowly rolls the weight forward to the ball of the foot. A well-made walking shoe must be designed to accommodate this motion.

According to R.G. Andersen-Wyckoff of Phidippides in Salem some of the features to look for in a quality walking shoe include a shock absorbing multi-density midsole which is flexible, a low heel profile, a durable thermoplastic heel counter, a padded heel collar which wraps around the Achilles tendon, and a roomy toe box. Most people also prefer a leather upper because of its durability and support.

Before joining the growing ranks of those involved in the nation's most popular physical activity, make sure you have the right shoe to get off on the right foot.



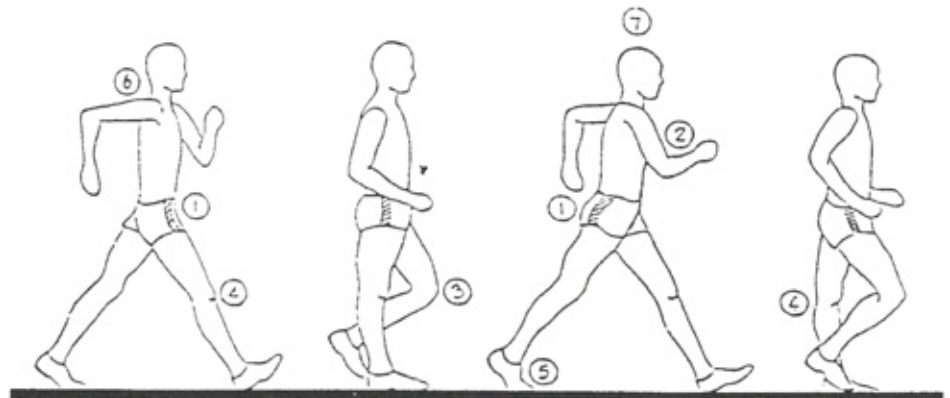
From The Hip

by
David McNayr

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CORRECT RACEWALKING TECHNIQUE



Some call it an art form. Some call it a science. Still others call it just plain hard. The technique of correct racewalking has been and will probably continue to be debated and discussed due to its unique and oftentimes controversial nature.

Free monthly racewalk clinics are held in Salem, Eugene, and Portland, OR. They are taught by qualified and experienced instructors. The purpose is to promote this fast-growing sport and to teach correct technique.

Outside of these clinics the best source of information is found in the book *Advanced Race Walking* by Martin Rudow, former head coach of the U.S. National Men's Race Walking Team. It is available at the Phidippides store in Salem, OR. Rudow has also produced a video entitled "Race Walking Technique." Both are excellent resources for developing world class technique for fitness and competitive success.

Salem's own Jim Bean taught a racewalking class this summer at Chemeketa Community College.

The accompanying sketches demonstrate the correct technique for racewalking.

Sound hard? Is it an art form or science?

1. Hips drop and roll while twisting back and forth. This allows your legs to move faster and easier and gives you a longer stride. Note how the stripe on side of shorts moves from front to rear.
2. Arms always bent at 90° angle and pumped vigorously. Let them swing across your chest as they move back and forth.
3. Knees bend as leg is swung forward. This allows toes to clear the ground.
4. Knee straightened all the way back at this point and pulling ground as heel touches.
5. Toes and calf muscles push body forward. Feet land on a straight line with toes pointed directly forward.
6. Keep neck and shoulders relaxed.
7. Body and head straight in upright position at all times.

ALWAYS CONCENTRATE ON CORRECT TECHNIQUE!

This effort helps time pass quicker and helps you feel and look better.



Legal Issues in Physical Education and Sport

Reprinted Article

Effective Supervision of Movement Programs: Liability Considerations

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Supervision, necessary in virtually every organization, is particularly important in those organizations which are related to movement programs, whether they are educational, recreational, professional, or commercial. Though supervision is often alluded to in job descriptions, policy statements, and within formalized administrative structures, in actual practice, little supervision takes place until a complaint calls attention to a questionable practice, or a legal action is threatened against the organization because of a negligent act. It is not unusual for *lack of supervision, or inadequate supervision*, to be included as part of the negligent action cited, and it is common for several individuals in the administrative echelon to be listed in the complaint. This article will remind practitioners and administrators of the importance of carrying out supervisory responsibilities so that the organization will function more effectively and efficiently, and to minimize the potential for negligent actions.

Because of the doctrine of *Respondeat Superior*, employers are liable for the actions of their employees during the time when those employees are acting within the scope of assigned duties. All individuals are legally responsible for their negligent actions and, while some states still apply the concept of governmental immunity in varying degrees, it

is now far more common for supervisors as well to be held responsible in a legal sense for the actions of their charges. *Respondeat superior* is virtually absolute in the private sector. The obvious implication is that each person who directs the actions of others has a duty to provide appropriate supervision to those for whom they have a real or implied responsibility. The crux of the problem lies in determining how best to effectively manage and supervise within the wide range of administrative structures common to movement oriented programs.

In a not so far-fetched hypothetical scenario, a "walk-on" part-time assistant football coach is asked informally by the head coach to supervise a post-practice swim period during a late summer pre-season practice session. One player doesn't get to the pool until the coach is ready to close it, and begs for "just a couple of laps to cool off." The coach agrees, but leaves to shower, asking the player to lock the pool. The player, while swimming alone, suffers an epileptic seizure and drowns. Most courts would find negligence throughout the school's administrative structure, beginning with the assistant coach who failed to supervise; the head coach who may have assigned an unqualified staff member to that duty; the athletic director who is responsible for staffing the athletic pro-

gram; that member of the administrative staff charged by the school district with the responsibility of overseeing student activities; and the principal, responsible for the entire operation. The line of reasoning would very likely contain references to "failure to adequately train, inform, and supervise a part-time employee," directly and indirectly.

Quality and quantity of supervision are two descriptive terms often found in legal briefs associated with a lack of appropriate supervision. Quality implies a degree of ability to supervise greater than might be expected from an average citizen. This implies a level of expertise commensurate with the complexity and risk associated with the activity; and it might include the expectancy of licensing, certification, credentialing, and/or appropriate experience. In the aforementioned hypothetical example, the degree of liability involving administrators may have been reduced if there were verification of employment requirements, appropriate policies and practices in place, and evidence of systematic reviews of supervisory expectancies. Of particular importance in quality supervision is an ability to foresee potentially dangerous conditions as they may develop, as well as the knowledge and skill in applying appropriate first aid measures in the event of an injury.

Quantity of supervision refers to the

number of supervisors assigned to the activity. The number of participants, the area in which the activity is taking place, and the degree of risk associated with the activity are the determining factors in establishing the appropriate number of supervisors. An additional concern should be the age and experience of those engaging in the activity, and the possibility of rowdy or reckless behavior. The greater the potential for problems, the greater the need for an increase in the quality and quantity of supervisors. Quantity and quality are not mutually exclusive terms, and should be incumbent upon administrators to keep both factors in mind when structuring movement programs.

Direct and indirect supervision. Direct supervision simply refers to any condition wherein one or more individuals are directly responsible for the actions of others. It may include both general and specific supervision, and it may not necessarily imply that a supervisor is constantly attending to supervisory responsibilities. Indirect supervision applies to a variety of administrative techniques which assist in the orderly operation of movement programs so as to minimize risk and maximize effectiveness and efficiency. Policies, standard practices, rules, and official communications are examples of indirect supervisory techniques. Not only is it important that an organization have written policies and operating procedures, but it is equally important that there be some method of verifying that all members of the organization have read, understood, and have agreed to function within the parameters established. Both direct and indirect supervisory techniques are of greater importance with new or less experienced personnel, but they must be re-emphasized whenever any individual within the organization begins to function in a careless manner.

Specific and general supervision. Specific supervision describes the act of supervising in the immediate area of the activity, including assisting individuals as they participate, such as with spotting in gymnastics. This type of supervision is necessary whenever there is an increased risk. Courts have held that specific supervision should be employed any time a new activity is engaged in until such time as the participants understand the requirements of the

activity, the risk(s) involved, and their own ability to perform or participate in light of those risks, or whenever any activity becomes dangerous to the participants—if, for instance, a touch football game during recess suddenly becomes a tackle football game. General supervision requires only that the supervisor be on the premises and able to oversee the entire activity area, such as might be expected of a playground supervisor. It is important to recognize that the age, ability, physical condition, and knowledge of the participants must be a consideration when the degree of supervision is determined.

Supervising part-time personnel. While ongoing supervision is necessary for regular full-time staff, the degree may vary depending on the professional characteristics of individuals. Long-term staff who have helped to develop policies and procedures or who have demonstrated responsibility and effectiveness require less direct supervision than do new members of the staff. Part-time individuals, on the other hand, usually require special attention to an even greater degree to ensure that they function in an acceptable manner. Those who are part-time often have not had the experience of working the program, and they may not understand the expectancies of the tasks assigned. In addition, they may have personal demands outside of the part-time position, differing goal expectancies, and they may lack the experience and ability of regular staff. Not only do part-time personnel present a significant supervision problem, but that problem may differ depending on the classification of the part-time person.

Substitutes. Part-time people who are classified as substitutes usually come from a pool trained, experienced individuals who may serve from place to place in accomplishing similar tasks. Substitutes usually know the general job requirements and acceptable methods for meeting those requirements. Supervision of substitutes may be limited to providing brief verbal and/or written orientation to the facilities, the special or unique requirements, and the emergency procedures. Because the substitute is often a day-to-day arrangement, the goal of any direct supervision may be merely to assure that the job is being covered in a satisfactory manner.

Volunteers. Volunteer assistance has

become a necessity in many educational and recreational settings. The volunteer may or may not have sufficient expertise to function effectively without direct ongoing supervision. From a legal standpoint, it is unwise to allow any volunteer to participate in the program without immediate and direct supervision of a regular staff member. While having the best of intentions, volunteers often lack the necessary understanding of procedures and organizational skills so essential to the safe conduct of movement activities. Volunteers should be carefully screened to assure that they will be a reasonable "fit" into the organizational structure, and they should have the limits of their responsibilities carefully explained by a supervisor before they begin to assist with the activities. In some instances the volunteer believes that previous playing or participation experience sufficiently qualifies him or her to render a valuable service. What may not become evident until after an incident is the temperament, maturity, and common sense of the individual. This problem is not uncommon in youth sports where well-meaning parents volunteer to assist in a program, and often serve well. But sometimes egos, handling of stress, and an inability to deal with the vagaries of youngsters leads to behavior which demonstrates their inability to fulfill the expectancies of the program. The volunteer may have no vested interest in the program, and therefore care little about how activities are conducted. For these reasons, supervision should be commensurate with each volunteer's growth in the program.

Walk-on coaches. A relatively new phenomenon to school athletic programs is the "walk-on" or "rent-a-coach," an individual who may serve as a head or assistant coach, but has no other association with the school. The walk-on coach may or may not be certified as such, depending on the state and local requirements, and is salaried for the duration of a short-term contract, usually season-by-season, sport-by-sport. Because walk-on coaches are given considerable responsibility, it behooves the administrator to spend time with each prior to the actual coaching, during the initial phases of the sport, and on a regular basis throughout the time of the contract. Many walk-on coaches come from their regular job to the "fun job"

of coaching. They may bring inappropriate language, dress in a less than professional style, and fail to recognize the role of sport in the educational process. They may carry out their duties without regard for the institutional philosophy and they are not available to their players except during the practice times during each season. Many of the problems surrounding the use of walk-on coaches can be attributed to administrators who assume that the coach will function effectively in a professional manner. Walk-on coaches need direct and indirect supervision by the head coach, athletic director, dean of student activities, and the school principal. Appropriate supervision at each level of administration will do much to minimize problems directly related to the use of walk-on coaches.

Independent contractors. Independent contractors are those who are employed by an organization to carry out a specific function associated with movement programs. They are usually not involved in the preparation of the movement group, but they may be necessary for the actual event. Game officials, security personnel, team physicians, scoreboard and/or clock operators, public address announcers, etc., who are paid a stipend for their services may be classified as independent contractors. A relatively new group within this classification are the sports medicine enterprises serving a variety of movement agencies under contracts.

In some instances an actual contract sets the standard of performance for such individuals, while in other situations a letter of understanding may serve as the basis of the association. An even more informal arrangement often is found wherein an administrator asks an individual to carry out a function with promise of payment for the service. Regardless of the employment conditions, there may be instances where the sponsoring agency could be named in a suit to recover damages resulting from the negligence of the independent contractor when fulfilling the conditions of the working agreement. It is important that administrators enter into contracts only with reputable and qualified agents so the need to supervise is limited to monitoring the contractor's fulfillment of the agreement; and seeing that the individual carries out those responsibilities so

as to contribute in a positive way to the public image of the sponsoring agency. PA announcers who overuse or abuse the privilege of the microphone, team doctors who are slow to respond to obvious injuries, officials who are unable to control contests, are examples of independent contractors who may detract from the image of the organization, particularly if they are allowed to continue to function in a less than acceptable manner because administrators failed to adequately supervise. Appropriate supervision should include an orientation to the job requirements, an explanation of applicable policies and procedures, and on-site observations followed by critiques of the independent contractor's performance when appropriate.

Supervision of facilities. While it is important to provide adequate supervision to personnel, it is equally critical that appropriate supervision be provided for facilities used by movement programs. Inasmuch as facilities exist throughout the entire year is virtually impossible to have 24-hour surveillance, but supervision must be provided in times of usage. In many states the degree of that supervision depends upon the conditions under which the use takes place, and by the legal description of the users.

Trespassers. Those who use the facility without permission during times when the facility is not available for its intended use are usually described as trespassers. The sponsoring agency has no obligation to supervise the facility, nor the trespasser, until the presence of the trespasser is known. Once it has been determined that an unauthorized individual(s) is using the facility the sponsor owes that person a warning of any hidden dangers, and should insist that the trespasser vacate the premises. Should trespassers be allowed to remain in the facility with the knowledge of the responsible agency, or any of its agents, then the trespasser may assume the role of a licensee.

Licensees. Individuals who are allowed use of facilities, such as with parks, playgrounds, and school sites without inducement are given license to use the facility for its intended purpose during the times that have been established for such use. The supervision of such facility usage requires greater care

on the part of the sponsoring agency. The duty of the sponsor to the licensee is to ensure that the facility is reasonably free of danger, and that hidden dangers are posted with warning signs. This duty assumes a conscious and direct action by the sponsoring agency to inspect the facility on a regular basis, and to provide for the timely repair, removal, or securing of conditions which may present an unexpected risk to users. If the sponsoring agency has in some way induced, or specifically invited, others to use the facility, such users become invitees.

