

The Indiana Journal For Health • Physical Education Recreation • Dance

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SPRING ISSUE

May 1994

TONY CAMPBELL
Guion Middle School
Region 9
Marion County

- Inside This Issue -

- * Fitness Basketball
- * Computer Usage
- * Are You Teaching Or Just Playing Games?
- * Indiana AHPERD Poster Winners
- * And Much More!



Indiana Journal

for Health, Physical Education, Recreation and Dance

Volume 23, Number 2

Indiana Association for
Health, Physical Education, Recreation and Dance

Spring 1994

Indiana AHPERD 1993-94

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Message from the President . . .



Darrell L. Johnson, Ed.D., Chairman
Department of Health and Physical Education
Grace College
200 Seminary Drive
Winona Lake, IN 46590
(219) 372-5220 (Office)
(219) 267-7372 (Home)

Strength Through New Beginnings

CONGRATULATIONS TO OUR AWARD WINNERS

We have much to be proud of at IAHPERD these days. Seven of our colleagues were presented with Midwest District AHPERD Awards at the recent District Convention, and one of our colleagues has been named a National AAHPERD Award winner! And most people think that we only do basketball and auto races in Indiana!

Congratulations go to the following Midwest District AHPERD Award winners:

Bonnie Outman-Amburgey . . . Dance Educator Award
Noel Bewley Elementary Physical Educator
John Ozmun Young Professional
Jennifer Lochner Outstanding Student
Mohammad Torabi Midwest Scholar Award
George Stroia Meritorious Service

Special congratulations go to Karen Hatch, National AAHPERD Health Educator of the Year. Karen has been very active in IAHPERD serving on many committees, serving as Secretary for many years, and serving in District/Regional offices. This is an honor well-deserved, and we are extremely proud of Karen.

MIDWEST DISTRICT AAHPERD CONVENTION

All reports coming from Morgantown are that it was a great convention. Although I was not able to attend, I have heard very positive comments about the work our Midwest President Dana Brooks and all the folks in West Virginia put into the convention.

A new Grants and Contracts Committee was established at the recent Midwest Convention. This group is to oversee the issuing of grant funds and contract funds to carry on deserving scholarly work. I would encourage you to contact the Committee Chair, our own Dr. Tom Sawyer, to secure information about applications.

IAHPERD CONVENTION DATES

You may have noticed that the 1994 IAHPERD State Convention will be held on November 9-12. This is a change from the traditional Teacher Institute Days. This change of date has been discussed for several years by the convention planning committees. There are three basic reasons for the date change for this coming Fall: (1) the hotel was not available for the Teacher Institute Days; (2) the attendance at IAHPERD Conventions held on

Teacher Institute Days has been steadily decreasing; and (3) the highest attended convention in recent years was held away from Teacher Institute Days. The dates for the convention are re-evaluated each year. The convention committee would welcome your input concerning this matter.

POSITION PAPERS

The Position Papers were accepted by the Board of Directors at the Turkey Run Leadership Conference. This approval marked the completion of several years of work by many IAHPERD members. I am very pleased with the end product, and feel these papers will be of great use to IAHPERD and our members. Copies of the Position Papers are to be published and ready for distribution by the 1994 Merrillville Convention.

PHYSICAL BEST

AAHPERD President Mike Davis recently made the following announcement: "AAHPERD has signed an agreement with the Cooper Institute of

Aerobic Research in which we have adopted the Prudential FITNESSGRAM as our health-related physical fitness test, and they have adopted PHYSICAL BEST as their educational material. Furthermore, we have agreed to develop a national coalition for youth fitness."

As you can see, much is happening in IAHPERD these days. I encourage all IAHPERD members to keep up the good work promoting healthful living for all in Indiana.

"Don't tell me what you have done. Show me what you are doing"
Anonymous

**SCHOOL OF PHYSICAL EDUCATION
 INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS
 GRADUATE ASSISTANTSHIPS**

DEGREE:	Applicants may obtain a Master of Science in Physical Education
OPPORTUNITIES:	Assistantships are available for individuals well-qualified to teach in the Physical Education Elective Program
STIPENDS:	Stipends for Graduate Assistants include: Tuition remission for Fall and Spring semesters Salary for ten months
NATURE OF APPOINTMENTS:	Appointments normally start on or about August 15 and are for one academic year. Assistantships are renewable for one additional year based upon evidence of quality teaching and academic performance.
APPLICATIONS:	Applicants are urged to apply as early as possible. Application deadline is March 30, 1994 and personal interviews will be held in April. Applications for the Graduate Assistantships at the School of Physical Education, IUPUI may be obtained by writing: Associate Dean S. Sue Barrett School of Physical Education Indiana University Purdue University Indianapolis 901 W. New York Street Indianapolis, IN 46202-5193 Telephone: (317) 274-2248

NOTIONS From YOUR EDITOR . . .

THOMAS "Tom" H. SAWYER, EDITOR

(812) 237-2189 (Office)

(812) 894-2113 (Home)

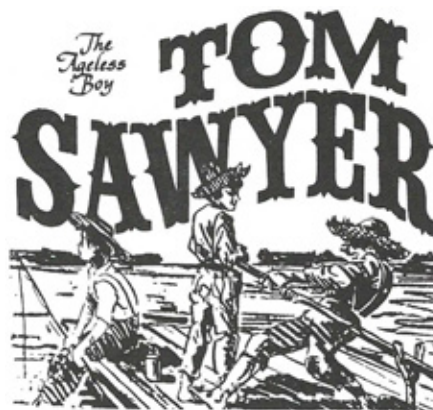
(812) 237-4338 (FAX)

Professor of Recreation & Sport Management

Indiana State University

Terre Haute, IN 47809

E-Mail: pmsawyr@scifac.indstate.edu



Organizing and Developing Your Ideas for a First Draft

PART III

DRAFTING

Writing a rough draft is a rehearsal, an opportunity to explore possibilities for the arrangement and expression of ideas. In the drafting stage, writers organize ideas from their planning materials and explore ways to express them in sentences, paragraphs, and ultimately a complete, though not yet final, draft. Drafting an article is rarely a neat and easy matter of writing up available notes, however. Writers must be flexible and open to new ideas that occur as they write, filling gaps and making new connections. Drafting begins the process of transforming ideas into sentences.

MATERIAL ORGANIZATION

Examine carefully the materials gathered during the planning phase. Look for emerging patterns among ideas and for ideas that seem especially important or that illustrate your thesis especially well. Your planning materials generally will suggest a natural pattern for organizing your article. A couple of organizational arrangements are:

- chronological, and
- topical.

CHRONOLOGICAL ARRANGEMENT presents information in sequence, explaining what happened first, second, third, and so on, while a TOPICAL ARRANGEMENT is a pattern often used in writing arguments. It organizes supporting ideas to present the thesis with the greatest possible emphasis.

OUTLINE YOUR ARTICLE

It is now time to prepare an outline, a structural plan using headings and subdivisions to clarify the main features of your article and the interrelationships among them.

Sample Outline Format

Introduction

Thesis Statement . . .

I. Major Topic . . .

A. Subdivisions . . .

1. Clarifications of Subdivisions

2. Clarifications of Subdivisions

a. Details

b. Details

OUTLINING TIPS

- Use parallel forms throughout;
- use phrases and words in a topic outline;
- use full sentences in a sentence outline;
- you may mix the outline between topic and sentence forms;
- include only one idea in each entry;
- subdivide entries that contain more than one idea;
- include at least two entries at each level;
- indicate the inclusion of introductions and conclusions, but do not outline their content; and
- align headings of the same at the same margin.

WRITING YOUR ROUGH DRAFT

The ROUGH DRAFT is the first full-length, written form of a paper. It is usually very messy and unfocused. Most writers begin their rough drafts by working on the body paragraphs, postponing work on opening and closing paragraphs. They do, however, write with their thesis statements clearly in mind.

The following are additional suggestions for your use in developing the first draft of an article:

- gather all your materials together;
- work from your outline;
- remember the purpose of your paper;
- use only ideas and details that support your thesis statement;
- remember your readers;
- do not worry about technical matters;
- rethink and modify troublesome sections;
- reread sections as you write;
- write alternative versions of troublesome sections; and
- periodically give yourself a break from writing.

PLANNING YOUR TITLE AND INTRODUCTORY AND CONCLUDING PARAGRAPHS

A good TITLE is at once descriptive (letting readers know what the paper is about) and imaginative (sparking readers' interest). To achieve these ends, try one or more of these strategies:

- Use words or phrases that explicitly identify your topic.
- Search your draft for expressions that are clear and brief.
- Play with language. Consider variations of well-known expressions.
- Consider two-part titles: the first part imaginative, the second part descriptive. Separate the two parts with a colon.
- Match the tone of the title to the tone of the article. Use serious titles for serious articles, ironic titles for ironic articles, factual titles for factual articles, and so on.

AAHPERD Membership Application



Yes, I want to join AAHPERD.