Invitees. Invitees require the greatest degree of facility supervision. They are users who, because they have been "invited" to use the facility, can expect that facility to be free of hazards and safe for the use normally anticipated. The sponsoring agency is expected to foresee potential activities by the invitee which may become hazardous, and to provide appropriate supervision to minimize risk to the user. Should the sponsoring agency conduct activities which may lead to potential harm to invitees the need for increased supervision would be expected. The question of providing for the safety of invitees from harm by third parties has not been satisfactorily resolved. It is recommended that whenever the invitee group becomes larger than that which can be supervised with the usual care by members of the organization responsible, or when the nature of the activity and the users presents risk to others, that special uniformed security personnel be employed to share the burden of supervision, and to serve as a deterrent to inappropriate activity. In emotionally charged events, administrators are advised to request the presence of uniformed local police.

In recent years a trend seems to be developing wherein state courts are abolishing the distinctions between the classifications of users of facilities, holding sponsoring agencies to reasonable standards of maintenance and safety regardless of the conditions of use.

Command presence. For the most part, a visible authority figure from the responsible organization who has the ability to oversee the facility and to be seen by the users may be sufficient for ensuring the appropriate use of facilities. This is particularly true if such individuals demonstrate command presence; i.e., personality characteristics which

demonstrate confidence and authority. Command presence requires that individuals recognize the supervisor as representing the sponsoring organization. Command presence does not include use of abusive language, loss of personal control, nor the use of unreasonable force in attempts to fulfill supervisory obligations.

Administrators at all levels have an inescapable responsibility for the adequate supervision of personnel and facilities under their jurisdiction. This process is likely to be improved in direct

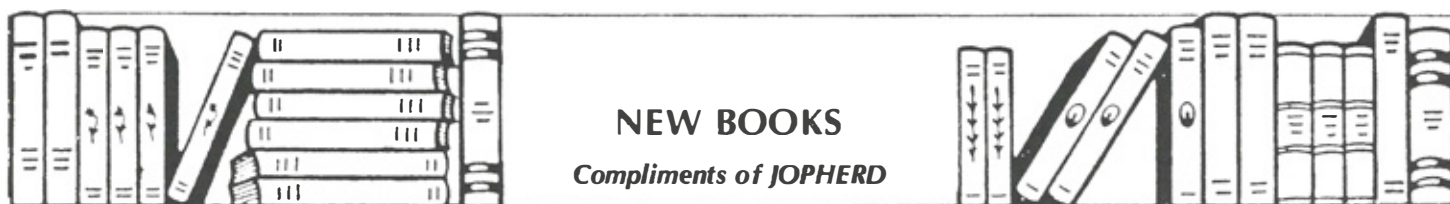
proportion to the quality of the individuals involved, the understanding and thoroughness of policies and operating procedures, and through frequent careful inspection of facilities with appropriate steps to remove hazardous conditions. The time spent planning for and evaluating the supervisory process may be of critical importance to the continuation of any movement program. Appropriate effective supervision is the best way to prevent liability losses.

Inasmuch as states vary in their laws, and courts vary in their interpretation of

those laws, administrators would be wise to contact appropriate legal counsel for an opinion when questions of responsibility arise.

Suggested Readings

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NEW BOOKS

Compliments of JOPHERD

American Women in Sport. 1887-1987: A 100 Year Chronology. R. M. Parhawk, M. E. Leslie, P. Y. Turbow, & Z. R. Rose. Scarecrow Press, Inc., P.O. Box 4167, Metuchen, NJ 08840. 1989. 148 pp. \$20.00.

Basic Biomechanics of the Musculoskeletal System. 2nd Edition. Margareta Nordin & Victor H. Frankel. Lea & Febiger, 600 South Washington Square, Philadelphia, PA 19106. 1989. 350 pp. \$34.50.

Biathlon Handbook. Veli Niinimaa. Biathlon, Alberta, Hanover Place, 101-6th Avenue, S.W., Calgary, Alberta T2P 3P4, Canada. 1988. 203 pp. \$15.00.

Community-Based Curriculum. Instructional Strategies for Students with Severe Handicaps. 2nd Edition. Mary A. Falvey. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624. 1989. 372 pp. \$30.00.

Competing with the Sylph: The Quest for the Perfect Dance Body. 2nd Edition. L. M. Vincent. Princeton Book Company, Publishers, P.O. Box 57, Pennington, NJ 08534-0057. 1989. 174 pp. \$14.95 paper; \$14.95 hardcover.

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Reprinted Article

We should not teach fitness, skills, rules, or strategies for their intrinsic value. We should teach movement, in all its varied forms. In that movement, wholeness, self-understanding, and the challenge to reach toward one's potential can be found.

What It Means To Be Physically Educated

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In these days of competencies and accountability, our sights as physical educators have necessarily turned to objectives, outcomes, and products. We want our students to be able to perform certain skills, recite specific material, and demonstrate affective characteristics. All of this must be observable and measurable—provable, as we defend our inclusion in education. While this is certainly important, it has encouraged a perspective of the purpose of physical education that is narrow and product-oriented. We have lost sight of an important truth: education is not a product, it is a process. Process is difficult to observe, arduous to measure, and troublesome to evaluate. Yet, as educators, we must not allow these obstacles to interfere with our attention to the process of movement. Logsdon (1984, p. 19) states that, "Both processes

and products are critical in achieving fulfillment in education."

As a part of the educational realm, our goal is to foster change and growth in our students. As physical educators we must ask what form we want these changes to take. Skill development and increased fitness levels certainly come to mind as outcomes we seek. We might attempt to justify our existence in the educational system by our contribution to these outcomes and we have often done so.

There is value in these outcomes. They are important and worth cultivating. However, as outcomes, they direct our attention to the products of our teaching and not to the process or the students as they experience this process. Skills and fitness development are important and should be taught, but they should also be seen as a part of a larger

picture. Life has little to do with products and much to do with process.

We have lost sight of an important truth: education is not a product, it is a process.

Many physical education programs, both past and present, are highly product oriented. With the chief focus resting on products, heavy emphasis is placed on specific skills to be learned, drills to be mastered, stunts to be performed, games to be played, and dances to be danced . . . which are products of learning in physical education. What is more, these skills, drills, stunts, games, and dances have frequently been pre-structured with the same end products in mind for all students. With the focus on rather

singular end products, insufficient concern has been directed toward the individuality of the learner or toward the development of attitudes and thought processes that should be a part of physical education. (Logsdon, 1984, p. 19)

What is the end result we strive for, people who know how to keep fit? That is certainly important. Or do we want people with many motor skills and abilities? This is important, too. Teaching physical activities and sports so that our students can then watch and understand these activities is something to strive for as well. Each of these results is worthwhile, but their real value lies in the fact that they provide opportunities for students to move, experience themselves as movers, and appreciate the movement of others.

As physical educators we must provide for the experience of satisfying movement. We must aid our students in becoming:

- people who keep fit from daily activity, done not to prevent a heart attack but for the joy of the movement, the feeling of control over one's body, and appreciation of the internal processes which enable movement;
- people who participate in numerous physical activities not because they have the skills but because of the excitement of being skillful, the wholeness of total involvement in activity, the acceptance of the challenge, and the reaching toward one's potential;
- people who see beauty in others' movement and appreciate the struggle, joy, effort, and feelings involved;
- people who experience winning and losing, achievement and setback, joy and disappointment, and allow these feelings to be reconized, fully felt, even embraced, and thereby better understand themselves.

Our ultimate aim should be to help our students learn about themselves, grow, and experience life more fully. Our vehicle is human movement. Being physically educated is more than preventing a heart attack or knowing how to fill leisure time. Meaning is available to students through purposeful movement activity. We must provide for that activity and cultivate an awareness of it.

The meaningfulness and human need of movement is evident in the desire for participation by special populations: the retarded and the handicapped, for example. The importance of movement can also be seen in the psychological struggle of an injured athlete. The inability to move freely, even if just temporarily can be a traumatic experience, especially for a person who has learned to value activity. Injury, if it inhibits movement, can actually result in a loss of self-identify. A valuable avenue for self-expression and self-esteem is restricted. Fear of physical impairment may be coupled with a greater fear of being less than what one was, or could have become.

Being physically educated involves knowing the joy and exhilaration of moving well, and experiencing the fun and freedom of any movement, even if not done so well. It involves feeling whole, able, and competent as a person. Being physically educated is not a point one arrives at but is a continous process: it is one aspect of becoming whole and progressing toward one's full potential.

The process of becoming physically educated is an experiencing of one's body—one's self—and liking what one can do, even if slow or overweight. The body becomes more than the housing of the vital organs. It is the manifestation of the person and in movement it is completely alive and full functioning. The categories "cognitive," "psychomotor," and "affective" seem artificial and appear to do more to fragment what being physically educated means than to aid in the understanding. When moving, the person is fully involved. Movement may be the most holistic of any educational avenue.

Being-into-movement is crossing a line into a different world, a world of pure excitement, exhilaration, and action. A tuning-in to the movement is balanced by a turning-off of the outside. Time disappears. You lose yourself as you become the movement. The atmosphere is one of newness, crispness, and mystery. Things stand out in bold relief and take on new meaning. The challenges of risks invite you to join and embrace them in a demonstration of power, control, and effectiveness. You feel good, accomplished, and complete, and these feelings weave throughout like quiet applause. Being-into-movement is

a kind of freedom, a treasure. (Kollen, 1983, p. 90)

In today's complex, confusing, apathetic world, to be able to give all of yourself to something is not only meaningful, but necessary. Physical activity is one area in which this can be done. The external goals—the execution of the skills, the desire to become fit or strong—may provide the necessary motive for the participation. Ironically, these products are the means to ends that have meaning. As our students become skillful we need to direct their attention to the process rather than the product, and help them find the meaning.

The more personally meaningful we can make these movement experiences, the greater the effect physical education will have in the education of today's children. The greater meaning the physical education environment has for the individuality of children, the more they experience the freedom from threat and the greater opportunity they have to achieve and appreciate their full potential in their pursuit of excellence in the mastery of movement. (Logsdon, 1984, p. 20)

Being physically educated involves moving in diverse ways, experiencing the process and learning through the movement. We should not teach fitness, skills, rules, or strategies for their intrinsic value. We should teach movement, in all its varied forms. In that movement, wholeness, self-understanding, and the challenge to reach toward one's potential can be found. Being physically educated means one has the tools—the abilities, knowledge, experiences, and awareness—to find meaning in movement, thereby enlarging oneself and one's world.

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Indiana Pace: A Program For Athletic Coaches' Education

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Indiana State University

Introduction

Indiana, like other states, is faced with a crisis in its interscholastic athletic programs. The crisis centers around two challenges:

- recruiting qualified coaches, and
- providing coaches with an adequate, appropriate, and continuous coaching education program.

Numerous national and state surveys support this contention (Lahey, Maine; Seefeldt, Michigan; Weiss/Sisley, Oregon; Sawyer, Indiana; and Smith/Smith/Smoll, Washington). The latter of these challenges is the focus of this article.

Coaches are teachers. They need appropriately designed inservice education programs on a continuous and regular basis.

School corporations and districts regularly provide inservice programs for crossing guards, teacher aides, cafeteria personnel, bus drivers, and others, but they do not provide such education opportunities to coaches. Coaches receive the least amount of inservice education of any group of professionals in Indiana and America's schools. Yet the coaches, whether or not educators and administrators wish to recognize the fact, have a GREAT impact on youth.

Should we continue allowing inadequately educated coaches to teach and influence youth? The answer should and must be a resounding **NO!**

Should we assist coaches by providing adequate, appropriate, and continuous coaching education opportunities? The answer should and must be a resounding **YES!**

My concern for coaching education goes beyond teaching to focus on the safety of the student-athlete, reduction of injuries, and increased legal ramifications. Since 1980 there has been a dramatic increase in litigation against coaches, school corporations and districts, and state high school athletic associations (Appenzeller, 1985; Lewis and Appenzeller, 1985; Baley and Mathews, 1989; Sawyer, 1989).

The increase in litigation centers around the celebrated **Chris Thompson v. Seattle Public School District** case [1982, unpublished decision] (Adams, 1985). In 1975 Chris Thompson, a 15-year-old football player, broke his neck while performing an open field tackle. His head was the primary point of impact. Thompson became a quadriplegic.

In 1975 the National Federation of State High School Associations (NFSHSA), through its football rules committee, made it a violation of the rules as well as a point of emphasis in the rule book (The 'Point of Emphasis' section in the rule book alerts officials to violations that can cause serious injury) to use the head as the point of impact for blocking or tackling (Adams, 1987).

The Seattle District Court found that the coaches were

negligent in performing their teaching responsibilities (they failed to instruct Thompson in the proper way to tackle within the rules established in 1975 by the NFSHSA); coaches and school district were negligent for not warning Thompson of the inherent dangers in football; and school district was negligent for NOT providing an adequate, appropriate, and continuous coaching education program to all its coaches on a regular basis (Adams, 1985). Since the Thompson case there have been at least 16 other cases indicating a need for coaches to instruct athletes properly, provide adequate warnings, and engage in appropriate coaching education activities (Ross, 1982-89).

The Beginning In Indiana

In 1985, two Indiana State University professors became concerned about the availability of qualified coaches for interscholastic sports in Indiana, and about the lack of a statewide coaching education program to assist the coaches in performing their responsibilities. They investigated what was being done nationally and in neighboring states to attack these problems. During the next years they gathered considerable data and prepared a white paper titled "A Crisis in Youth Sports Programs in Indiana" (Sawyer and Stebbins, 1988). Later that year, Indiana State University's Department of Physical Education established The Center for Coaching Education (CCE).

The purposes of the CCE are to ensure that Indiana youth receive optimal experiences in their organized sport programs in public and non-public schools, non-profit agencies, and other youth sport organizations; provide educational opportunities for coaches throughout Indiana; and engage in meaningful research pertaining to youth sports.

With the publication of the white paper and the establishment of the CCE, a concerned effort (from late 1988 to early 1990) was made to gather support for a statewide coaching education program. Professional organizations that supported such a program were: the Indiana Department of Education, Indiana Superintendents' Association, Indiana High School Principals' Association, Indiana High School Athletic Association, Indiana High School Athletic Administrators' Association, Indiana Coaches' Association, and Indiana Association for Health, Physical Education, Recreation and Dance.

Statewide Coaching Education Established

By August 1990 the Indiana High School Athletic Association (IHSAA) agreed to assist in financing a statewide coaching education program, and to the selection of PACE, a national coaching education program developed by the Institute for the Study of Youth Sports at Michigan State University. The statewide coaching education program in Indiana is called Indiana PACE. By mutual agreement the delivery of services for Indiana PACE would be through The Center for Coaching Education (CCE) at Indiana State University.

The Selection Of The Education Program

Thomas Sawyer, Ed.D., the CCE director, beginning in late 1987 contacted officials at the National Association for Sport and Physical Education (NASPE) and The National Association for Girls and Women Sports (NAGWS) for their educational guidelines and position papers related to coaching education. These two organizations suggested

that a coaching education program should include pertinent information for coaches from such areas as: philosophy, sport psychology, sport physiology, sports medicine, sports management, and legal issues relating to coaching. After this information was received, the CCE and IHSAA personnel reviewed the five national coaching education programs, comparing their content to the standards proposed by the NASPE and NAGWS. Eleven questions, listed below were developed for this evaluation. The results are shown in Table 1.

The five national coaching education programs reviewed were:

- American Coaching Effectiveness Program (ACEP), developed by Rainer Martens (President, Human Kinetics Publishers, Inc.), is a multi-level program covering such areas as philosophy, sport sciences, sports medicine, sport management, sport law, and sport specific. Original focus was for non-public school youth sports programs.
- BASIC, developed by Rick Ball (Attorney specializing in sports law), is a single level program designed for coaches to reduce sports injuries. Primary focus is all levels of youth sports.
- CAPS, developed by the Athletic Institute, has been designed to assist youth sport coaches in the areas of team management, handling parents, developing practices, etc. Primary focus is non-public school coaches.
- NYSCA, developed by the National Youth Sports Coaches' Association, is very similar to the CAPS program. Primary focus is non-public school coaches.
- Program for Athletic Coaches' Education (PACE), developed by the Institute for the Study of Youth Sports (Michigan State University), is a comprehensive coaching education program covering such areas as philosophy, sport sciences, sports medicine, sport management and legal aspects, and sport specific. Primarily designed for interscholastic coaches.

Questions

1. Does the proposed educational program meet existing guidelines for interscholastic coaches' education established by the Coaching Council of the National Association for Sport and Physical Education and the National Association for Girls and Women's Sports?
2. Is the program written specifically for interscholastic coaches?
3. Is the educational program contained in one volume or must the adopting organization purchase several books in order to provide a comprehensive package?
4. Does the educational package include opportunities for each state to certify its own instructors and thereby become self-sufficient in its instruction of coaches?
5. What will it cost a state interscholastic association to provide education for instructors of the program it adopts?
6. Does the instructional program allow each state association to include its own title, logo, and credits on the material?
7. Is the format of instructional material conducive to insertion of information that is important to state associations?

8. What is the assurance that the cost and quality of the instructional material will be maintained?
9. Is the educational material written by individuals who understand the needs of interscholastic coaches?
10. Has the content of the program been taught and field tested in interscholastic settings?
11. Has the program been developed by a non-profit or for-profit organization?

Table 1
Analysis of Interscholastic Coaches' Education Programs

Question	PACE	ACEP	BASIC	CAPS	NYSCA
1	Yes	No	No	No	No
2	Yes	No	Yes	Yes	No
3	Yes	No	Yes	Yes	Yes
4	Yes	No	No	No	No
5	\$100	\$225	N/R	N/R	N/R
6	Yes	No	No	No	No
7	Yes	No	No	No	No
8	Required by State Mandate	None	None	None	None
9	Yes	Yes	Yes	Yes	Yes
10	Yes	No	No	No	No
11	Non-Profit	Profit	Profit	Profit	Non-Profit

PACE = Program for Athletic Coaches' Education by the Institute for the Study of Youth Sports (Michigan State University)

ACEP = American Coaching Education program by Rainer Martens, Human Kinetics, Inc.

BASIC = Coaching Education program developed by Rick Ball, Sports Attorney

CAPS = Coaching Education program developed by The Athletic Institute

NYSCA = Coaching Education program developed by the National Youth Sports Coaches' Association

The reviewers selected PACE for Indiana for the following reasons:

- PACE was the only program, that in one comprehensive manual, met all published national guidelines, which were developed to define the standard of care for which interscholastic coaches are responsible.
- PACE was specifically developed for interscholastic coaches and has been field tested by coaches throughout Michigan whereas the ACEP, BASIC, CAPS, and NYSCA programs were designed for volunteer youth sport coaches.
- The PACE manual comes in a single volume offering a choice of looseleaf or perfect bound coaches' manual.
- PACE is not a certifying program. It is an educational program that promotes independence of state associations while providing the guidance that is needed for sound instruction, whereas ACEP, BASIC, and CAPS are commercial ventures providing certification. To the author's knowledge, no profession allows a commercial entity to certify its professional members. Should the coaching profession be the first

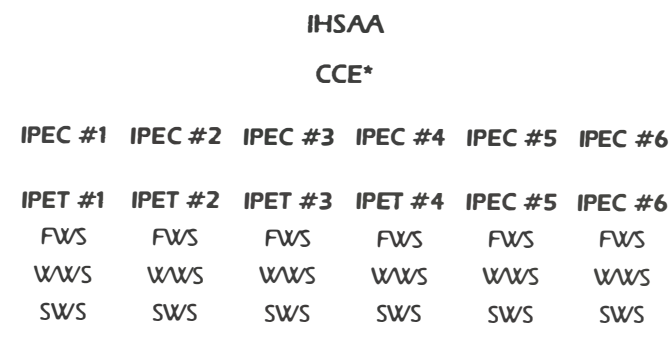
to do so?

- PACE provides educational programs for instructors on the Michigan State University campus or on-site at local state association offices or other suitable settings. Costs are limited to materials (PACE manual, PACE instructor guide, and videotape series = approximately \$100) for the enrollees. Enrollees would be responsible for their travel, room, and board expenses. The ACEP fee is \$225 plus travel, room, and board (Partlow, 1990, p.1). This does not include the Sports First Aider course (not available until spring 1991) which is separate from the basic ACEP course. The fee for training instructors for this course is not yet available. The PACE manual includes a detailed section on sports medicine for coaches.
- In Indiana, after the initial instructor preparation is complete, the Indiana PACE Education Coordinators will prepare future instructors for their Indiana PACE Education Teams. This practice is not an option currently with ACEP. All ACEP instructors are prepared by a national ACEP faculty which travels around the country offering ACEP instructor workshops.
- The design and production for PACE permits local autonomy by modifying the title of the manual (such as Indiana PACE), inserting a local logo, adding a section by the state association and developing an introduction to the manual for local consumption. This is not the case with the other national programs.
- The PACE manual is available in a D-ring binder for easy insertion of additional local information that a local high school sports administrator may want his or her coaches to understand. This option is not available with any of the other national programs reviewed.
- PACE, unlike ACEP, Basic, and CAPS, is owned and developed by the not-for-profit Institute for the Study of Youth Sports at Michigan State University, with a commitment to updating its educational materials. Royalties from the sale of the PACE manual are returned for continual program development. Reduced costs of large volume printing are passed on to consumers. It is highly unlikely that commercial organizations would return 100 percent of the royalties to the product. The NYSCA program has been developed also by a not-for-profit organization.
- The PACE manual was written by 28 individuals who are or have been interscholastic coaches and who currently have positions as coaches, athletics directors, or teachers of coaches. This was not the case with the other programs reviewed.
- PACE was field tested for a three-year period as a pilot instruction program in the state of Michigan. It is currently undergoing its third revision.

The Delivery System Created

The next major task for the CCE after selecting the educational program was to develop a statewide delivery system in Indiana (see Diagram 1). State high school athletic associations are neither equipped nor designed to deliver a statewide coaching education program. The state associations are regulatory in nature and would find it difficult to arrange college credit or receive approval from the state department of education for such programs.

Diagram 1
Indiana PACE Delivery System



* NOTE: The CCE will organize a seventh IPET to deliver Indiana PACE to individual school corporations or small groups of school corporations or leagues upon special request outside of the statewide workshop schedule.

KEY:

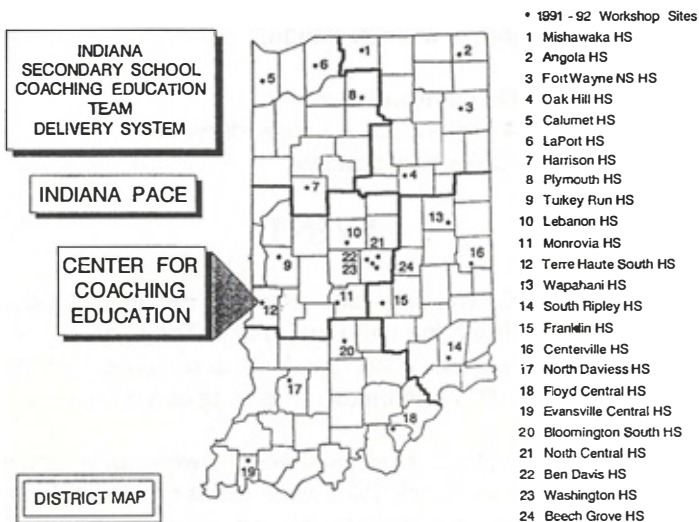
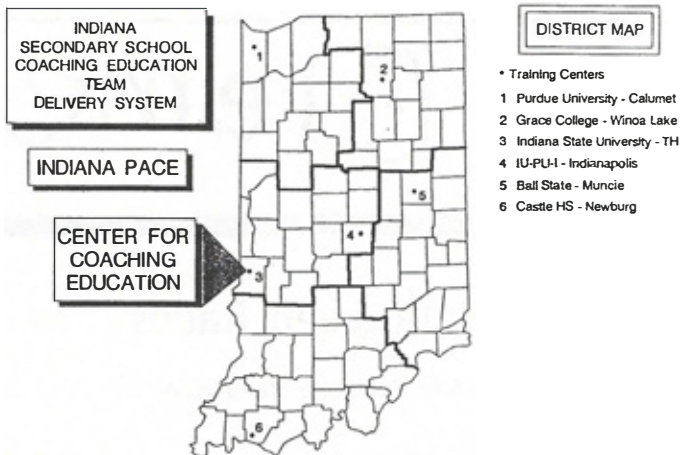
- IHSAA = Indiana High School Athletic Association
- CCE = The Center for Coaching Education
- IPEC = Indiana PACE Education Center
- IPET = Indiana PACE Education Team
- FWS = Fall Workshop
- WWS = Winter Workshop
- SWS = Spring Workshop

The Indiana PACE delivery system, unlike ACEP, will be operated by the CCE in conjunction with the IHSAA. The training of all instructors will be done by the CCE director. The statewide teams of instructors will be paid by the CCE. The CCE will conduct all registration for the classes, and arrange for instructors for each class session. The instructors are the employees of the CCE. The CCE program controls the course fees, so they are consistent and economical for school corporations. The Indiana PACE program content is controlled by the IHSAA in cooperation with the CCE.

In concept, ACEP is different, in that its instructors are trained by national ACEP instructors and responsible only to the national ACEP office. The ACEP instructor is an independent contractor and may establish his or her own fee schedule. The ACEP instructor, unlike the Indiana PACE instructor, has had to pay out-of-pocket expenses for the initial training and is encouraged to recover those expenses through instructional fees charged when delivering the ACEP program to coaches.

The CCE established six regional Indiana PACE education centers across the state (see Map 1). Each Indiana PACE Education Center (IPEC) has a coordinator who has two responsibilities. The first is to select a five-person Indiana PACE Education Team (IPET) (with at least one back up instructor for each subject area) to deliver the educational program. Those selected must have knowledge and experience in their instructional area(s). There are five instructional areas: philosophy, sport psychology, sport physiology, sport medicine, and sport management and legal issues in sport. A sixth area will be presented by a representative of the IHSAA.

The second responsibility of each IPEC Coordinator is to establish three workshops annually in his or her region ensuring that the outermost sites within the region are represented (see Map 2).



The workshops are scheduled for Mondays from 6 to 9:15 p.m. over a five-week period. There will be three workshops in each region (one each in the fall, winter, and spring). The workshop sites will be changed every year. The minimum number of enrollees for a workshop is 15 with 50 as the maximum.

The cost of an Indiana PACE workshop will be \$90 preregistration and \$100 on-site registration. If five or more attend from the same school corporation, the charge drops to \$80 preregistration and \$90 on-site. However, if a school corporation has its own workshop, or if a number of school corporations or a school league combines for one, the cost per coach could drop to approximately \$60. These fees include instructional costs, manual, and certificate.

The instructors for this program will be recruited from various sports-related backgrounds (current coaches and sports administrators, former coaches and sports administrators who are currently involved in other aspects of education, persons currently teaching coaches, or retired coaches, sports administrators, and teachers). These instructors will work in IPETs and report to the IPEC coordinator, who reports to the CCE director. The CCE director will prepare the IPEC coordinators and the initial education teams. After the initial IPETs are prepared, the IPTC coordinators will prepare new team members. Each team member will be paid \$100 to teach a three-hour session. This fee will include expenses for transportation and meal(s).

When the IPEC coordinators establish a workshop site

within their region, they will attempt to involve the local sports administrator in the program. This administrator may add any pertinent local policies, rules, and regulations to the Indiana PACE. Further, the IPEC coordinator will be responsible for requesting audio-visual equipment for the program. Each instructor will need an overhead projector and a VCR and monitor. The CCE director will be responsible for grading the final test given at the workshop. Those students earning an 80 percent or better on the written examination will receive a certificate of course completion.

State High School Athletic Association Involvement

The Indiana High School Athletic Association (IHSAA) is financing the Indiana PACE program. The IHSAA is purchasing 500 PACE manuals (\$17,500) which will be sold by the CCE to participants in the Indiana PACE program for \$50 generating \$25,000. Expenses for the program will include the cost for the PACE manuals (\$17,500), instructor training (\$3,000), and the promotional campaign (\$4,500) developed to launch the program (letters, brochures, mailings). A financial agreement between CCE and the IHSAA provides that the CCE will reimburse to the IHSAA its entire initial investment and concurrently provide a great service to coaches and student-athletes.