Name (Mr.) (Ms.) _____

Address _____

City _____ State _____ Zip _____

Telephone: Home () _____ Office () _____

I select membership in the following association(s) of AAHPERD. (Circle two numbers, indicating your first and second choices. You may select one association twice. Each association that you select receives a portion of your dues.)

- 1 2 American Association for Leisure and Recreation (AALR)
- 1 2 National Dance Association (NDA)
- 1 2 Association for the Advancement of Health Education (AAHE)
- 1 2 Association for Research, Administration, Professional Councils and Societies (ARAPCS)
- 1 2 National Association for Girls and Women in Sport (NAGWS)
- 1 2 National Association for Sport and Physical Education (NASPE)
- 2 Research Consortium - for those interested in research.
(A check here does not effect your Association affiliation)

In addition to UPDATE, AAHPERD's monthly newsletter (an automatic benefit of membership), I wish to receive the following periodicals:

- Update (An automatic benefit of membership)
- Journal of Physical Education, Recreation and Dance
- Journal of Health Education
- Research Quarterly for Exercise and Sport
- In addition I wish to receive *Strategies: A Journal for Physical and Sport Educators* (Add \$10.00/year to your membership dues. Foreign members add \$15.00/year)

Four dollars of your dues are allocated to Update, and twenty dollars per each selected periodical.

I select the following membership option, based on my professional status and my choice of periodicals:

<input type="checkbox"/> Professional	One-year membership	Two-year membership	Three-year membership
Update Plus:			
Any one periodical*	<input type="checkbox"/> \$85.00	<input type="checkbox"/> \$150.00	<input type="checkbox"/> \$200.00
Any two periodicals*	<input type="checkbox"/> \$105.00	<input type="checkbox"/> \$190.00	<input type="checkbox"/> \$260.00
Any three periodicals*	<input type="checkbox"/> \$125.00	<input type="checkbox"/> \$230.00	<input type="checkbox"/> \$320.00

Student (Student rates apply only to full-time students.)

	Graduate	Undergraduate
Update Plus:		
Any one periodical*	<input type="checkbox"/> \$30.00	<input type="checkbox"/> \$28.00
Any two periodicals*	<input type="checkbox"/> \$50.00	<input type="checkbox"/> \$48.00
Any three periodicals*	<input type="checkbox"/> \$70.00	<input type="checkbox"/> \$68.00

Life Membership - \$1500 - available in 3 payments

*Add \$5.00/year for each periodical mailed outside the U.S. or Canada. All payments must be in U.S. dollars. Checks must be drawn on a U.S. bank. Unesco coupons not accepted.

I am remitting my dues

- by enclosed check, payable to AAHPERD
- by VISA (13 or 16 numbers)
- by MASTERCARD (16 numbers)

Card # _____ Expiration Date _____

(Please read and write numbers carefully)

Signature _____

Please indicate amount paid
\$ _____

100/359

Return this form with payment to:

AAHPERD, P.O. Box 10406, Fairfax, VA 22031-8006

For Office Use Only

DT: _____ Ck: _____ Amt: _____

6/92

State of the Profession . . .



Barbara A. Passmore, Ph.D.
Associate Dean
School of Health, Physical Education and Recreation
Indiana State University
Terre Haute, IN 47809
(812) 237-3113
FAX (812) 237-4338
E-Mail: hprpass@scifac.indstate.edu

Professional Preparation Conference

We had an excellent Professional Preparation Conference at Turkey Run in January in spite of the snowstorm. Twenty schools were represented at the conference, and many pertinent issues were discussed.

Senator Michael Gery, Chair of the Indiana Senate Finance Committee, joined us for a session on financing higher education. This was enlightening, but very discouraging. It continues to look like the phrase "Do More With Less" is our future.

Discussion groups focused on several topics including: Generalist Preparation vs. the Specialist, Creating Professionalism in Our Students, and Lowering Quality of Students. Participants were asked to brainstorm possible solutions for each topic. Below I have listed some thoughts which came from these group meetings.

GENERALIST vs. SPECIALIST

There is a big difference between research universities and colleges. The universities want specialists, but small colleges want generalists, preferably with Ph.D.s.

There is a definite problem because many specialty faculty are without teaching experience or interest in teaching.

CREATING PROFESSIONALISM

We as professionals need to define acceptable behavior and dress.

Being a role model is not enough. We need to call attention to students about being professional.

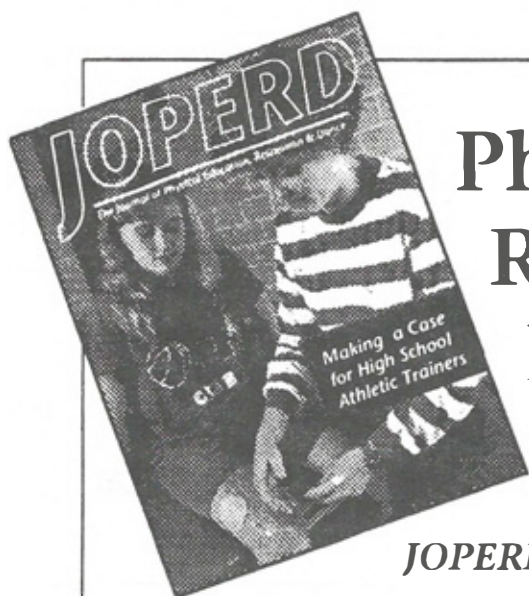
We need to promote personal pride in our profession.

LOWERING QUALITY OF STUDENTS

Problems arise when we permit students to continue in the program when we know they are having problems and may be too weak to pass the NTE.

The weakness appears to be in written and verbal communication.

We will have the conference again next year on January 19th and 20th at Turkey Run State Park. Curriculum sharing will be one of the sessions for that conference. For those of you who would like information on the conference, drop me a note and I will put you on the mailing list.



Physical Educators, Recreation and Dance Professionals!

Students! Note Special Rates!

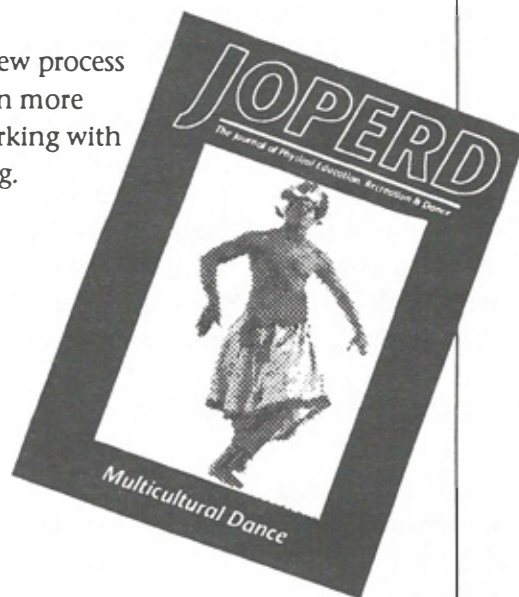
*JOPERD is...The Journal of Physical Education,
Recreation & Dance: the largest, most frequently published,
and most wide-ranging journal published by AAHPERD.*

If you're new to AAHPERD, it may help you to know that *JOPERD* is AAHPERD's cornerstone journal, reaching over 30,000 members and providing information on a greater variety of PERD issues than any other publication in the field. If you're renewing your membership and you haven't seen *JOPERD* lately, take a minute to browse through it. You'll note that in the past year, AAHPERD's premier journal has undergone some big changes. A new, visually appealing format (including our new logo and name change), and increased emphasis on topics of current interest to PERD professionals and students are only two of the innovative changes that *JOPERD* underwent in 1990.

JOPERD's new look signifies other significant changes. The blind review process that has ensured quality *JOPERD* articles for 95 years has become even more rigorous. And technology enables the editors to spend more time working with authors, ensuring that information is accurate, timely, and interesting.

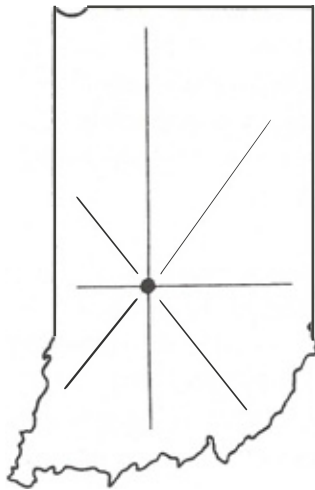
Recent issues of *JOPERD* have included articles on:

- providing increased physical activity for individuals with disabilities
- treating high school sports injuries
- developing the curriculum
- developing cooperative skills in children
- assessing the risks of adventure programs
- using computers in PERD
- combatting stress through physical education programs, and
- teaching and learning about multicultural dance.



*Benefit from the AAHPERD periodical
that offers you the most variety:*

JOPERD
The Journal of Physical Education, Recreation & Dance



State of the State

by Barb Ettl

Indiana Department of Education
Division of Program Development
Room 229, State House
Indianapolis, IN 46204-2798
(317) 232-9118 or (317) 232-9121

\$45.00 until June 15, and \$55.00 after June 15. Two or three credit hours are available through Indiana University.

For more information, contact David Gallahue at 812-855-5523.