In Closing

Amateur sport is facing a serious crisis, compounded by the inadequate education of many of its coaches. Many ignore the crisis in hopes that it will go away. Providing coaching education to coaches will begin to solve persistent problems. The single most important thing we can do to improve amateur sport is to educate its coaches. With Indiana PACE the IHSAA has taken a giant step forward.

Perhaps other states will soon join Michigan, Indiana, New Mexico, New Jersey and others by providing statewide coaching education programs. The CCE would be happy to share the Indiana experiences and assist any who would like additional information concerning the development and implementation of a cost-effective coaches' education program.

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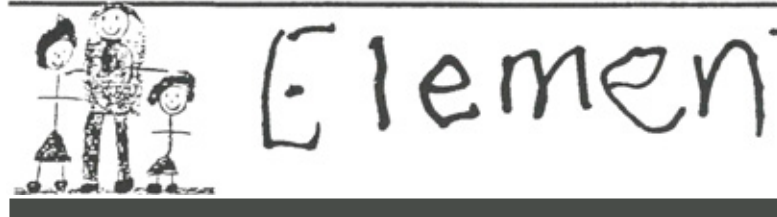
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Halloween Races

Objectives: Have fun! Celebrate Halloween!

Equipment: Whiffle ball (4)
Towels (12)
Decorate for Halloween
(ghosts) at each station.

Instructions: Divide teams into
4 groups. Have judges dress in
Halloween costumes.

EVENTS

DRACULA TAG: This race can use several members. One person runs down with whiffle ball under neck. They pass it "neck-to-neck" to their partner, who runs back and passes it to the next team member. This continues for as long as you want.

HUNCHBACK: One person starts with 3 towels stuffed under their t-shirt like the hunchback. Participants must run down, bent over, and tag partner. The partner has his t-shirt stuffed and race continues.

FRANKENSTEIN WALK: One person begins race by being blindfolded. On "go" the blindfolded Frankenstein walks stiff-legged, with arms out to reach his/her partner at the end of gym. Frankenstein tags partner who puts on blindfold and returns to starting point. Repeat. Use judges.

GRAVEYARD TAG: Two team members carry another team member to a certain area on the gym floor. They must act like they're digging a grave, shoveling 3 times. They then place "dead person" in the grave. All 3 race back and tag 3 more members who repeat the procedure. Use judges.



Fairy Corner

by
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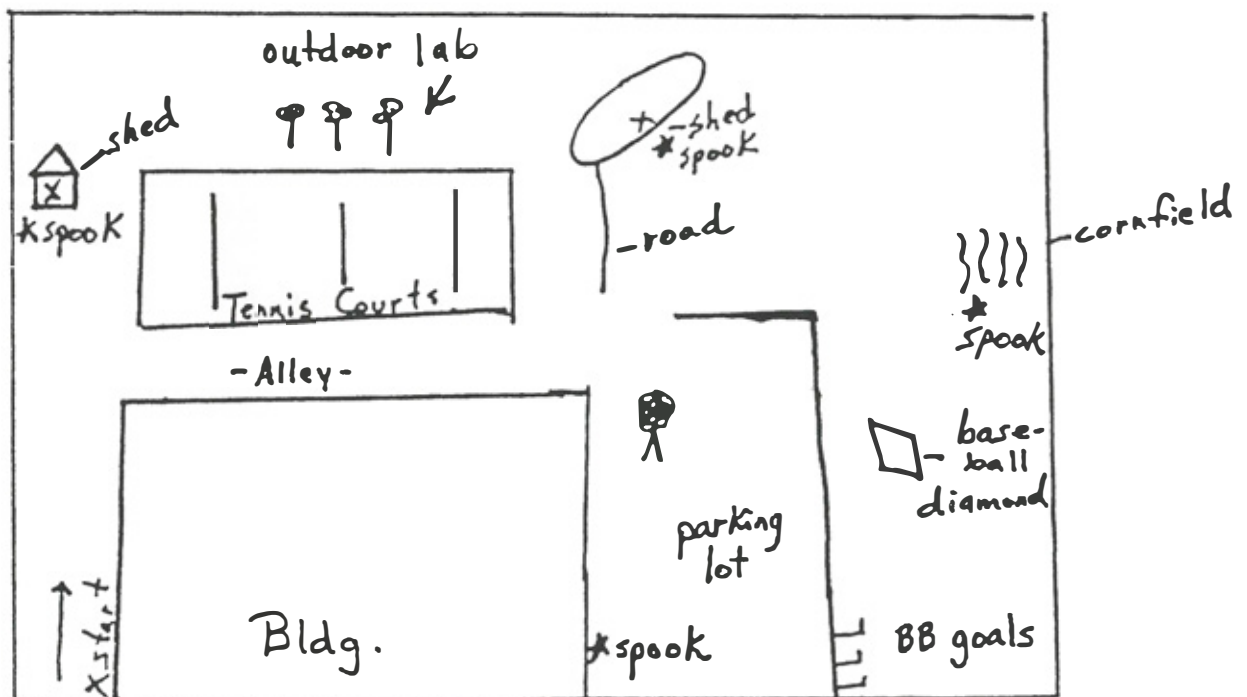
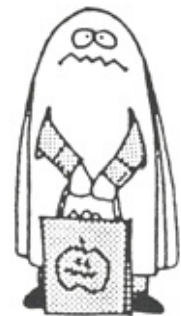
Spook Run

Objectives: Follow established clues and get to the end close to or at the pre-established time.

Equipment: Stopwatch, clues.

Instructions: Divide class into the number of groups you have stations. At the beginning give each group a clue. Have 4 "stations" marked in your school or outdoors. Put a spook at each station. In the beginning, Group 1 gets Clue 1 and proceeds to the area they think the "spook" is. Wait 2 minutes until Group 1 is out of the site and continue with Group 2. Send all other groups in 2 minute intervals. Be sure to add the appropriate time to each group's arrival time (Group 2 - ?).

BE SURE AND TELL YOUR GROUPS TO READ THE CLUE THOROUGHLY AND TO FIGURE IT OUT THEMSELVES. . . DO NOT FOLLOW ANOTHER GROUP. THE OBJECTIVE IS NOT WHAT GROUP GETS DONE THE QUICKEST.



Reprinted Article

Are You The BEST Teacher You Can Be?

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Can you improve your teaching? Most teachers who answer honestly would probably do so with a resounding "yes." The question is, how? Research in the area of teacher effectiveness may provide insight to important aspects of quality teaching. It has been said that effective teaching cannot be reduced to a single or even a restricted group of variables; further, that "successful teaching involves the orchestration of a complex set of variables and only a few of these variables have been identified consistently through teaching research" (Pieron & Graham, 1984). Still, it is possible to look at critical aspects of teaching and by improving these teaching aspects, improve teaching as a whole.

Your teaching can improve if your knowledge base about teaching increases. The eight areas of research discussed here are: goals and objectives, planning, lesson presentation, student engagement, management, student activity, feedback, and teacher assessment. Additionally, examples of ineffective and effective teaching behaviors are provided, relative to each area of discussion.

Goals and objectives

Consider the subject of goals and objectives. We all know we should have them. We also know that the ultimate goal is student learning; in fact, effective teaching is often equated with increased student learning outcomes. In some instances, we are asked to write out goals and objectives formally and submit them to administrators. In other situations, we simply use the ones we have used for years, and

in still others, goals and objectives are painstakingly rewritten on a regular basis. The question is: assuming that our goals are appropriate and clear, do we *use* these goals and objectives? Are these goals and objectives ultimately driving our programs? If not, new and realistic goals and objectives must be determined and used.

Placek (1984) studied teacher planning and found that "teachers were more concerned with the concrete, immediate act of teaching rather than the ultimate, but admittedly more difficult, goal of student learning" (p. 48). The focus tended to be on the use of daily activity as an end in itself rather than as a means to achieve program goals. In this we find a key to a major teaching problem: programs must have a direction. Without such direction, daily teaching episodes become disjointed strings of activity that are incapable of culminating into meaningful student learning. Consequently, we must determine and teach toward the goals and objectives of student learning.

Planning

If we are to fulfill our goals and objectives successfully, we must then take deliberate steps. Planning becomes a crucial link in the process of turning goals into reality. How dedicated are we to this end? Most would agree that planning is one of the least stimulating aspects of a teacher's job, is often deemphasized and even neglected. When adequate planning does take place, to what end do we plan? It was found that when teachers plan, they are strongly influenced by student behavior. Positive student reaction to

the activity was an important outcome; hence, objectives were not the first item considered. (Placek, 1983; 1984). Other planning concerns listed in these studies were weather, facilities, the dynamics of the class (including the mood of the students), and the teacher's disposition. While all of these concerns are real, it is important that the ends to which we aspire not be lost among the mundane demands of daily teaching. We must plan and teach for the ultimate goal of increased student learning, and not merely to survive our daily teaching schedule. In order to plan specifically for increased student learning, the teacher must plan "progressions, sequencing, and pacing of lesson activities to be appropriate to the abilities of the learners" (McKenzie, Clark & McKenzie, 1984). Hence, our planning has two criteria: it must be both appropriate for our students and affect our goals and objectives.

Lesson presentation

How do you present information? The manner in which a teacher speaks has great impact on a class. A study by McKenzie (1981) concerning the verbal behaviors of teachers found that the distracting use of "OK" and the scanty use of first names could be reversed with the use of an observer and the setting of target goals. While primarily cosmetic, these examples show that habits can and do creep into our teaching behaviors without our noticing them. Another, and more critical, aspect of the McKenzie study showed the improved use of positive, specific feedback. An observer spending five minutes immediately after a class with a teacher can supply important and helpful information regarding the amount and types of feedback used during a class. It has been documented that positive, specific feedback is an important aspect in the prescriptive role physical education teachers play in improving their students' skills (Fishman & Tobey, 1978). It is possible, however, to engage in self-monitoring and self-evaluation. The use of a pocket-size audiotape recorder can provide most of the information necessary to assess your verbal teaching behaviors.

The focus on verbal teaching behaviors is accompanied by the need to evaluate verbal presentation. Phillips and Carlisle (1983) found that a highly alterable variable found in the teaching effectiveness literature was the presentation of content. Further, they reported that teachers who were rated as being more effective "presented their students with a clearer picture of learning outcomes" than did those teachers who were considered to be less effective. Rink and Werner (1987) supported this with the statement that "before learning can occur, the motor task must be clearly communicated to give learners an accurate motor plan" (p. 200).

Student engagement

When learners have received information regarding a task and begin to practice, they are considered to be "engaged" in activity. The amount of engaged time a student spends in physical education is critically linked to the opportunity to increase learning. It has been stated that quantity of engaged time, combined with the quality of engaged time, is a crucial prerequisite for learning (Godbout, Brunelle, & Tousignant, 1987). This idea of "successful, adequate, and appropriate" practice time is a common thread throughout the literature on teacher effectiveness (Graham & Heimerer, 1981; Graham, Soares, & Harrington, 1983; Phillips & Carlisle, 1983; McKenzie, Clark, McKenzie, 1984; Rink & Werner, 1987). The idea of quality learning time might be contrasted with the idea of "busy, happy and good" (Placek, 1983). Though students may be engaged in activity, the quality of the movement must be considered, lest we settle for seemingly successful classes: children who are busy, happy, and good, but not skilled movers.

Management

Increasing student engagement time is a giant step toward enhancing teaching and improving the opportunity for students to increase their learning. Where does this "extra" time come from? It is not so much created as it is arranged. Reduced time in managing and waiting allows more time for the use of

student practice. Managing can be defined as the "verbal or nonverbal teacher behavior that is emitted for the purposes of organizing, changing activities, directions about equipment and/or formations and taking care of classroom routines" (Siedentop, 1983). Waiting time refers to the "time prior to, between, and after instructional and practice activities—time in which students are not involved as they wait for the next event to occur." Learning is not taking place during such time. Time spent on these "nonlearning" activities can be reduced with improved planning. Taking roll when students are engaged in activity, giving concise and clear directions, using efficient and consistent organizational techniques (e.g., equipment set up and take down), and using quick grouping techniques all help decrease managerial time. The use of expedient transitions during a lesson, efficient use of equipment, and the provision of activities where students are kept moving at a continuous pace (Costello & Laubauch, 1978) reduce students' waiting time. By minimizing the time students spend waiting and the time spent managing, teachers can allot more time for students' engaging in learning activities.

Student activity

Now that we have students engaged in practice, how do we keep them there? The answer to this question is multifaceted and includes such teaching components as teacher enthusiasm, motivational

Assuming our goals and objectives as teachers are appropriate and clear, are these goals and objectives driving our programs? If not, new ones must be determined and used.

techniques, creative planning, appropriate activity, class dynamics, program goals, and student skill level. Research has offered some help. Tousignant and Siedentop (1983) found that the use of explicit directions increases the rate of on-task behavior. Implicit directions, conversely, lend themselves more to task modification. Though the student's modification of a task may meet an individual's need, engagement in a modified task, by definition, becomes "off-task." Success rate has a great deal of impact on how well students stay engaged in activity. A close match between skill level and the skill requirement of a task is an important point to consider when attempting to keep students engaged. It appears that an 80 percent success rate is neither too easy to cause boredom nor too hard to cause frustration (Siedentop, 1982). Another point offered is the concept of the "competent bystander" (Tousignant & Siedentop, 1983). This type of student raises nonparticipation to an art, and does so without misbehavior or disruption and often without notice by a teacher. This is accomplished by appearing busy and engaged when in fact the student is avoiding turns to use equipment and opportunities to be active in a game situation. This behavior may change when the student is watched closely by the teacher. An example is the student who waits in line only to arrive at the front and avoid becoming active under the premise of tying a shoe, then returning to the end of the line without ever having participated. The use of appropriate directions, along with careful skill level/task difficulty matches, may help keep students more active in class. An awareness of the concept of a "competent bystander" may help decrease the incidence of children who get better at simply standing in line, and increase the number of skillful movers we see in our classes.

Feedback

In addition to the time that a student spends engaged in activity, there must be feedback regarding the performance in order for learning to occur (Rink & Werner, 1987). Feedback is important because it gives a learner information on a

Teaching Behaviors

Ineffective

Goals and objectives, if formally stated, are viewed as purely theoretical and have no bearing on content of lessons or units. Activities are disjointed and without long-term direction.

Planning is often nonexistent, at most informal, and done without regard to goals and objectives. Many times activity choice is based solely on weather, student attitudes, teacher whim, available facilities, and last-minute decisions.

Lesson presentation is often inefficient due to lack of preparation. Instructions are wordy or vague; language is distracting (e.g., excessive use of "OK").

Student engagement is considered satisfactory if children are doing "something," if no behavior rules are broken, and if students are having "fun." No critical analysis of the *quality* of the activity is considered.

Management is not streamlined. Time is wasted in inefficient activity/formation/equipment changes. This poor management may stem from lack of clear and careful planning, and last-minute decisions.

Student activity is not designed for optimal practice opportunities. Skill level/task difficulty matches are unplanned. Disinterested and/or frustrated students are common as a result. Directions such as "Go work with a ball over there" tend to be too vague and promote off-task behavior.

Effective

Goals and objectives are well thought out and useful. Goals set long-term direction for a program (e.g., To provide students with the opportunity to develop a movement vocabulary), and objectives are short-term steps to achieve long-term goals. Objectives, whether formally or informally stated, drive the content of the day's teaching and serve to ask the teacher if that content was accomplished. Objectives measure how student behavior will change (e.g., student will dribble for one minute nonstop without losing control of the ball) or how teacher behavior will change (e.g., teacher will reduce management time by five percent today through the use of efficient activity transitions).

Planning is based on goals and objectives and reflects the teacher's understanding of progressions, sequencing, and task/student ability match. Planning is much easier when program goals and objectives have been derived—it then becomes a matter of "filling in the blanks."

Lesson presentation is well thought out; the teacher is prepared to give clear, concise instructions; students are given a clear idea of what they are doing and why (e.g., "We are going to practice catching a ball thrown by a partner now. Remember to 'give' when you catch the ball—that way there is less chance of the ball bouncing out of your hands.")

Student management is of high quality and provides more student opportunities for practice. The quality of engagement is demonstrated by children who are, for the most part, successful, yet still challenged, have been presented with a task that is appropriate for their ability, and are given ample time to work on skills. The quantity of engagement time is simply the more, the better.

Management of the lesson is done efficiently by carefully planned and executed activity transitions, and reduced formation transitions (e.g., tasks are ordered: individual to partner to partner rather than partner to individual and then back to partner). Procedures for picking up, changing, and turning in equipment can also be improved (e.g., have a number of "satellite" equipment areas for children to choose equipment rather than one, central location where children are forced to wait for their turn to get equipment). Practice, and making the children responsible for knowing certain common procedures such as forming groups and setting up and taking down big equipment, ensure efficient changes in the lesson activity.

Student activity is deliberately structured for optimal practice opportunities. Teacher is enthusiastic and uses motivational techniques such as self-testing, setting individual student goals, and appropriate competition among students. Creative planning allows a variety of lesson formats to take place (e.g., stations, task sheets, contracts), and instructional approaches (e.g., inquiry, and student-designed) rather than just the traditional direct, whole class approach. Activities are planned with a student's skill level in mind and provide appropriate challenges. The use of explicit directions that define very clearly the "who, what, when, where, and how" of a task (e.g., "when I say 'go', working individually, practice bouncing a playground ball against the wall, and catching it on the fly. Remember to reach for the ball when catching. Go").

Feedback tends to be general in nature (e.g., "nice job"), often incongruent (e.g., "keep your knees bent" when in actuality, the arm position was critical), and poorly timed (e.g., "good follow through" given at the end of the class).

Teacher assessment is often seen as a negative and unproductive process that is used only for periodic evaluation. Self-evaluation is rare and seldom used on a long-term basis.

Feedback is given frequently, and contains pertinent and specific information. Additionally, it relates more to performance than to behavior. An example of this type of feedback (when working with an erratic thrower) might be: "You need to follow through in the direction of your throw for more accuracy." This type of feedback tells the student how to correct the pertinent problem, and is specific enough to be useful to the student. When given immediately after an incorrect throw, the student has an effective piece of information with which to improve the next attempt at throwing.

Teacher assessment takes the form of many different activities. Based on planned objectives, the specific assessment was chosen to best reflect the fulfillment of the objective. For instance, if the student objective was to have 80 percent of the students actively engaged in practice, 80 percent of the time, a time analysis would have been chosen to measure that specifically. If student success, management time, teacher interaction, verbal behaviors or amount of feedback were targeted concerns, then different assessments would be chosen to measure these variables. Many of the assessments are done with the help of readily accessible tools such as cassette tape recorders, video cameras, or simply by the help of a student or peer.

performance so that subsequent performances may be improved. In a motor learning context, feedback is shown "... to be the strongest, most important variable controlling performance and learning" (Bilodeau & Bilodeau, 1961, p. 250). In the physical education teacher education literature, feedback is considered important, though hard to isolate, and strongly linked to practice.

There are many different types of feedback, each used to effect a specific outcome. The use of feedback is extremely situational, based on the need of the learner and the practical limitations of the setting. There are, however, some general categories of feedback. It is important to distinguish between performance feedback and behavior feedback. It is said that "more effective" teachers provide more *performance* feedback, as opposed to "less effective" teachers who provide more *behavioral* feedback (Phillips & Carlisle, 1983). A necessity for increased amounts of behavioral feedback may reflect a lack of effective planning and result from poor directions. In such a case, seeking the origin of the problem rather than giving additional amounts of behavioral feedback is the solution. In any case, the need for performance feedback is clear.

When giving performance feedback, many teacher decisions are made in a split second. Fishman and Tobey (1978) categorized feedback

into a system in which a wide variety of combinations can occur. There are many aspects of feedback to consider: Would it be most beneficial to give feedback orally, manually, or by demonstration? To give it to one student, a group of students, or to the class as a whole? Is the feedback more appropriate during the movement or after the movement? Is the intent of the feedback to provide an evaluation, description, comparison, or prescription of a performance? Does the feedback focus on the movement as a whole, on one specific element of the movement, or on the outcome? Was the feedback related to the time or duration of the movement, the strength or power, or the direction, level, or magnitude of the movement? Was the character of the feedback positive, negative, or neutral?

A general rule of thumb to follow when trying to remember the various aspects of feedback is that specific is better than general. Additionally, feedback should be pertinent: it should specifically relate to the focus of the movement being attempted. For instance, if the focus of throwing is on the follow-through, feedback should relate directly to the aspects of the follow-through, as opposed to information regarding the snap of the wrist or any other aspect of the throw. Timing of feedback is important too: the sooner the better. There are, of course, exceptions to each of these

general rules. In most cases, however, specific, congruent, and timely feedback is the ideal.

Teacher assessment

How do we determine the strengths and weaknesses of our teaching? The techniques of teacher assessment are varied. Self-assessment, though limited in results, is probably the easiest with which to begin. Student- and peer-assisted observations may also be of help, as it is possible to record a more complete and objective picture of the teaching episode as a whole. A good overview of these techniques is found in *Children Moving* (Graham, Holt/Hale, & Parker, 1986). Other, more in-depth, observational systems are available (Darst, Mancini, & Zakrajsek, 1989; Siedentop, 1983) and can be used for more extensive inquiry into one's teaching performance. A potential, and previously untapped, source of observational help has been documented: Ratcliffe (1986) found that principals, with a reasonable amount of training, can become effective observers and help teachers improve teaching skills. Because of the proximity to the teaching environment, principals are an obvious, though mostly overlooked, resource. With the use of objective rather than purely subjective observation techniques, the principal and the physical education teacher have an ideal base from which to cooperate and proceed to-

ward common goals. The important point is that there are a variety of ways to assess your teaching. Regardless of your needs, there is a method to meet them.

Implications

The final question is whether or not you choose to improve your teaching. If you do, there are publications, textbooks, workshops, and skilled professionals that not only hold the information we crave, but beg to share it. But knowledge is not all we lack. Locke (1977) reminds us:

Whatever is inadequate with teaching in physical education lies much less in the domain of effective methods and hardware for use in public school gymnasias, and much more in the struggle for the teacher's soul. It is not inadequate teaching that bedevils us, it is mindless teaching; the non-teaching teacher. How to keep the teacher alive and struggling with the problem of doing good work, is now and will continue to be the question from which any great leap forward must begin (p. 13).

Effective teaching requires that we not only struggle, but also question the quality of our work, for there is no better start in realizing improvement in our effectiveness. It is often difficult to question what we do and how we do it. It is sometimes simpler not to know. Ultimately, we must experiment with tested research theories that may be new ideas to us, as they will serve to hone our teaching skills to enhance student learning. We can ignore the research presented, or we can take it upon ourselves to use what we know to improve what we do as teachers. The information on the "hows" and "whys" are at our disposal—the rest is up to you, and to me, and our dedication to providing quality education for our students. Can you honestly say you are the best that you can be?

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**OBSTACLES ARE WHAT WE
 SEE ONLY WHEN WE TAKE OUR
 EYES OFF OUR GOALS!**



National Association for Sport and Physical Education

Compiled by Sandy Gallemore
NASPE Cabinet Member-at-Large

UPCOMING NASPE CONFERENCES

AUGUST 10-13, 1991. SAY YES TO THE FUTURE: QUALITY PHYSICAL EDUCATION FOR CHILDREN. Estes Park, Colorado. Sponsored by NASPE and Human Kinetics Publishers, Inc. Keynote speakers will address components of quality programs, fun fitness activities, networking with professionals, building self-esteem in students, and the future of physical education. One 8-hour comprehensive workshop will develop a complete goal-based quality physical education program. For registration flyers, call NASPE at 703-476-3413.

NOVEMBER 3-5, 1991. NATIONAL LEADERSHIP CONFERENCE. Reno, Nevada. Co-sponsored by NASPE and Herff-Jones, Inc. The National Council of Secondary School Athletic Directors (NCSSAD), a structure of NASPE, plans a yearly national conference to present current issues in athletic administration. The format is for pertinent issues to be presented then discussed in crackerbarrel sessions. For registration flyers, call NASPE at 703-476-3414.

DECEMBER 5-8, 1991. CRITICAL CROSSROADS: DECISIONS FOR MIDDLE AND SECONDARY SCHOOL PHYSICAL EDUCATION TEACHERS. Orlando, Florida. Sponsored by NASPE and MASSPEC. Keynote speakers will address curriculum issues, evaluation and assessment, instructional issues, and facilitating change in middle and secondary physical education. A poster session will highlight exemplary programs. For registration flyers, call NASPE at 703-476-3410.

OLYMPIC DAY IN THE SCHOOL

"Olympic Day in the School" is a resource guide for teachers wishing to organize their own Olympic Day. The 3-ring binder contains two major sections: the first is a step-by-step guide to the organization of the day. It includes activities, sample letters, suggestions for local contests, and other ideas. The second section is filled with interesting narrative about the history of the Olympic Games, the athletes, the sports, and the sites. Also included in the binder are flyers containing suggestions for other resources.

"Olympic Day in the School" was written by the Education Committee of the United States Olympic Committee. It is available for \$5.00 (prepaid) from Human Kinetics, P.O. Box 5076, Champaign, Illinois 61825-5076.

MARK YOUR CALENDAR . . .
APRIL 8-12, 1991
AAHPERD CONVENTION IN INDY!

NEW NASPE OFFICERS

The following individuals were elected last spring to the NASPE Cabinet: Angela Lumpkin, President-Elect; Peter Werner, Cabinet Member-at-Large/Publications Coordinator; Mary Lou Thornburg, NASPE Representative to the AAHPERD Board of Governors.

Continuing on the Executive Board are: Vern Seefeldt, President; Shirley Holt-Hale, Past President; Sandy Gallemore, Member-at-Large/Public Relations Coordinator; Darrell Crase, Member-at-Large/Academy Coordinator; Candy Norton, Member-at-Large/Convention Coordinator.

AWARDS

The following individuals were honored at the NASPE Awards Luncheon during the 1990 national convention in New Orleans:

Teacher of the Year. Teachers of the year were cited for outstanding teaching performance and for their ability to motivate students to participate in physical activity throughout their lives. The 1991 National Middle/Secondary School Physical Education Teacher of the Year is Mary Ann Thompson, Oklahoma City, Oklahoma. The 1991 National Elementary School Physical Education Teacher of the Year is John Thompson, Boise, Idaho.

The 1991 **Athletic Director of the Year** Award was presented to Roland Inskip, Indianapolis, Indiana. This award, co-sponsored by Herff-Jones, Inc., is presented to a secondary school athletic director who exemplifies the highest standards of the profession and who, through his/her influence on the

lives of young people, has made significant contributions to school and community.

Dean Pease, Ames, Iowa, was named recipient of the **Joy of Effort Award**, which recognizes individuals for their consistent performance in a style which personifies the concept that their efforts to enrich the objectives of physical education and sport are a labor of love inspired by commitment and dedication.

National Hall of Fame Awards are presented to honor outstanding individuals who have made significant contributions to developing and maintaining sport and physical education as an integral part of the education process. The 1991 recipient was Fred "Curly" Neal of the Harlem Globetrotters for the joy his skills bring to sports fans around the world.

Nomination forms and award criteria for the 1992 awards may be obtained from the NASPE office, 1900 Association Drive, Reston, Virginia 22091.

NASPE PRIORITIES

NASPE identified six "Priorities for Action" for the 1990s:

1. **NASPE will seek establishment of quality daily physical education, K-12.**
2. **NASPE will promote physical activity and fitness to enrich quality of life for everyone.**
3. **NASPE will facilitate and improve communication between and among professionals and all publics.**
4. **NASPE will generate and disseminate research contributing to the advancement of sport and physical education.**
5. **NASPE will identify and promote values and desirable ethical behaviors in and through sport and physical education.**
6. **NASPE will promote cultural diversity and equity in the development and content of sport.**

NCATE GUIDELINES

The NASPE NCATE-Approved Curriculum Guidelines for physical education programs has been revised. Members interested in the revised guidelines should contact the NASPE office for further information.

EXERCISE SCIENCE AND WELLNESS DIRECTORIES

Graduate and undergraduate directories of exercise science and wellness programs are available from the NASPE office (cost \$8.00).

POSITION PAPERS/ OPINION STATEMENTS NEEDED

NASPE continues to develop official papers and statements on specific topics of interest and importance to its membership. While these papers and statements are made in an advisory only capacity, they carry special significance because of the strength of an organization supporting them. NASPE is in the process of identifying individuals to serve on committees to develop papers or statements in the following areas: (1) commercialism in interscholastic sports, (2) safety in sports participation for children and youth, (3) the student teaching experience in physical education, (4) guidelines for children's sports. NASPE members interested in serving on one of these committees should send a letter to that effect to NASPE.