MEETING THE STATE PROFICIENCIES FOR K-6 or WHAT THE BLAZES ARE PERSONAL MOVEMENT PATTERNS?

Ball State will offer a second summer session July 11-15, 1994. Three hours of credit are available.

The scope of the sessions will be using the new Indiana PHYSICAL EDUCATION PROFICIENCY AND ESSENTIAL SKILLS GUIDE. Participants will become familiar with developmentally appropriate curriculum, the content required by the new proficiencies to be taught, and inclusion strategies for the challenged children in physical education classes.

For more information contact Dr. Penny Portman at 317-285-1749.

UPCOMING WORKSHOPS

PACE VII

Indiana University and the DOE will sponsor PACE VII (Positive Approaches to Children's Education) June 23-25, 1994. The theme is "Curriculum Counts: Planning For Success Through Developmentally Appropriate Movement Activities."

Presenters will be:

Dr. David Gallahue, IU-Bloomington
Dr. John Ozmun, ISU, Adapted Physical Education
Dr. Fiona Conner-Kuntz, IUPUI, Adapted Physical Education
Margot Faught, Movement and Dance Specialist
Dr. Ruy Krebs, Federal University of Santa Maria, Brazil
Deb Garrahy, IU, Curriculum Specialist
Noel Bewley, IPS, Elementary Physical Education Specialist
Debbie Arfman, Curriculum Specialist
Armine Leaman, Early Childhood Specialist
Barb Ettl, DOE

The workshop will be held at Lawrence Township Belzer Middle School. Pre-registration is
Indiana AHPERD Journal

ADAPTED PHYSICAL EDUCATION

In September the DOE Adapted Physical Education Team will offer (two) one-day hands-on workshops in Indianapolis. The topics will include advocacy, assessment, IEP's, Goal Ball, and modified activities.

Members of the team who are planning the workshops are:

Mary Kay Baker, Rise Learning Center, Curriculum Specialist
Becky Morris, Connersville Orthopedic Consultant
Kim Duchane, Manchester College
Dr. Ron Davis, Ball State
Tim Davis, Ball State
Genie Scott, Butler University
Dr. Paul Surburg, Indiana University
Dr. Fiona Connor-Kuntz, IUPUI

Information about these workshops will be disseminated in August.

**DEVELOPMENTALLY APPROPRIATE K-2
PHYSICAL EDUCATION**

The DOE will feature Dr. Penny Portman at nine regional workshops in October. This will be a participation session designed to assist the physical education and/or REGULAR CLASSROOM TEACHER in identifying and implementing developmentally appropriate activities for young children. Penny's outstanding manual (included in the \$15 registration fee) is reason enough to attend!

Information about these workshops will be disseminated in August.

**NEW PUBLICATION ON
GRADUATION REQUIREMENTS**

Do you know that in order to graduate from high school ALL students MUST complete one credit, the equivalent of two semesters, of physical education? Do you also know that a local school board, superintendent, principal, counselor, doctor, nurses, parent or "other" cannot waive this requirement?

This is not a change nor is it a new ruling by the State Board of Education. The State Board believes in the value of physical education and does not endorse waivers for physical education just as they do not endorse waivers for English, math, science, or social studies!

A memo to this effect has been mailed to all principals and superintendents. In addition, the principals received a copy of ADAPTIVE/MODIFIED PHYSICAL EDUCATION: MEETING THE STATE GRADUATION REQUIREMENT. This publication is designed to inform schools of the goals of physical education, the graduation requirements, the high school course descriptions, and the process to employ in addressing the unique situations of students. Sample "Physician" and "Non-Medical" referral forms are included.

A copy of this publication can be obtained by WRITING to:
Barbara Ettl
IDOE
Program Development
Room 229, State House
Indianapolis, IN 46204-2798

STRENGTH THROUGH NEW BEGINNINGS

1994 Indiana AHPERD Conference Registration Form
Must be postmarked by November 1 to receive preregistration rate!

Pre-registration Rates (postmarked on or before November 1, 1994)

	Professional		Student*	
	Member	Non member	Member	Non member
Two days No Single Day Pre-registration rate	\$45	\$75	\$10	\$25
On-site Registration				
Two days	\$50	\$80	\$10	\$25
Single Day	\$30	\$60	\$10	\$25
Workshops **				
Adapted Physical Education	\$15	\$15	\$5	\$5

Membership Rates Professional \$20/year • Student* \$10/year

Professional - Emeritus: No registration charge
Spouse/Significant Other (Not employed in IAHPERD-related discipline): \$20 _____
* Student rate for undergraduates and full-time graduate students.
** Preference Workshop: Preregistration requested (10/25/94 or earlier postmark)
On-site registration available only if enrollment has not been reached.

Convention Registration	\$ _____
Preconference Workshop	\$ _____
Membership	\$ _____
Spouse/Other	\$ _____
TOTAL	\$ _____

Make Checks payable to IAHPERD-Mail registration form and fees to:
Nick Kellum, Executive Director/IAHPERD
IUPUI School of Physical Education,
901 West New York St.,
Indianapolis, IN 46202-5193

Badge Information - PLEASE PRINT!

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Street Address _____ City _____ State Zip _____

Name of your School or Business _____

() _____ () _____
Home Phone _____ Work Phone _____

Sport Management: Where Should It Be Housed?

This editorial is reprinted with permission from the JOPERD (Journal of Physical Education, Recreation and Dance) November 1993, 4-5. JOPERD is a publication of the American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091.

The first sport management curriculum was developed in 1957 by a physical education professor at the University of Florida, Coral Gables. The suggested curriculum was ahead of its time and was not implemented. If the program had been implemented, it would have been housed in the department of physical education. The first program actually implemented was at Ohio University in 1966. The vast majority of the sport management programs (undergraduate and graduate) are housed in departments or schools of physical education. There are a number of programs housed in departments of sport management, and in a few instances, in departments of recreation and park and/or leisure studies.

The traditional focus of physical education departments is to prepare teachers and coaches for public schools. During the 1970's, the demand for public school physical educators began to decline nationwide. This decline continues in most states as state funds are stretched to their limits. Also, the composition of the interscholastic coaching ranks has been drastically modified because of the decline in public school physical educators coupled with the change in curricular focus in many programs from secondary education (coaches) to all-grade majors (elementary physical educators who are less apt to be involved in coaching), and because of an increase in the number of girls' sports offered.

Prior to the 1980's, most coaches were secondary physical educators. In 1993, most coaches are not physical educators, but rather, teachers from other subject areas or, in increasing numbers, non-teacher coaches. These trends have caused departments and schools of physical education to develop a variety of non-teaching curricular alternatives to maintain and expand enrollments without altering the traditional focus. Secondary curricular fields that have evolved are adult/corporate fitness, exercise science, sport management, sport merchandising, and sport journalism. By the late 1980's, these fields equalled or surpassed teacher education enrollments to the extent that many departments decided to change their names to reflect this role modification. Indiana AHPERD Journal

These new names include kinesiology, sport sciences, exercise science, exercise and human performance, and health and human performance. In other cases, rather than change the name, departments divided into smaller specialized units to better define their roles and focus.

Physical education has been the melting pot for many subspecialties (e.g., health promotion, adult/corporate fitness, coaching and coaching education, sport management, aquatic management, golf facilities management, and exercise science.) These specialties are interdisciplinary, but their focuses differ. Many can no longer expand and flourish in a traditional department of physical education setting. Therefore, like children, they are leaving the nest to develop their own unique futures. They want to design their own paradigm and not destroy the traditional physical education/teaching education paradigm in the process.

The physical education umbrella is not broad-based enough to cover the ever-expanding field of sport management.

The umbrella term "sport management" is broad-based enough to represent a variety of sport-related areas including, but not limited to, recreational and sport facilities; hotels and resorts; public and private aquatic, golf, and/or racquet clubs; health and fitness programming found in corporations, hospitals, private agencies and clubs, and private settings; merchandising; youth, interscholastic, inter-collegiate, and professional sports; community recreation; collegiate recreational sports; armed services recreational sports; and non-profit youth agency recreation and sport programs. Further, the sport management curriculums are flexible enough to meet the demands of student career considerations in such areas as sport leisure and recreation, sport and athletics, sporting goods industry, hostelry and travel, non-profit agencies, and health and fitness management.

The umbrella of physical education is no longer, and never was, broad-based enough to cover the ever-expanding field of sport management and the other fields that have matured. Many organizational options are available for sport management programs. The least threatening option is to remain within the department of physical education and seek an autonomous status with a separate budget and curricular freedom. A second option is to seek departmental status, which would require a major financial commitment by the college/university during a time when dollars are short. Yet another option is to fold the sport management curricula into the department of recreation management or recreation and leisure studies, forming a new, expanded department of recreation and sport management.

The recreation field has many similarities with sport management. It serves many of the same clients and teaches similar theory in the management area. The development of a combined curriculum would be much easier and reduce duplication of efforts, than with physical education and its required sciences. The combined programs would have a single required core and a variety of specializations such as recreation management, sport management, collegiate recreational sport management, aquatic management, health and fitness management, golf facilities management, recreation therapy, coaching education, and others.