WILLING WORKERS NEEDED

NASPE is developing a list of individuals interested in providing time and energy to NASPE projects. If you are interested, please complete the form below and return it to: Sandy Gallemore, NASPE Public Relations Coordinator, LB 8076, Georgia Southern University, Statesboro, Georgia 30460-8076.

Name _____

Mailing Address _____

Please check employment area and grade level:

Phys. Ed.		Sport
<input type="checkbox"/>	Elementary School	<input type="checkbox"/>
<input type="checkbox"/>	Middle Grades	<input type="checkbox"/>
<input type="checkbox"/>	Secondary School	<input type="checkbox"/>
<input type="checkbox"/>	College/University	<input type="checkbox"/>
<input type="checkbox"/>	Non-School	<input type="checkbox"/>

Areas of Interest for Serving NASPE:

- planning and implementing public relations activities
- promoting legislative action at state level
- promoting membership in NASPE, with focus on increasing minority membership
- serving as contact person in state to supply NASPE with information about state association

Return form to: Sandy Gallemore,
LB 8076, Georgia Southern University, Statesboro, Georgia 30460-8076.

CURRENT NASPE POSITION PAPERS

NASPE structures have developed 27 position papers concerning a wide variety of topics. The complete list, ranging from quality daily physical education to basic instruction programs to academic requirements for athletes, is available from the NASPE office.

NATIONAL YOUTH FITNESS SUMMIT HELD

The National Youth Fitness Summit was held in Washington, D.C., May 1-3. After listening to presentations by President's Council on Physical Fitness and Sports Chairman Arnold Schwarzenegger, Surgeon General Antonio Novello, HUD Secretary Jack Kemp, Aerobic Institute Founder Ken Cooper, and outstanding leaders in physical education and sport, representatives from each state designed plans for their state to increase efforts to achieve quality daily physical education and to improve youth fitness in the state. Executive Directors and Presidents of the state AHPERDs were among invited delegates and can provide their state AHPERD members with information about the summit and about the state's plans for action.



HIGH SCHOOL ATHLETES: HOW WELL ARE THEY BEING TREATED?

One out of every six high school athletes in America will be injured this year, and only about 10% of them will receive proper medical attention from the school, according to a study published recently in the *Journal of Health, Physical Education, Recreation, and Dance (JOHPERD)*.

In the January 1991 issue, P. Joanne Rowe and Lori K. Miller of the University of Louisville published the results of their survey of schools in just one state—Georgia. Their conclusions should alarm parents and school administrators.

Results showed that only 38% of the schools in Georgia met minimum requirements for preventing and treating injuries in athletes. Most showed little knowledge of anatomy, care and treatment of injuries, conditioning, diet/nutrition, equipment, and heat-related factors.

Schools employing certified athletic trainers scored highest, but Rowe and Miller found that most schools place responsibility for athletes' medical care on their coaches. For the already overburdened coaches, medical training is often minimal.

Many schools, already pressed by budgetary problems, claim they can't afford this—but they also can't afford to be sued. In New York, one in four high schools with football programs finds itself embroiled in litigation over claims of negligence.

But what if the money just isn't there? The school system could hire a district-wide certified trainer. Or a school could employ a part-time athletic trainer, a certified graduate student assistant, a permanent substitute teacher/athletic trainer—even enlist the assistance of a local sport medicine or physical therapy clinic.

JOHPERD is published by the American

Alliance for Health, Physical Education, Recreation, and Dance. The Alliance, which has over 35,000 members, is the nation's leading professional association for health and physical educators, and has been the leader in fitness assessment in schools for more than 30 years.

For a copy of this six-page study, send a SASE to *JOHPERD*, Dept. TRA, AAHPERD, 1900 Association Dr., Reston, VA 22091.

GIL BROWN NAMED EVP OF NATION'S LARGEST HEALTH AND FITNESS ASSOCIATION

Gilson Brown has been named to fill the position of Executive Vice President with the AAHPERD.

Brown, formerly Executive Director of the Association for Childhood Education International, has also served in executive capacities with the American Institute for Conservation of Historic and Artistic Works and the National Mental Health Association.

Brown brings to AAHPERD a strong background in education and human service, having served on the Advisory Board of the ERIC Clearing House on Elementary and Early Childhood Education and as a representative to the Carnegie Foundation for the Advancement of Teaching. He has also worked with the National Council for Accreditation and Teacher Education.

"There is great interest in communities across the nation about health and fitness issues, physical education and sports, the constructive and rehabilitative use of leisure time, and the movement-related expressive arts. There is also great concern about health education, disease and substance abuse prevention, and responsible sexual behavior, especially as these topics relate to our nation's youth," Brown observed. These are areas of primary concern to

AAHPERD, and Brown plans to respond to them. He has also earmarked professional development and leadership as areas he wants to tackle as AAHPERD's new E.V.P.

Brown received a B.S. from Franklin and Marshall College, an M.A. from Fordham University, and completed advanced coursework at Georgetown University Law School, Loyola University, and Woodstock Theological College.

EDUCATING CHILDREN INTO HEALTHY ADULTS

The "back to basics" movement in education should not only teach Jane to read "See Jane run!" It should also teach her to "Run, Jane, Run!" And not only the Janes who are the fleetest runners or the most skilled kickers—even more important are the Janes who are chubby, less coordinated, and less athletically gifted. So says a distinguished group of experts in the report "Physical Education and the Public Health," published in the June 1991 issue of the *Research Quarterly for Exercise and Sport*.

But why should we now emphasize physical education while many other school programs are facing cutbacks? Investment in physical education now is an investment in the future health of the nation, according to leaders in public health and physical education as the Director of the Office of Disease Prevention and Health Promotion in the Department of Health and Human Services, the Chairman of the American Academy of Pediatrics Committee on Sports Medicine and Fitness, and the report's primary authors, James F. Sallis, Ph.D., and Thomas L. McKenzie, Ph.D., of San Diego State University. Without this emphasis, we are in danger of raising an entire generation of couch potatoes and video fiends. Sedentary lifestyles among U.S. adults already contribute to over 50% of the deaths in this country, pri-

marily from cardiovascular disease.

The authors see tremendous potential for improving the health of U.S. society by working within the schools. Ninety-seven percent of all children in this country participate in school physical education in grades 1-5. If this participation is extended through high school, the number of days in physical education class increased, the training of teachers and the quality of programs improved, they believe the 21st century will see a healthier generation of Americans.

Of critical importance is getting away

from traditional physical education classes. Instead of teaching sports to the best athletes, physical education must become health-oriented and instill the value of lifelong physical activity in every child. Instead of planning classes in stop-and-go sports like football, teachers should emphasize continuous activity, which will improve overall fitness, especially cardiovascular fitness.

Does that mean that we will soon be seeing gymnasiums full of first-graders wearing neon-colored body suits, high kicking to the beat of the Pointer Sisters?

Probably not. Exercise still has to be fun for kids or they won't want to keep doing it. According to these experts, if physical educators and public health officials cooperate, they can make physical activity an enjoyable, healthy, lifelong habit.

The *Research Quarterly for Exercise and Sport* is published by AAHPERD. For a copy of this 31-page report, send a SASE (98¢) to *Research Quarterly for Exercise and Sport*, Dept. PEPH, AAHPERD, 1900 Association Dr., Reston, VA 22091.

Peer Reviewed

Coaching Styles or Personalities

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Every coach, young or old, wonders at some time just what type of coach he or she might be—too disciplined, too easy-going, too friendly. The list goes on. What they may not realize is that their own personality traits and characteristics do categorize them into a more exact and purposeful “coaching style.” The more one can learn about oneself the more advantageous it can be in coaching because there are certain strengths and weaknesses associated with each particular coaching style.

In determining one's coaching personality, this article uses the Tutko-Richards and Tutko-Neal^{1 2} basic coaching styles. The Tutko books have a chapter devoted to characteristics, advantages, and disadvantages for each style of leadership. This author has used their five basic titles, added a sixth type (“The Slob”), condensed characteristics, and fashioned a diagram so that an individual may approximate the proportion of each style that is present in his or her personal coaching style.

While discussing coaching styles or personalities in class, graduate students were asked to match up well-known coaches with the characteristics given. There was always unanimity on assigning the coaches to the categories, especially the “Authoritarian” and “Businesslike,” consensus on the “Intense” and “Democratic.” When it came to the “Easy-Going”, however, no true stereotype could be found. Then came the *Sports Illustrated* article, “A Most Unusual Man” (September 4, 1989). Roland Ortmyer not only fits this image perfectly, but he is the prototype.

There are many coaching styles. The six most prominent ones, along with their identifying characteristics, are listed below:

I. **The “Hard-Nosed”
Authoritarian Coach**

Mike Ditka, Football Coach,
Chicago Bears
Bobby Knight, Basketball Coach,
Indiana University

Characteristics:

Strong disciplinarian, “Iron Fisted”
Coach
Rules enforced by punishment
Motivates by punishment, “Run
Laps,” “Shower Early”
Adheres to time schedules and
lesson plans
Controls others, issues orders,
determines everything
Uses insulting remarks when
chewing out players
Impersonal, not close, and does
not give much praise

II. **The “Nice Guy”
Democratic Coach**

Ray Meyer, Former Basket-
ball Coach, DePaul University
Dean Smith, Basketball Coach,
University of North Carolina
Characteristics:
Democratic, opposite of
“Authoritarian”
Personable, friendly, flexible,
accepts suggestions

Less aggressive personality
 Generous with compliments, tactful
 in criticism
 Flexible planner, often experimental
 Group involvement and interaction,
 better team and staff morale
 Interested in future of players

III. The "Intense or Driven"

Coach

George Allen, Former Football
 Coach, Washington Redskins
 Dick Vermeil, Former Football
 Coach, Philadelphia Eagles
Characteristics:
 Aggressive, sub-type of
 "Authoritarian"
 Worries about everything, never
 content, too serious
 Screamer, do or die, especially
 honor of school or team
 Super prepared, will spend endless
 hours on coaching
 Well-informed, works for perfection,
 has few other interests
 Leads by example

IV. The "Businesslike" Coach

Tom Landry, Former Football Coach,
 Dallas Cowboys
Characteristics:
 The "Professional Coach,"
 sub-type of "Authoritarian"
 Uses scientific approach to
 coaching, leaves nothing to
 chance
 Pays attention to small details,
 hates wasting time
 Open to new ideas, uses what works
 Personality—cool, calm, collected,
 and calculated
 Highest I.A. has great knowledge
 of players and opponents

V. The "Easy-Going" Coach

Roland Ortmyer, Football Coach,
 LaVerne College
Characteristics:
 Opposite the "Intense or Driven"
 coach, subtype "Nice Guy"
 Places no emphasis on attendance
 or practice
 Has no curfews or training rules
 Never kicks players off of team
 Has no ego problems with won/loss
 record
 Enthusiastically downplays winning
 Doesn't swear, yell, or scream
 Doesn't believe in play book
 Doesn't have coaches or player
 meetings

VI. The "Slob"

???

Characteristics:

The early stereotype of coaches,
 opposite "The Businesslike"
 Coach
 Old sweat shirts and jeans
 Whistle around neck and baseball
 cap
 Sloppy appearance—fat-bellied,
 chews and spits tobacco
 Low energy level—actually lazy,
 BS's a lot, tries to be friends
 with everyone
 Low intellect and motivation
 No philosophy—has mottos but
 doesn't follow or enforce

After studying and analyzing the
 characteristics of each coaching
 category, estimate to the nearest 10%
 what percentage you are of each of the
 styles. Since very few coaches are at the
 extremes, you will probably be a com-
 bination or eclectic coach.

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In The IAHPERD Journal

Indiana AHPERD Physical Education Advisory Task Force Project Data Base ANALYSIS AND DISCUSSION

PART VI

Ron Davis, Ph.D.
Ball State University
Chairman, Adapted Physical Education Committee
Physical Education Advisory Task Force

Paul Surburg, Ph.D.
Indiana University

In the fall of 1989 the Department of Education (DOE) and the Indiana Association of Health, Physical Education, Recreation, and Dance (IAHPERD) in conjunction with an Advisory Task Force surveyed more than 4,100 elementary and high school physical education teachers. This survey contained sections related to adapted physical education. The purpose of this article is to provide important information drawn from the responses of more than 1,500 physical education teachers.

The objective of the adapted physical education sections was to determine the current status of Adapted Physical Education (APE) within the state of Indiana. Specific areas investigated were: training background (professional preparation), professional involvement, school programs, assess-

Teacher Preparation

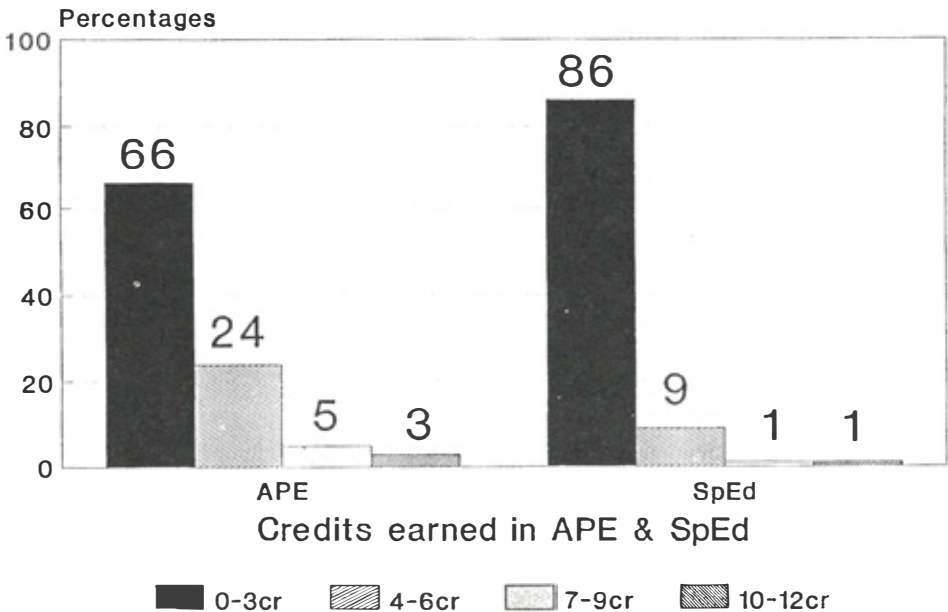


Figure 1. Teacher Preparation in APE

ment information, and in-service workshop requests. Only members from the Indiana AHPERD

were surveyed and responded with a return rate of approximately 40%.