Sport management undergraduate and graduate programs of the future could easily expand and flourish under the umbrella of recreation and sport management. Many opportunities will be available for growth of recreation and sport management programs in areas such as aquatics, golf, health and fitness, and collegiate recreational sport programming.

Finally, sport management programs should seriously consider merging with departments of recreation, and vice versa. This new combination appears to have the potential of being very popular with students because of the increased marketability of their degree. Sport management programs would benefit from this alliance due to the similarities in programming and program requirements for the central undergraduate core.

FITNESS BASKETBALL

by

L. Paul Anderson

School of Physical Education

Ball State University, Muncie, IN 47306

(317) 285-3728

Fitness Basketball is and has been the most requested change of pace activity in all of my fitness classes during my four years at Ball State University. The game has been requested by instructors at other universities as well as Ball State, and has been utilized by several of our teaching majors in public school clinical experiences.

Fitness Basketball, a new fitness-oriented version of the popular American game of basketball, is a great way to infuse cardiorespiratory endurance fitness into the sport of basketball. The game is simple to learn and is easily adapted to all basketball skill levels. As few as two and as many as 14 can play at one time on one full-length basketball court. Recommended age levels are middle school and over. Fitness Basketball is a unique and dynamic way to achieve an aerobic workout, and gives individuals with low skill levels in basketball an opportunity to experience success in the sport. The game is also a great tool for physical education curriculums designed to infuse physical fitness into skill development.

EQUIPMENT

- Full-length basketball court (cross courts are more appropriate)

for physical education classes to accommodate more students)

- One basketball (per game)
- Color vests or pinnies
- Stopwatch or heart rate monitors

RULES

The primary purpose of the game is for each participant to achieve a cardiorespiratory endurance workout while having as much fun as possible. The secondary purpose is for each team to advance the ball down the court and attempt to score baskets.

- Players must keep their feet moving at all times. If the ball leaves the court, the nearest person jogs to retrieve it, while the others on the court do jumping jacks.
- One shot per team each time down the court. This keeps everyone moving at all times.

- A maximum of two passes per team each time down the court. All passes must be made on the move. This keeps the game in continuous motion and ensures continuous movement.
- No fouls! To ensure cooperation with this rule, more specific rules such as no steals and no blocked shots can be added.
- The ball does not have to be taken out of bounds after made baskets. Take it out of the net and go!
- The ball does not have to be taken out of bounds when it leaves the court area. Whoever retrieves it can dribble or pass it in while on the move.
- When the desired time of play has expired, each player will check their training heart rates. If heart monitors are being utilized, heart rates are monitored during play.

SCORING

In pure Fitness Basketball, the score is not kept. Rather, the focus is upon everyone being allowed the opportunity to dribble, pass, and shoot without a focus upon winning or losing. However, an advanced version of the game employs a 3-2-1 scoring system, where three points are awarded for successful shots behind the 3-point line, two points for shots inside the 3-point line and beyond 10 feet, and one point for shots made within a laid-out 10-foot perimeter around the basket.

PLAYING THE GAME

Divide the class into teams. As many as seven can be on one team, although anything less than this does allow for greater individual involvement. The use of cross courts allows for more participation. An odd number of players is not a problem in this game. Everyone plays!

STARTING THE GAME.

One team starts at mid-court with the basketball while the other team waits in the free-throw lane area near the defending basket. When the instructor blows the whistle, the offensive team proceeds toward the basket while the defense begins to run in place. Aerobic movement is continuous throughout the desired time of play.

APPROPRIATE DEFENSE.

To keep the game in continuous motion, the defensive team always jogs back to the defending basket after their shot attempt, and evenly positions themselves in a soft, zone defense. All passes, dribbling, and shots at the basket are

UNCONTESTED. After a scored basket or a defensive rebound, the defense then becomes the offense and attacks the opposite goal.

SAFETY CONSIDERATIONS.

The defensive team always plays soft defense. When an offensive player drives to the basket, the defense backs away and prepares to go on the offensive. This will minimize the chances of injury.

DURATION OF PLAY.

The desired time of play ultimately depends on the conditioning level of the students. Two, five or ten minute halves is suggested for classes with low or beginning conditioning levels, with a heart rate check and water break at halftime. Curriculums with a physical fitness emphasis may be able to meet the aerobic 20-minute minimum.

STRETCHING.

Following the Fitness Basketball game, as a part of the cool-down period, the students should stretch to improve flexibility levels. A game of Fitness Basketball will properly warm the body and prepare it for safe, static stretching exercises.

FITNESS INFUSION TO SKILL DEVELOPMENT

Fitness Basketball can also be utilized for curriculums designed to infuse physical fitness into skill development. Examples are provided below.

LAY-UP SKILLS can be applied in a game of Fitness Basketball by setting the rule that the only shots to be taken are dominant hand and/or non-dominant hand lay-ups.

PASSING SKILLS can be enhanced by playing with the rule that the ball cannot be dribbled. This rule can be extended to one type of pass, such as only chest passes or only bounce passes.

FAST BREAK PRINCIPLES are emphasized when a rule is set that each person must fill their appropriate fast break lanes each time down the court.

DRIBBLING SKILLS are emphasized when a rule is set that each team must have one person dribble from free throw line to free throw line before passing or shooting each time down the court. Each team member takes an even number of turns in this version.

SHOOTING SKILLS OFF THE FAST BREAK are applied to the game by allowing only jump shots each time down the court. It is recommended that the shots be limited to the five-to-fifteen foot range, or as appropriate to the skill levels of the students.

VARIOUS COMBINATIONS OF SKILLS can also be utilized. For example, fast break principles, dribbling skills, and lay-ups can all be effectively combined in a game of Fitness Basketball.

BE CREATIVE AND THINK OF OTHER RULES AND MODIFICATIONS FOR YOUR VERSION OF FITNESS BASKETBALL!

**Figure
Your
Target
Heart Rate**
see next page

Figure Your Target Heart Rate

The target heart rate represents the intensity level at which you should exercise to produce cardiorespiratory benefits. This amount of exercise (overload) is enough to condition the heart, lungs, and muscles but is not overly strenuous. Monitoring intensity during a workout is done by measuring the heart rate. For fitness to occur, your heart rate must be raised to approximately 60% of the difference between the resting and maximal heart rates. An increase in heart rate equal to 75% of the difference between resting and maximal rates is a reasonable upper intensity level for most exercisers. This is the target heart rate range (or training heart range). The formula for calculating your target heart rate is:

$$\text{THR} = (\text{maximal HR}^* - \text{resting HR}) \times \text{Intensity \%} + \text{Resting HR}$$

$$^* \text{Maximal HR} = 220 \text{ minus age}$$

$$\text{Resting HR} = \text{count your pulse at rest for 60 seconds}$$

When estimating your target heart rate range, two factors must be established first:

1. Your age: _____
2. Your resting heart rate (RHR): _____

Use these numbers in the formula that follows:

$$\text{A. } 220 - \frac{\text{your age}}{\text{your age}} = \frac{\text{estimated maximal heart rate [MHR]}}{\text{estimated maximal heart rate [MHR]}}$$

$$\text{B. } \frac{\text{MHR}}{\text{MHR}} - \frac{\text{resting HR}}{\text{resting HR}} = \frac{\text{HR reserve}}{\text{HR reserve}}$$

$$\text{C. } \frac{\text{HR reserve}}{\text{HR reserve}} \times .60 + \frac{\text{resting HR}}{\text{resting HR}} = \frac{\text{lower target heart rate}}{\text{lower target heart rate}}$$

$$\frac{\text{HR reserve}}{\text{HR reserve}} \times .75 + \frac{\text{resting HR}}{\text{resting HR}} = \frac{\text{higher target heart rate}}{\text{higher target heart rate}}$$

D. Target heart rate range is _____ to _____ beats per minute.

Example: Jeff is 22 years old and has a resting heart rate of 78 beats per minute.

$$\text{A. } 220 - 22 = 198 \text{ MHR}$$

$$\text{B. } 198 - 78 = 120 \text{ heart rate reserve}$$

$$\text{C. } 120 \times .60 = 72 + 78 = 150$$

$$120 \times .75 = 90 + 78 = 168$$

D. THR range is 150 to 168 beats per minute.

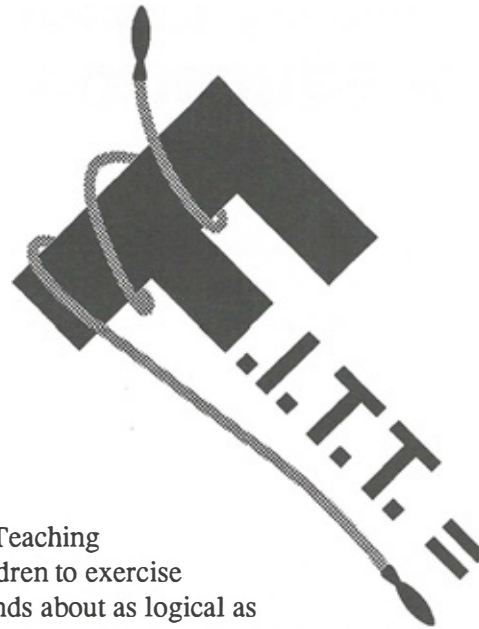
Source: Robbins, G., Powers, D., Burgess, S. (1993). *A Wellness Way of Life*. Brown and Benchmark.

JRFH

EXPRESSES

Publication of
the American Alliance for
Health, Physical Education,
Recreation and Dance

Reston, Virginia



Teaching children to exercise sounds about as logical as opening a cold-storage business in Antarctica. All kids do is run all over the place, right? Well, yes and no.

While it's true that children seem to be everywhere at once, their activity is often short-lived. It tends to lack the sustained conditioning benefits of regular aerobic exercise. Recent studies show that today's students are less fit—and more overweight—than students of previous generations. In fact, today between 13 and 36 percent of 12- to 17-year-old Americans are obese. There has been a 39 percent increase in obesity when compared to records on children collected between 1966 and 1970. Many children simply do not engage in regular aerobic activity—activity that conditions the heart and lungs.

The 1993-94 educational package, *The F.I.T.T. Kit*, produced jointly by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance was designed to show children that exercise is exhilarating, exciting, expansive, expressive, exuberant. This exercise promotion package for children includes a 35-minute video

F **requency**
I **ntensity**
T **ime**
T **ype**

packed with action, music and a powerful message: that regular aerobic exercise is fun. Also included are a teacher's guide to teach about the F.I.T.T. concept (frequency, intensity, time, type), a jump rope curriculum guide, lesson plan cards, and other teaching aids.

With *The F.I.T.T. Kit* you can enliven your students' interest in regular aerobic exercise, encourage them to be active, to have fun and get fit. When they see how much fun regular physical activity can be, they'll line up to run, cycle, kick, swim and throw. After all, who can resist having fun?

For more information, contact your local American Heart Association, or Jump Rope for Heart, AAHPERD, 1900 Association Drive, Reston, VA 22091 (703) 476-3489. ♥

Computer Usage by Indiana Public School Physical Education Teachers

by

Marilyn M. Buck and Nikki Assman
School of Physical Education
Ball State University, Muncie, IN 47306

The use and sophistication of computers has increased greatly over the last few years. Londeree (1983) stated "the computer has become a basic tool for acquiring knowledge, organizing systems, and solving problems" (p. 17). Johnson, Loper, and Cordain (1986) made an even stronger statement when they said, "The computer has been termed the most powerful tool in educating people since the development of the printing press" (p. 88). They also believe that the development of computer technology "represents a crisis for traditional physical education and that should physical educators not train themselves to implement computers, the profession may 'go the way of the dinosaurs' " (p. 87).

Computer software is presently available for word processing, grading, test writing, generating crossword puzzles and other word games, scheduling, fitness scores, spreadsheets, data management, statistics, drawing, and much more. The development of laser technology and interactive systems is opening the door for many

more uses of the computer in the classroom and gymnasium. In making predictions for the future, Cetron and Gayle (1991) state that computer competence will approach 100% in urban areas by the year 2000. In 1982 the AAHPERD began addressing the issue of computer use in physical education. At the Houston AAHPERD National Convention opportunities were provided for individuals to discuss and demonstrate computer uses. Since then, sessions have been scheduled at each national AAHPERD convention to demonstrate the latest innovations and uses of computers in physical education and related fields.

Considering the popularity of FITNESSGRAM and the increasing use of heart rate monitors, it is obvious that computers are being used in physical education by some teachers. The unanswered question is to what extent are computers being used throughout the United States, but more specifically, to what extent in Indiana. The literature seems to suggest a need for computers, especially to increase efficiency of

teachers in many of their required tasks. The purpose of this project was to determine the extent of computer use by physical education teachers in Indiana and to develop a plan for providing computer training in needed areas.

PROCEDURES

A stratified random sampling was made of the 295 Indiana school corporations. Special education corporations and vocational schools were not included. The 295 school corporations were divided into four groups according to enrollment (see *Table 1*). Each group (or block) had 74 corporations included with the exception of Group 4 which had 73 corporations.

All school sites were identified for each corporation assigned to each block. Individual school sites in each block were placed into three groups—elementary, middle school/junior high, and senior high (see *Table 2*). One hundred sites were selected from each block with the number from each of the three grade-level groups reflecting the percentage of school

Table 1

Range of Enrollments for Four Groups

Group	Enrollment Range
1	219 - 1213
2	1215 - 1899
3	1901 - 3155
4	3172 -48805

Note. Enrollments for the 1991-1992 academic year were used.

sites in the block that were part of the respective grade-level group (see Table 3). The school names were randomly drawn from all school sites in the block.

A computer survey form was sent to all physical education teachers at each of the selected school sites. Some school sites

have more than one teacher and some teachers teach in more than one site. As a result, surveys were sent along with a return envelope to 403 physical education teachers. The names of the teachers were obtained from a list generated by the Educational Information Systems Area of the Department of Education. Three

weeks after the initial mailing, a postcard was sent to those individuals who had not returned a survey form. Each survey form was coded with a number for the purpose of tracking returns and placing them into respective blocks.

This article is the first in a

Table 2

Number and Percentage of Elementary, Middle School/Junior High, High School and Total School Sites in Each Group

Group	Elem.	MS/JH	HS	Total
1	95 (42%) ^a	59 (26%)	72 (32%)	226
2	159 (51%)	76 (24%)	77 (25%)	312
3	241 (58%)	89 (22%)	82 (20%)	412
4	710 (69%)	193 (19%)	127 (12%)	1030

Note. ^aRepresents percentage of school sites within the respective groups.

series of articles which will report the results obtained from the survey forms. Articles in the series will report the extent of computer usage as well as the purposes for which they are used. Also included will be the training received as well as the types of training desired. Respondents indicated the types of hardware and software used. Results will be listed for the entire group and comparisons will be made by grade level and school size. Results will be discussed with implications for the future and suggestions for change.

Society has moved into what

is being called the "Information Age." The "Industrial Age" has been left behind. Technological advances are increasing faster than ever. Has physical education moved from an industrial-age mentality to an information-age mentality? Are we using the technological advances to provide better learning experiences for our students and to help us as teachers to be more efficient? What can be done to facilitate technology use and, in particular, computers for physical education classes? These and other questions will be considered in future articles.

This project was funded by a grant from the Indiana AHPERD.

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Table 3

Number of Elementary, Middle School/Junior High, High School, and Total School Sites Selected from Each Group

Group	Elem.	MS/JH	HS	Total
1	42	26	32	100
2	51	24	25	100
3	58	22	20	100
4	69	19	12	100

Share your ideas in the next issue!



AAHE Tambrands Health Education Professional of the Year School Grades K-12

MS. KAREN HATCH

-
- CRITERIA:**
1. Developing and implementing or directing/coordinating effective health education/promotion programs
 2. Service in local, state, district, and national levels or at school or community levels
 3. Leadership and service to health professionals through teaching, publications, presentations, special projects, and health-related activities
-

Karen Hatch has been active in health education in the public schools for 19 years. In addition, she has worked as a workshop leader for Human Sexuality for the United Methodist Church's summer camping program, and also served as a trainer of United Methodist youth workers for the Values and Choices Curriculum.

This past summer she was chosen as a Master Teacher for "Meeting Critical Needs in Comprehensive School Health Education for Indiana Middle Level Grades (5-8)". She taught at the eighth grade level at three sites in Indiana. This curriculum was developed to raise the awareness of the need for comprehensive school health education.

From Carol Benefiel Sectors, Director of Curriculum for Marion Community Schools: "Karen has been very involved in curriculum development activities, especially in the area of health education. She is extremely knowledgeable and contributes greatly to these types of projects. Karen was instrumental in the writing of our seventh and eighth grade health curriculum guides."

From Barbara Alborn, Indiana State Department of Health: "Karen has provided insight to those at the state level regarding the planning of teacher training workshops and developing of educational materials for health educators. Karen has been instrumental in developing the annual RICHE (Regional Center for Health Education) strategic plan.

"Karen went through an intensive training of trainers in preparation to be a 'Master' teacher trainer for three of the four regional workshops. She was responsible for modeling lessons and teaching strategies as well as facilitating group discussions with the teachers. The teacher evaluations clearly demonstrated Karen's ability and positive rapport with those with whom she trained. Verbal and written responses by the teachers whom she trained were excellent and are a testament to her leadership and training expertise.

"Karen Hatch is truly one of the outstanding public school health educators within our field."

From Dr. Nancy Ellis, Associate Professor, Indiana University: "In summary, in my 23 years in school health in Indiana, I know of no other individual who has supported health education at several levels as Ms. Hatch. She embodies the ideal public school teacher in attitude, preparation, and performance. She is a 'Master Teacher of Teachers' for health education state level teacher trainings and curriculum development, and she has impacted policy and decision-making for RICHE and Midwest AHPERD."