PROFESSIONAL PREPARATION

The teachers were asked how many credits in adapted physical education they had had during their professional preparation. Sixty-six percent of the teachers responding indicated 0-3 credits of training in APE. The same question was asked with regard to preparation in special education, and 86% indicated 0-3 credits of training in Special Education (Fig. 1).

Current teaching assignments relating to APE were assessed and results indicated approximately 9% of the respondents taught an APE class. More than 81% of the teachers were not responsible for teaching APE classes.

PROFESSIONAL INVOLVEMENT

The professional involvement section identified whether the physical education teacher was involved with the IEP process. A summary of the questions were:

- Do you refer students for special education services?
- Do you request to take part in IEP meetings?
- Do you attend IEP meetings?
- Do you contribute to parts of the IEP?

Overwhelmingly the response from this section indicated that the physical education teachers were not involved with the IEP process (Fig. 2).

SCHOOL INFORMATION

The information produced in this section was used to determine current services within each school building regarding APE programming. A second purpose was to identify the obstacles in developing an APE program.

More than 35% of the teachers indicated either physical or occupational therapy was offered in their building. However, over 65% of the respondents indicated no APE programming was occurring within their school.

With regard to obstacles for developing an APE program, the following choices were provided:

- facilities available
- size of PE staff
- interest of PE staff
- qualifications of PE staff
- lack of administrative support
- priority of PE in my school
- lack of time in the day

The teachers responded using the following scale:

1. problem
2. somewhat of a problem
3. no problem.

Facilities, faculty interest, administrative support, and priority of PE did not appear to be major obstacles in developing an APE program. Staff size and qualifications, along with the lack of time during the day were major factors inhibiting the development of an APE program.

ASSESSMENT INFORMATION

There were two areas of investigation within this section. The first was to identify what aspects of the students' performance did the teachers find more difficult in assessing students with handicaps/disabilities. Second, what were the causes of difficulty in the assessment process.

Teachers responded using the following scale: difficult, somewhat difficult, not difficult, does not apply. Components of the assessment process addressed were: physical fitness, gross motor skills, social/emotional, sport skills, knowledge of rules, and physical growth and motor development.

Survey results were that the areas of gross motor, social/emo-

PE Involved with IEP Process

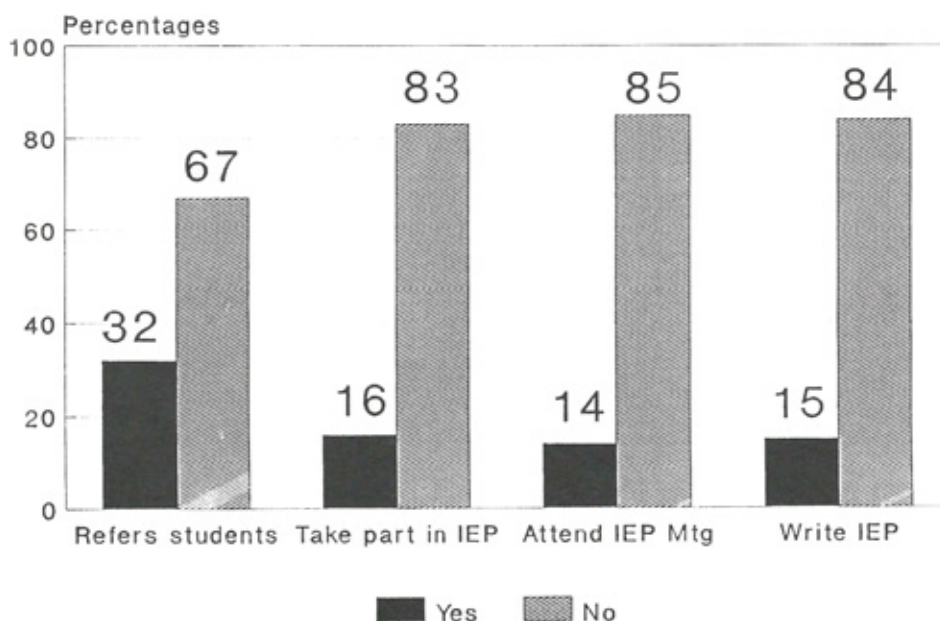


Figure 2. Indiana PE Teachers with IEP
Indiana AHPERD Journal

Difficulties with Assessing

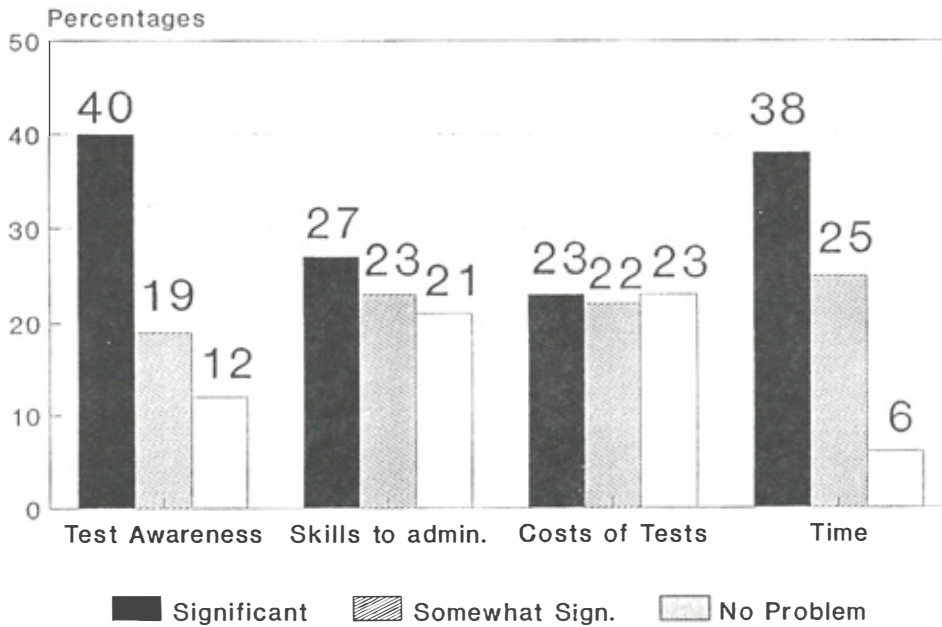


Figure 3. PE Difficulties in Assessing

tional, and motor development were of greatest concern for the teachers. These components were scored in the difficult to somewhat difficult category for almost 50% of the respondents.

An awareness of appropriate tests and lack of time to administer the evaluation instruments were the greatest causes of difficulty in the assessment process (Fig. 3).

WORKSHOP REQUESTS

The last section of the questionnaire provided an opportunity for the teachers to indicate topics of interest within APE to be presented at local or regional workshops. The responses were scored according to high interest, some interest, and no interest. The most frequently selected topics were: adapted physical education, motor assessment, individualized instruction, modification of equipment, the IEP process, legislative issues, handicap conditions, and motor development. Results are presented in Fig. 4.

CONCLUSIONS

It appears the physical educators within the state of Indiana have not received appropriate training in adapted physical education. While only the mem-

bers of the state professional organization were surveyed, these teachers should be the most competent professionals active within the state. Membership in the state organization suggests a profile of higher involvement within the professional discipline, yet they are not ready to appropriately serve the handicapped/disabled in physical education.

Teachers with 0-3 credits of training have had one course in the adapted physical education which was probably at the introductory level. According to the information presented in Fig. 2, physical educators are not involved with the IEP processes nor with other legislative issues related to adapted physical education.

While faculty size and lack of quality training appear to be leading obstacles in the development of an adapted physical education program, the inability to assess students is a fundamental weakness of adapted physical

Workshop Requests

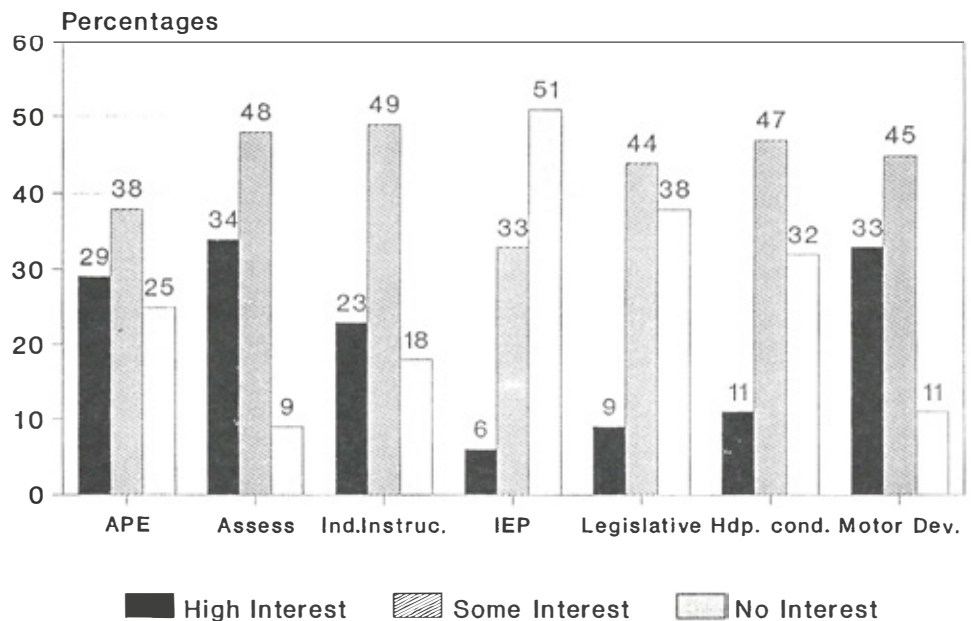


Figure 4. PE Requests for Workshops

education in our state. Teachers are unaware of the tools available for appropriate evaluation and placement in physical education. Once this weakness has been ameliorated they still must be trained, either through preservice or inservice models, to implement appropriate APE programs.

Finally, the teachers appear to be interested in learning more about certain areas within adapted physical education, e.g., motor development, motor assessment, which lends support to the inservice models. However, preservice training will provide teachers better training and closer supervision from the classroom instructor. Teachers in the field should consider returning to the classroom for additional retraining in the area of adapted physical education in order to receive a higher quality of preparation.

While unrelated to the results of this survey, the state of Indiana reported 20 adapted physical educators currently employed (1990-91) and a projected need of 10 for school year 1991-92. Within the same report, more than 102,000 students were identified receiving special education services. If it is true that every special education student must receive physical education, given the current enrollment, the student-to-teacher ratio would be approximately 5000:1, hardly appropriate. This must change. District superintendents and administrative leaders at the state level must recognize the need for highly qualified teachers in this area. A plan of action must be devised to better service the needs of students with disabilities within the area of physical education.

Address all correspondence to: Ron Davis, Ph.D., School of Physical Education, Ball State University, Muncie, IN 47306.

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1991 IA HIGH SCHOOL/COLLEGE



Jennifer Peek



Meagan Paddock

Jennifer E. Peek and Meagan M. Paddock were recently named the recipients of scholarships presented by the Indiana Association for Health, Physical Education, Recreation, and Dance. The scholarships recognize promising students who intend to pursue a college degree in one of the four disciplines represented in Indiana AHPERD. Selection is based upon scholastic achievement, involvement in high school activities, leadership qualities, and recommendations of school administrative or teaching personnel.

Miss Peek, a Brown County High School senior, has been involved in a variety of high school activities ranging from cross country, track, volleyball, and band to student council secretary. She received 1st ratings in state contests for her performances on the flute. Jennifer was Snowball Queen and a basketball homecoming princess. She is also a member of Brown County Fellowship in Christ.

Miss Peek plans to major in physical education at Indiana University. She is the daughter of Larry and Joyce Peek of Nashville.

Miss Paddock, a senior at Frankton Junior/Senior High School, has been involved in a variety of high school activities ranging from volleyball, basketball, track, and cheerleading to student council. She received the Top 10% Academic Achievement Award. Meagan participates in the local Methodist Youth Group and Campus Life.

Miss Paddock plans to major in physical education/coaching and mathematics at Ball State University. She is the daughter of Stephen and Mary Paddock of Frankton.

SUPPORT YOUR JOURNAL

HPERD SCHOLARSHIP WINNERS

Jean Lee/Jeff Marvin College Scholarship



A Huntington College junior and Ossian resident has been chosen by the Indiana Association for Health, Physical Education, Recreation, and Dance to receive its 1991 Jean Lee/Jeff Marvin College Scholarship.

The recipient is Wendy S. Felger, a 1988 graduate of Norwell High School, who is pursuing a degree in physical education at Huntington College. Included among her activities at Huntington College are track and field, junior class treasurer, recreation club, peer tutor, aerobics instructor, presidential scholar, Alpha Chi Sophomore Award, Dean's List (five semesters), Alpha Chi Honor Society, Huntington College Outreach Mission Trip, and Homecoming Court.

Wendy believes "that physical education

teachers have the responsibility of challenging their students academically. Through game rules and activity descriptions, children should be taught to apply cognitive knowledge to physical functions. Tests and assignments should be given which will ensure the proper understanding of specific sports and games. Further, I feel that physical education teachers should instruct children in various academic aspects of fitness. The students should be introduced to such things as the physiological effects of exercise, disease related to sedentary lifestyles, and methods of improving one's health."

Wendy plans to teach physical education upon her graduation in the public schools. She currently volunteers to teach K-12 twice a week and loves the experience.

The scholarship is awarded annually to recognize an outstanding junior or senior undergraduate pursuing a degree in health, physical education, recreation, or dance at an Indiana college or university.

The winner was announced by Professor Tom Sawyer of the Department of Physical Education at Indiana State University. Sawyer is President-Elect of the Association and its Scholarship Committee Chairman. IAHPERD is a 1,100 member professional organization dedicated to promoting and enhancing quality of life in Indiana through school and community programs in health education, physical education, recreation, and dance.

“Team”(?) Badminton

Ed Dugas, E.D., and Martin S. Bourg, Ph.D.
University of Southwestern Louisiana

A review of activity categories in physical education curricula offerings generally list badminton as a racquet sport or an individual sport. Badminton has traditionally allowed for competition in men's and women's singles and doubles, as well as mixed doubles. Competition has also taken place in the form of "Canadian Doubles," where one player competes against two players, with the former covering the singles court only and the latter covering the doubles court.