From Nancy Maylath, Vice-President for Health, Midwest District AAHPERD: "Karen is currently serving as Midwest District's Vice-President for Health. She is appreciated as a dedicated professional who 'goes the extra mile' to help colleagues and to promote the health and well-being of school children."

Are You Teaching or Just Playing Games?

by
Linda R. Riley
Physical Educator
Christ the King School, K-8

I have been asking this question, "Are you teaching or just playing games?" since before 1975 when I started substitute teaching. When I was in college, I asked this question of my professors about the activities that they were doing in classes. I am now going to pose that same question to you and together we will, hopefully, begin to understand ourselves better in whether we are really teaching or just playing games.

First, to understand if in fact we are teaching, we need a definition of the word. *Webster's Dictionary* states that to teach is "1. to give instruction: teach a class. 2. to give instruction in: teach French. 3. to train by example, practice or exercise. 4. to act as a teacher: impart knowledge or skill."

To understand if we are playing games we need the definition of the word GAME. *Webster's Dictionary* states that a game is "1. any physical or mental contest, played according to rules, and depending on strength, skill, or luck to win. 2. a definite portion or division of such a contest.

3. the number of points required to win: Game is 100 points. 4. success; victory: The game is ours. 5. Equipment used in certain games: to buy a game. 6. Manner or art of competitive playing. 7. amusement: fun: sport: play: to make a game of cooking. 8. something thought of as competitive, requiring skill, etc.: the game of politics. 9. a strategy scheme: plan: What is your game play?"

We then need to have a definition of the word PLAY. Again, *Webster's Dictionary* comes to the rescue with the definition of play being: "1. to engage in sport or diversion: amuse oneself. 2. to take part in a game or game of skill or chance; gamble. 3. to act in a way which is not to be taken seriously." There were 27 additional definitions of the word PLAY, but I think you get the picture.

I began asking the question, "Are you teaching or just playing games?" with a greater need to know when I began teaching P.E. and found myself referring back to my experiences in teaching dog

obedience. Having experienced in my dog class from the day those owners walked in on Week One to the day they graduated on Week Nine, I would see an owner and animal that, in fact, had gained knowledge and was able to do something that it had not been able to do when it came in on the first night. I knew I was teaching because I fulfilled the definition of the word TEACH.

When embarking on my quest to teach physical education, I searched for people, books, and guides to assist me on how to teach children about physical fitness or physical education. The language discovered in the Indiana Proficiencies were words like demonstrate, develop, and experience, but nowhere . . . not anywhere was the word TEACH. I did notice the phrase, "through learning opportunities provided in P.E. the student will" used quite frequently. Well, how can a child learn if we don't teach?

I must have six or more curriculum guides from various school districts and have viewed every piece of information I could

get my hands on at two national AAHPERD conventions. The number of workshops and state conventions that I attended were numerous, yet that mysterious question, "Am I teaching or just playing games?" haunts me. The closest I have come to understanding the meaning of teaching physical education is in a new series of books put out last year by Kendall-Hunt Publishing Company that includes *Growing with Confidence*, *Growing with Skill*, and *Growing with Teamwork*. These publications have assisted me in letting parents know exactly what I am attempting to teach.

Of course, as educators you are aware that there are three styles of learning. Some children learn through visual, some through auditory, and some through kinesthetics. How many of us utilize all three of these modes in our teaching? We are constantly verbalizing instructions for our auditory learners, but how often do we give out handouts for our visual learners? Is it any wonder that some of our children in our classes are at a loss when we are trying to instruct them in a new skill? Yet, I don't want to get off the track of our original question posed. . . "Am I teaching or just playing games?"

A few questions are going to be asked of this group, or you as an individual, if you are reading this article. How many of you have P.E. one day a week for the majority of your grade levels? How many of you have P.E. two days a week for the majority of your grade levels? How many of you have P.E. three days a week for the majority of your grade levels? How many of you have P.E. four or five days a week for

the majority of your grade levels? If you have P.E. once a week, you are only going to see those children approximately 40 times during the school year, 80 times if you have them two times a week, 120 times if you have them three times a week, or 160 to 200 times if you have them four or five times a week. This does not take into consideration the holidays that may fall on P.E. day or the school functions that may interrupt your P.E. classes.

If there are five tests in the Physical Best or the fitness test you are using, and it is said to be important to allow ample practice time for each of these tests, that brings our teaching days down to 30 to 190, assuming we do not do a follow-up test in the same year to see if our children are improving, or getting fit. If we do a follow-up test we drop those teaching days down to 20 to 180. Is it reasonable to ask all teachers to cover the same material with the large variations in the number of days we have our students? I don't think so. It has blatantly come to my attention that frustration sets in and we as teachers start to do as the children do when put into a binding situation. Like electricity, we take the path of least resistance. In other words, it is easier for me to play a game than it is to teach. So I covered the specific proficiencies such as throwing and catching by playing dodgeball, for example. If we played dodgeball and all the children threw and caught the ball, then they demonstrated that they were proficient at catching and throwing, right? Granted they threw and caught, but when were they taught how to catch and throw? If they understood that how to throw and catch is

developmental is it possible they would no longer make fun of the child who is behind the others developmentally, in these areas?

I am not saying you should not use games in physical education, but I am saying we need to teach first, before we use the game to reinforce what it was we taught. I am also pointing out that if you are one of those unfortunate teachers who has the children only 30 to 40 times during the school year do you really have time to utilize the games like the person who has them 180 to 200 times?

My workplace is a Catholic school where we have P.E. for kindergarten less than 40 times, grades 1 through 5 approximately 50 times, and grades 7 and 8 approximately 80 times during the school year. We also do not have a gymnasium or a lot of fancy equipment. Subsequently, with the lack of equipment, time, and facilities, it has forced me to address this question of, "Am I teaching or just playing games?" I have discovered that it is absolutely essential that these children be given activities that they can and will be able to master and develop to their fullest capacity. Hopefully you caught those words just read. . . ACTIVITIES, MASTER, and DEVELOP. They can only do those words if I teach!!! If I am, for example, teaching them how to improve upper body strength, and am doing so by teaching them how to do a push-up correctly, this is something they can do at home on a regular basis and in fact improve their upper body strength. If I take out the medicine balls and play a game with them, let us say on a daily basis, they also would probably improve their

continued on page 22

1993-94 Indiana AHPERD Poster Contest Winners

Congratulations! Each of the posters pictured was selected as a winner of the IAHPERD Poster Contest. Identify the one(s) from your region and send that student a note of appreciation for taking part in the contest.

The state winners received an IAHPERD Contest Winner T-Shirt. In addition, each participant in the contest received a Certificate of Participation.

Is your school and/or region represented? If not, WHY NOT? Assume the responsibility for the future involvement of your school/region and make plans now to involve your students.

As a committee, we would like to encourage ALL members of IAHPERD to support and encourage involvement with the project. The contest takes place annually, usually in the Fall. Posters are then displayed at the State Conference or at the State Leadership Conference held at Turkey Run.

The contest focuses on the areas of health, physical education, recreation and dance.

Bobbi Lautzenheiser
Mary Jo McClelland
Indiana AHPERD Poster Committee

MISSY SCHMELZER - GRADE 7
East Washington Middle School
Region 2
Washington County



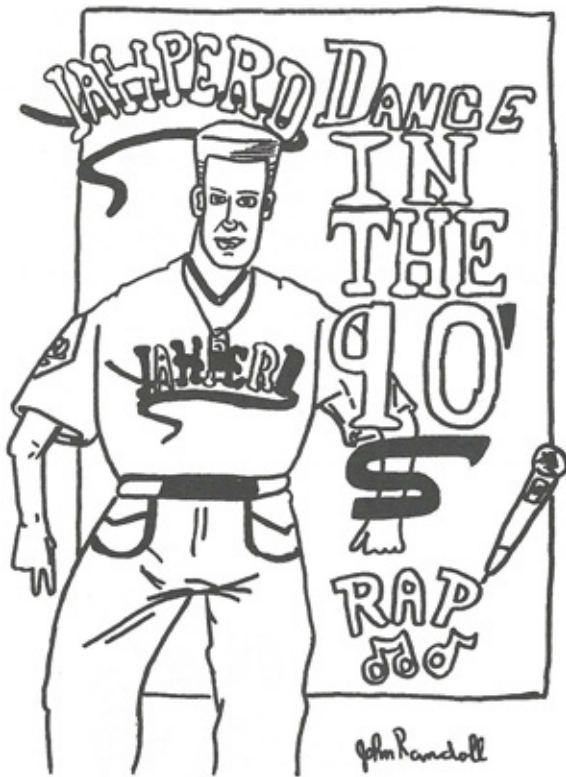
Rap
Tap
or use a bat
But just don't be
Fat.



DOUG WESTLUND - GRADE 8
Frankton Jr./Sr. H.S.
Region 4
Madison County



TONY CAMPBELL
Guion Middle School
Region 9
Marion County
 (Spring Issue
 Cover)



JOHN RANDALL - GRADE 6
East Elementary
Region 8
Jay County

ANDY SHIVELY - GRADE 7
Frankton Jr./Sr. H.S.
Region 4
Madison County



continued from page 19

upper body strength. The difference is when summer arrived the children who were taught how to do a push-up correctly and how it improved their upper body strength would continue to utilize that information. Those children who played the games with the medicine ball and acquired the upper body strength in class would not have the equipment to do so over the summer or the students needed to play the game. They would slowly lose what they had acquired. That is not to say that if you have the class time to utilize this equipment you shouldn't, but it would be much more effective to teach your students how to build upper body strength by themselves for a lifetime.

My mindset is that I will teach the following items not just to develop them. It is important to teach children how to crawl, walk, run, skip, hop, jump, leap, slide, gallop, and march correctly.

This means to take the time to understand what it takes to do each item.

In the *Indiana JOPERD* Fall issue it required two issues of reading and six references for Mr. Wilson to cover how to teach proper running skills. What makes us think it will not take a full class time to relay this information to our students?

Our eighth grade students were asked to tell me how they would teach an elementary student or below how to crawl. It was amazing their inability to describe the correct way a child should be crawling or to relay what it should look like. When asked to crawl across the room, all the students crawled but none knew if they were doing it correctly and incorrectly. If a child is to truly enjoy movement and their body, wouldn't it be to their advantage to learn how to move their body correctly? It takes twice as long to

break a bad habit as it does to teach someone to do something correctly the first time.

If there are ten locomotor skills to teach, five non-locomotor skills to teach, and a fitness assessment test to administer, it would appear that there is little time left for manipulatives, tumbling, or sports and games.

Now that we realize that there may be a time factor in our ability to teach all the information we need to teach, how about trying to respond to the main question, "Am I teaching or just playing games?"

I have found myself asking these questions with every class that walks into my room: What is it I am going to teach to this class? What do they need, or can they take home with them, to practice this? How will they utilize what I am teaching them in the future?

Friendship

*is a chain of God . . .
shaped in God's all perfect mold . . .
each link a smile, a laugh,
a tear . . . a grip of the hand, a word
of cheer . . . steadfast as the ages roll . . .
binding closer soul to soul . . .
no matter how
far or heavy
the load . . .
sweet is the
journey
on friendship's
road.*



I. Gym Class Memories

by

Susan Wells

Elementary Education Student
Indiana University-Northwest

Clearly I remember those memories that occurred during my physical education classes. Recess became my most important part of the school day. When I could swing gracefully in the wind, build cities and roads in the sandbox, and swirl endlessly on the merry-go-round. Nothing mattered during my time of relaxation and pleasure. But before I could mold one more shape in the sandbox, recess passed me by and along came "gym class." I anticipated much misery facing the ordeal of cooperatively "playing" with my fellow classmates.

Not only was I shy, but my secret affliction embarrassed my whole soul; and of course, I thought only I had this ailment. I was born clumsy, out-of-balance, and was deathly afraid of flying objects, especially if they remotely resembled any type of ball whirling through the air. Instinctively, I knew that any airborne object would always knock me out. It simply was Murphy's Law!

I did a lot of silent praying prior to each gym class in hopes that all gym teachers would catch some terminal disease and gym would be erased from the school

curriculum. To no avail. Every day the entire class marched down the halls in a straight line and entered the world of physical misfortune and embarrassment. It was during these early years that I discovered the world of competition winning, and the frustration of losing. Winning was the only accepted goal-oriented game plan in the world of elementary competitive sports.

Much to my surprise, the world of music bounced off the walls of gym class and we danced full swing to square dance songs and folk dances. At least there was some hope for me during the elementary years. This was the greatest thing that could have happened to me; at least I could participate and not get smashed, kicked, or dubbed the loser. Overwhelmed by my gait, I failed to pay attention to the other students who glared at me and thought me to be strange. Music was in my heart as I leapt through each "turn your partner 'round and 'round," even if I did seem to get stuck dancing with the chubbiest boy in class. Quite frankly, I was also the chubbiest girl in the gym class. It would bring me great satisfaction knowing if that chubby boy

gained as much pleasure from the rhythm and dance as I.

Puberty just around the corner and junior high classes ahead, the words "gym class" were a thing of the past and the new buzz words were "physical education." The school I attended was fabulous with two full gyms, two swimming pools, and of course, two more years of ball-ducking and exercising. By now everyone in school knew I would always be chosen last for any team sport game. However, I became accustomed to that idea; after all I simply was not G.A.A. material.

As all the girls complained about and loathed swimming twice a week, gratification spread through each kick, flutter, and dive as I splashed through the clean smelling, chlorine blue water. Again, I found something in physical education that would bring enjoyment, even if I had to keep quiet about it. I beamed, I glowed, and I certainly felt I was Esther Williams floating through the blue waves, except that my body shape was more rotund than young Esther's. It didn't matter, though; I had a swell, yes swell, swimming coach and she knew I

was crazy about the water.

Without this last positive adventure in my life perhaps physical education would have been a total misfortune. Dodgeball, volleyball, rope climbing, calisthenics were now a thing of the past, and I knew physical education finally had some worth to my life as a teenager.

I remember well that competition was embedded in my brain the first time I walked away from recess and entered the world of

“gym.” I remember vividly always being on the losing team, the last to run-in during relay competition, never being able to roll backwards or do a graceful cartwheel, and never making a home run.

Because of my clumsiness and lack of agility, I am devoting this selection of non-competitive games to children I hope to teach in the future.

Not everyone is an Olympian holding the laurel wreath high. Truly I believe that all students

can experience the satisfaction of success and spirit of cooperative play without deeming the titles of “winners” or “losers.” For those children who follow my unfortunate footsteps, games that eliminate the fear of failure are presented in accordance with an integrated physical education curriculum. I look forward to building strong self-concepts in the students by patiently integrating non-competitive games in their lives.

II. Sport and Juvenile Delinquency

by

Colleen Durkin

Graduate Sport Management Student
Indiana State University

The relationship between sport participation and juvenile delinquency has been examined for years. Studies dating back as early as 1907 were performed to find out whether the institution of play facilities and recreation services helped to prevent or reduce delinquency (Segrave and Hastad, 1984b). This article will examine the relationship between participation and prevention or reduction in delinquency.

There are several different sociological theories that explain how sport can help prevent juvenile delinquency. One of the most accepted theories for explaining this phenomenon is the control theory. One of the premier texts on control theory is Hirschi's

Causes of Delinquency (1969), and his ideas in this area are still relevant today. The control theory of deviance assumes the delinquent acts are a result of an individual's bond to society being weak or broken (Hirschi, 1969). Sport helps to build or strengthen the bond of the adolescent. Cernkovich (1978) stated that the control theory is significantly predictive of delinquency involvement. Segrave (1973) stated that the control theory was used most by proponents of sport as an antidote to delinquency. There are four components of control theory, and these components will be examined to determine how athletic participation can act as a deterrent to delinquent behavior.

The first component of control theory is attachment. This is described as the internalization of norms and conscience which lies in the individual's attachment to others (Hirschi, 1969). In other words, if the individual has some sort of attachment to a person that accepts the norms and rules of society, he or she is less likely to become delinquent. When the youth is involved in an athletic program, either in school or in a community-based program (such as the Boys and Girls Clubs), he or she is associating with positive adult role models. Purdy and Richard (1983) explain that these adults are likely to adhere to conventional and conforming behaviors. Segrave and Hastad (1984) wrote that one of the most

powerful predictors for delinquent behavior among adolescents is delinquent associates. An organized sport program provides these youths with positive alternatives for association. "Athletic programs appear to offer a significant potential for socializing youth away from delinquent behavior and into more conforming behaviors and attitudes" (Segrave and Hastad, 1984a, p 134).

The second component of control theory is commitment. Hirschi (1969) explains that when a person invests time and energy into an endeavor, he or she will consider the costs of deviant behavior, and by engaging in deviant behavior, the individual runs the risk of losing the investment he or she has made in conventional behavior. For example, the individual might not want to risk getting kicked off the athletic team for committing some delinquent act (Landers and Landers, 1978). Participation in interscholastic athletics often leads to an increased commitment to the school and school values (Marsh, 1993).

Involvement is the third component of control theory. A person may be too busy doing conventional things to find time to engage in deviant behavior (Hirschi, 1969). In other words, "idle hands are the devil's workshop." Out of school hours are the single greatest block of time in an adolescent's life (Carnegie Corp., 1992). Participation in organized sport activity allows the adolescent less unstructured free time to become involved in delinquent activities (Purdy and Richard, 1983). Agnew and Petersen (1989) reported that delinquency is positively related

to time spent in unsupervised activities with peers. Organized sport activities provide relief from boredom (Landers and Landers, 1978) and this structured time helps to reduce the temptations to engage in drug or alcohol abuse, early sexual activity, or to join a gang (Carnegie Corp., 1992).