How, then, does "team" badminton come into existence if documentation reflects only individuality or duality? Suppose two male players wanted to compete against two other males in singles. The No. 1 players of each team could play each other and the No. 2s could play each other. This, however, would occupy two courts and in many educational settings, the luxury of one court for every two players does not exist.

It is possible, however, to place both teams on one court and still play singles by following simple rotation procedures similar to "Tag-Team Wrestling." Each team places one player on the court to begin play and follows the announced rotation method. Two popular rotation methods are to "rotate out on a fault" and "to rotate out after scoring a point." When players "rotate out on a fault," the turnover of players is more frequent than "rotate after scoring a point." Another major difference is that on "rotate out on a fault," the incoming player always receives the serve; whereas, on "rotate out after scoring a point" the incoming player always serves. Regardless of the rotation method used, the scores are cumulative and by teams. An example could involve Team A (Players 1 and 2) playing Team B (Players 3 and 4) singles on one court using the "rotate out on a fault" method, as follows:

Player 1 (P1) serves to Player 3 (P3) and P1 wins the point. P3 rotates out and is replaced by P4. P1 serves to P4 who wins the rally. P4 serves to P2 who replaced P1. The score is called out each time as a team score. In this method of rotation, a player entering the gam to replace a teammate who has faulted out always receives the serve. After several side-outs, both players on each team have played against both players on the other team.

A team may have as many players as deemed appropriate. However, a team consisting of two or three players may provide an excellent learning situation in physical
Fall, 1991

education. Further, the number of players on each team may vary and not detract from the competition. It is highly recommended, for safety purposes, that those players not on the court remain near the standards. Further, each team should be assigned one side of the court to remain on when not playing so their playing order can be retained.

Why is the competition so intense in team badminton? Research indicates that one of the reasons is because peer pressure is one of the most powerful forms of influence directed toward learners. Teammates generally motivate one another to play with greater intensity than if the game is played without teammates as an audience.

Teams may be arranged by sex, weight, height, geography, ability, etc. Allowing teams to select a name and playing a class round robin tournament is an excellent culminating activity. Once regular doubles has been taught, team doubles may follow a format similar to team singles.

Teachers recognize the need for giving students immediate positive feedback, yet are unable to provide this for all games taking place in class. Team badminton, however, offers an excellent opportunity for this to occur on every shot and on every court.

It is apparent that "team" badminton allows for correct rule/scoring application, involved mental practice, excellent modeling, improved strategy, intense competition, excellent skill execution, positive peer pressure, greater utilization of existing facilities, as well as the development of team "esprit de corps." These factors combine for the makings of progressive lead-ups to regulation games or culminating learning experiences. "Team" (?) badminton. . . yes!

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GYM SHORTS



ROADRUNNERS

by
David Monasevitch and
Second Grade Class, Jamestown School

Materials:

- 3 Jump Ropes
- 3 Hula Hoops
- 21 Balls (randomly scattered in field)
- A playing field divided into 3 equal areas
- At least 12 players

Directions:

There are three areas and three teams. Each area contains a jail. One hula hoop (or "bank") is placed in each area.

To start the game, one banker is in each bank. Someone says "GO", and players start throwing balls to their

respective bankers.

Players may steal balls from the banks of another team. If you steal a ball, you receive free skips (or moonwalk or any other designated locomotor skill) back to your own bank; however, running, walking or jogging are not allowed.

Each team can have one "guard" at their bank. The guard must remain at least one giant step from the bank.

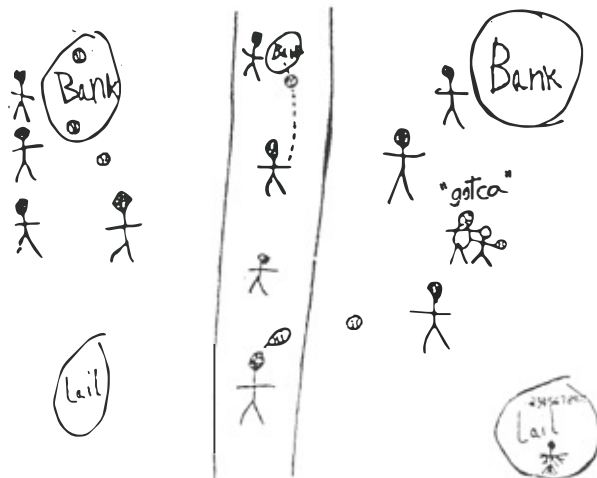
If someone is tagged while trying to steal a ball, they go to jail on the side in which they were tagged and they have to complete ten (10) "somethings" (e.g. jump rope or jumping jacks), in order to get out of jail.

Rules:

Have Fun! No Winners! Be A Good Sport!

the roadrunner game
I lit GOWING to JAIL

BECOS I GOT EXRSIS
AND I GOT A BETT CHNS
OF STYLING THE BOL THE
N
D



State of the State . . .

Barb Ettl
Physical Education Consultant
Indiana Department of Education
(317) 232-9111

SPRING WORKSHOPS

Again this year, the regional physical education workshops featuring the Feelin' Good program and local physical education teachers with great ideas, were a big success. The participant evaluations were by far the best I have ever seen! Of course, a good workshop is only as good as those who organize the event and as the enthusiastic participants.

Special thanks to the following individuals who helped coordinate the workshops: Shari Skaggs, Ree Labaj, Gail Flowers, Amy DeSmet, Diane McKee, Bill Howarth, Sharon Sidenburg, Clara Knopp, Jan Stoner, Dave Hoffa, Mary Weitzel, Regina Wright, Dela Hall, Cathy Stayton, Kathy Dean, Rita Nugent, Beverly Brogan Linck, Jill Brown Stock, and Patty Howard.

Thank you to the following excellent presenters: Bill Howarth, Bill Ruppel, Patty Howard, Betty Evenbeck, Mary Weitzel, Dela Hall, Jeff Gothard, Marilyn Todd, Kathy Dean, Willie Caudill, Henry Hopkins, Tom Sawyer, Martha Ann Markle, and Noel Bewley.

FALL OUTDOOR EDUCATION CAMP

The Indiana Department of Education, in conjunction with the Department of Natural Resources and Salem Community Schools, will sponsor an outdoor education camp for middle school teachers. The camp will be held October 23 (evening)-26 at the FFA Camp in Trafalgar, IN.

The goals of the camp are to provide middle school teachers with alternative physical education teaching ideas in the outdoor setting, to introduce at least two integrative teaching models, to foster a team spirit among the participants, and to afford physical education teachers a

hands-on and fun growth experience.

Topics to be included are Boater Education, Orienteering, Firearm Safety, Fishing (indoor and outdoor), Challenge/Cooperative Education, Project Learning Tree, Project Wild, Environmental Education and Survival, Flint and Steel Demonstration, Indian Night, and a surprise project.

The estimated cost will be \$98/participant. This will include three nights lodging, three meals a day for three days, and a registration fee to cover "extras" and materials. Registration is limited to the first 60 middle/junior high teachers (grades 6-8). Watch for a mailing in September.

For more information contact me at 317-232-9157.

INDIANA CERTIFICATION PROJECT

In the winter of 1991, Tony Annorino, Barb Passmore, and Millie Lemen gathered a representative from each college and university in Indiana at Turkey Run to start the process of reviewing Indiana's certification requirements for

physical education majors, minors, and coaches.

In response to this interest, this summer the Department of Education formed a committee comprised of elementary, middle, and high school physical education teachers; administrators; curriculum coordinators; a sampling of physical education and adapted physical education personnel from institutions of higher learning; DOE representatives from Teacher Education, Physical Education, and Special Education; and the incoming President of IAHPERD. This committee reviewed current physical education trends in the public schools, the mission statements of IAHPERD concerning physical education programs and teacher preparation programs, and examined the State's proficiencies.

The mission of the committee is to develop physical education teacher proficiencies which correlate with the Indiana Physical Education Proficiency Guide of 1987. In addition, they will make recommendations to the State Board of Education for revisions in the current physical education teacher certification requirements.



Hunchback Relay presented by Patty Howard of Charlestown Middle School at the Spring P.E. Workshop in Garden City.

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

MORE PHYSICAL EDUCATION, PLEASE: LET'S STOP SHORTCHANGING OUR CHILDREN

What shape are our school children in?

With the emphasis we have put on improving our children's education in recent years, you may believe that they are in better shape than they have been in a long time. In many academic subjects that may be true.

Physically our children are in terrible shape. Let's take a look at the "report card" they have received on physical fitness.

According to the U.S. Public Health Service, some 40% of children age 5 to 8 are already exhibiting major coronary risk factors, including high blood pressure, high cholesterol levels, and inactivity.

The U.S. Department of Health and Human Services (HHS) reports that obesity, another risk factor for heart disease, is up 9% among children age 6 to 11 and up 6% among children 12 to 17.

According to HHS, 40% of boys age 6 to 12 and 70% of girls cannot do more than one pull-up.

Why are children in such poor shape? Is it because they lead inactive lives and spend hours each day in front of the television? Because they eat a lot of snacks high in salt, fat, and cholesterol? Because our schools aren't stressing the health and other benefits of physical activity enough?

The answer is probably all of the above and more.

Certainly one of the main reasons is that we do not educate children in mind *and* body. While school curricula do well in mandating academic subjects, they all too often fail to require that children be physically educated as well.

Physical education has often been forgotten or overlooked and lacked adequate funding to support quality programs on a daily basis. As a result, our children are missing out on fitness—and other important benefits as well. Physical education helps children learn the control they have over their own body, mind, health, happiness, and personal achievements. It provides them with the stamina and knowledge they need to accept and carry out the roles and responsibilities they will assume in school, in the workplace, and in life.

A quality physical education program has several trademarks. First and foremost, it is taught every day by a certified instructor. It provides a logical progression in skill development from kindergarten through the 12th grade. And it provides students with a basic understanding of their own bodies, to give them insight into their own growth and maturation.

A quality physical education program also allows all students to participate and succeed at their own level, including students who may have physical or mental disabilities. Finally, it allows time for students to enjoy the use of the skills and knowledge they have gained.

If we want to do something about the shape our children are in, we need to first do something about the shape our schools' physical education programs are in.

Simply put, we need *daily* physical education programs and *quality* physical education programs. "Daily" to allow enough time for instruction and a proper level of physical activity; and "quality" to make sure the proper values and activities are being taught.

This is the prescription recommended by experts for addressing the youth fitness problem. The National Association for Sport and Physical Education recommends that children participate in a physical education program every day from kindergarten through 12th grade: Elementary school children should receive at least 30 minutes every day and secondary school children at least 45 to 55 minutes.

The way to bring about these changes is to follow the example set in the past by other groups of concerned parents and teachers. We need to make school board members, state board of education members, administrators, legislators, other teachers, and other education officials aware of the problem and the solution.

The future of our children is at stake. We need to work to make sure they receive a complete education now so that they have the information and the skills they need to live a healthy life tomorrow and for the rest of their lives.

Referred 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.

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.

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

Cover Page. Type title of manuscript about three inches from top of page, followed by author name(s) as it/they should appear

in the published piece. Drop down a few spaces and type complete name, address and phone number of author with whom editor should correspond. Also, state number of words in manuscript (rounded to nearest hundred). Author name(s) should appear *only* on this page, since the editing process is conducted as "blind review."

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

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

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.

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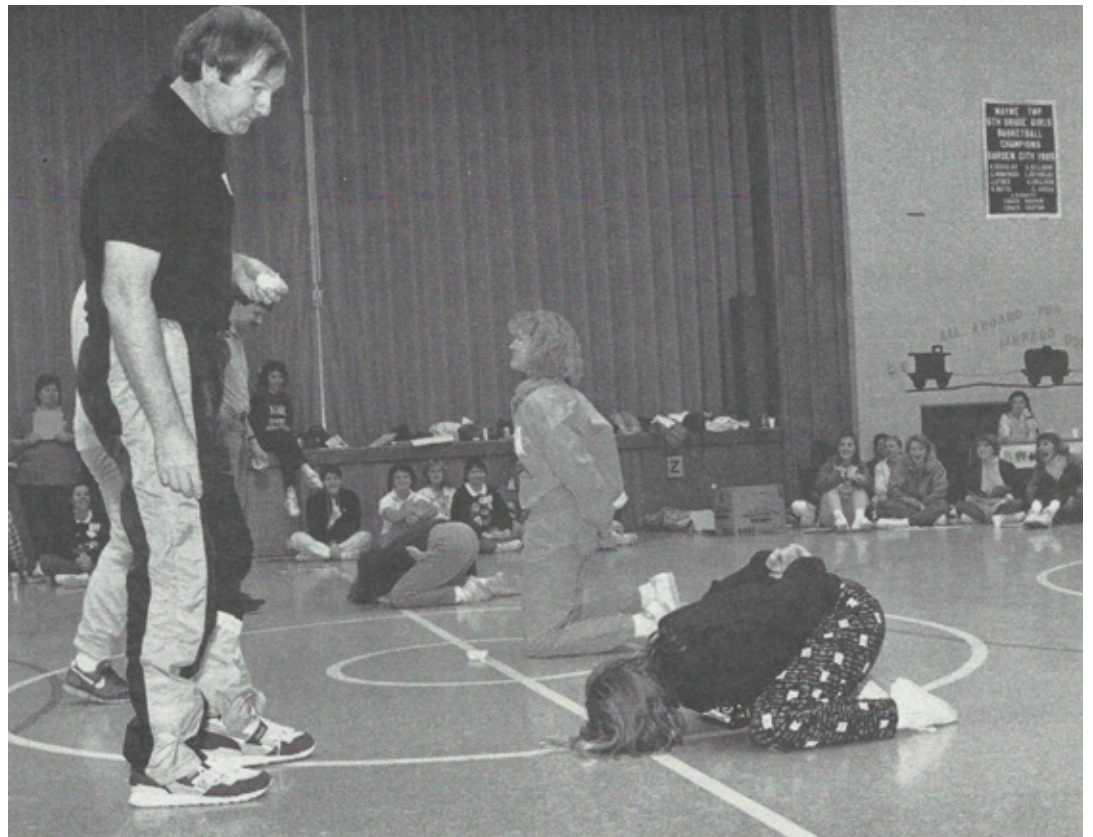
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Parting Shot

*Um! I wonder what she wants me to do?
Do you know?*



IAHPERD Membership

THE PROFESSIONAL ORGANIZATION

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

The purposes of IAHPERD are as follows:

Research and Demonstration

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

Education and Training

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

Scholarships

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

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

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