The fourth component of control theory is belief. Control theory assumes the existence of a common value system within society, and that the more a person believes the rules the more likely he or she is to follow the rules (Hirschi, 1969). Purdy and Richard (1983) argue that the adolescent involved in sport will internalize beliefs favoring conformity, adherence to social norms, and respect for authority through the influence of significant others within the sport. Additionally, the emphasis in the sport environment is on traits that promote conformity, including teamwork and character development (Purdy and Richard, 1983). Participation in sport also leads to an increased commitment to or identification with school and school values (Marsh, 1993).

There are other theories that explain the connection between sport involvement and a decrease in juvenile delinquency. Strain theory argues that certain members of society are drawn to delinquency in order to achieve goals that are denied through legitimate channels (Segrave, 1983). Sport offers adolescents an opportunity to achieve in a legitimate system (Segrave and Hastad, 1984a). Landers and Landers (1978) list several different reasons why individuals who participate in extracurricular activities have a lower incidence

of delinquency characteristics, including relief from boredom and constructive use of time.

No matter what the theory used to explain the connection between sport and a decrease in juvenile delinquency, there is empirical evidence to show that participation in organized sport activities has positive benefits. Several studies show that athletes are often less deviant or delinquent than non-athletes (Hastad et al., 1984; Schafer, 1969; Landers and Landers, 1978). Agnew and Petersen (1989) wrote that organized leisure activities are negatively associated with total delinquency.

As two specific examples of positive alternatives, Outward Bound and the Boys and Girls Clubs provide adolescents with the opportunity to participate in non-delinquent behavior. Outward Bound provides adolescents (including those with a history of delinquent behavior) with the opportunity to resolve problematic situations by overcoming physical hardships in non-competitive situations (Sugden and Yiannakis, 1987). Kelly and Baer (1987) reported that severe physical challenge may be effective in reducing recidivism in adolescent delinquents. Outward Bound provides positive change in the attitudes and self-concept of the adolescents who participated (Kelly and Baer, 1987). The Boys and Girls Clubs provide youth with the opportunity to participate in organized activity. A report issued by the Office of Substance Abuse Prevention in 1991 stated that youths who live in public housing and have access to a Boys or Girls Club are less involved in unhealthy, deviant,

and dangerous activities. In addition, drug activity was 22% lower in public housing sites with a Boys and Girls Club (Office of Substance Abuse Prevention, 1991). In Houston, Texas, and Jacksonville, Florida, there were 13% fewer police reports filed in beats that covered public housing sites with Boys and Girls Clubs than in public housing sites without Boys and Girls Clubs (Office of Substance Abuse Prevention, 1991).

The report issued by the Office of Substance Abuse Prevention in 1991 provides a practical example of the negative relationship between sport participation and delinquency. Research has shown this negative relationship to exist (McPhereson et al., 1989). In addition, this relationship seems to be strongest among lower class youth where delinquency is more prevalent (McPhereson et al., 1989). However, young people in more advantaged circumstances have greater access to current programs and services (Carnegie Corp., 1992). Further, most of the existing sport programs organized through private agencies do not make provisions for these lower class youth (Carnegie Corp., 1992). A provision that could be made (but often is not made) would be waiving any fee for participating in the program.

There is a body of thought that athletics and organized programs attracts the non-delinquent adolescents, so many arguments that support a negative relationship between sport participation and delinquency are flawed. Schafer (1969) argued that this negative relationship could be related to the fact that athletics attracts conforming types of peo-

ple. However, even if this is generally the case, the evidence in the Boys and Girls Club study shows that these programs work in the lower income areas (and as stated above, many lower income adolescents do not have access to such programs, and this could also skew the results of studies). In addition, Stuck (1988) found that some adolescents deliberately chose sport involvement as an alternative to drug use. Based on control theory, however, sport participation has a positive effect on the individual.

The task thus becomes providing the opportunity to sport participation for "at-risk" kids. Anywhere from one-quarter to one-half of America's youth are considered at-risk (Carnegie Corp., 1992). Further, these programs should offer opportunities for participation for all ages, especially the young, since athletic participation has its greatest impact on the young age group in terms of preventing or discouraging delinquent behavior (Segrave and Hastad, 1982).

Youth will participate in such programs as long as they like what is offered (Agnew and Petersen, 1989). The Carnegie Corporation, in its 1992 report titled *A Matter of Time: Risk and Opportunity in the Non-School Hours*, listed several things that adolescents want in an ideal program. The things the adolescents wanted in a youth program are:

- to have a staff that listened to and respected them;
- to provide a safe, protected environment where they could be themselves; and
- to offer interesting programs including sports and classes on a variety of subjects.

For any sport program to be effective, each of these ideas needs to be taken into consideration.

The majority of the research shows a negative relationship between sport participation and juvenile delinquency. All adolescents should have the opportunity to participate in these programs in order to prevent drug and alcohol use, early sexual activity, gang membership, and crime. Such programs provide an alternative to this lifestyle for the youth of America. Programs such as Outward Bound and the Boys and Girls Clubs prove that organized sport activities are successful in decreasing delinquency.

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Completed abstract forms of 200 words or less should be submitted in English no later than January 15th, 1995, to "WCOC 95", Dr. Paul Varnes, Secretary General, P.O. Box 118203, University of Florida, Gainesville, FL 32611-8203, USA. Abstract instructions are available upon request. Please write or call (904) 392-4042 or FAX (904) 392-7588.

Recreation Connections . . .

This is a new column prepared by Dr. Steve Smidley, Department of Recreation and Sport Management, Indiana State University. The *Indiana AHPERD Journal* wants to provide information for all professionals represented by the Association. Dr. Smidley's timely column will assist by providing connections for Indiana recreation professionals. Welcome Dr. Smidley and thank you for your efforts involved with this new column.

by
Steven W. Smidley, Re.D.
Department of Recreation and
Sport Management
Indiana State University
Terre Haute, IN 47809
(812) 237-2183
(812) 812-237-2442 (FAX)

Greetings from "Rec. Connect," a new column beginning with this issue. The purpose of this column is to make connections; to bring the health and movement professions together with the leisure and recreation field. Here we will share ideas, discuss common concerns, and explore opportunities.

As this column is being written, plans for the second Models of Change in Parks and Recreation conference are being finalized. As the title suggests, this conference focuses on change. The "Change Conference," as it is called by its initiators (Leon Younger, Administrator of Parks and Recreation for the City of Indianapolis; Dan McLean, Associate Professor of Recreation at Indiana University; and Chris Larson, Assistant Director of the West Des Moines, Iowa Parks and Recreation Department), brings together recreation professionals from across the country who have initiated major changes and innovative solutions to problems related to the provision of recreation and park services. This intensive, high energy conference will present over 20 models which describe the change processes which occurred. The conference focuses on the change dynamics, and the process of change. It stresses new visions, paradigm shifts, and new processes necessary to survive in our rapidly changing world.

A video recording and written proceedings of the 1993 Models of Change are available now, and the 1994 edition will be available shortly after the 1994 conference, which is scheduled for May 19-20, 1994, in Indianapolis. To obtain copies of these tapes and proceedings contact Dr. Dan McLean, Department of Recreation and Parks
Spring 1994

Administration, Indiana University, Bloomington, Indiana 47405. For registration information about this year's conference contact Ms. Kim Webb, Department of Parks and Recreation, 1426 W. 29th St., Indianapolis, IN 46208, or call (317) 924-9151.

You may be pleased (or maybe not) to know that as I write these words, I am sitting on the sundeck of the Marriott Hotel in the Tampa/St. Petersburg Airport waiting for a connecting flight back to Indiana. It is mid-March, temperature in the high 70's with a mild breeze. I'm telling you this not to make you jealous, but to create the opportunity to share with you news of the boom of opportunities for students and professionals in travel/tourism, and commercial and resort recreation. The growth of family-oriented resorts is amazing. Most offer extensive fitness opportunities and planned recreational activities. Demand for student interns and full-time employees is up and is expected to continue as resorts, time-share properties, and retirement communities renovate existing properties and build new ones. Many universities have or are in the process of modifying curricula in order to better prepare students for this exciting field. Resort properties are hiring degreed recreation and fitness directors. Sorry, no openings exist at this time for internship visitation personnel; we have that covered quite well, thank you!

Well, that's it for this issue. Look forward to future issues when we will take a look at various trends, research results, and other musings about recreation, leisure, and a variety of interesting topics. 'Til then, play often, enjoy life, and learn to appreciate the Zen of the infield fly rule. . . .

Safer Playgrounds for Young Children

Charlotte M. Hendricks

Why Playground Injuries Occur

Playgrounds can be exciting areas where children explore their environment while developing motor and social skills. Yet each year, almost 200,000 children are treated at hospital emergency rooms for injuries occurring on playgrounds (Frost, 1990). About 60% of all playground equipment-related injuries result from falls (CPSC, 1990). Other injuries result from collisions with moving equipment or other children. Sharp edges, protruding hardware, and pinch points also present hazards. Fortunately, most injuries are preventable. Preventable injuries occur primarily due to four conditions: (1) equipment that is too tall; (2) insufficiently resilient surface underneath equipment; (3) specific hazards such as broken equipment; and, (4) lack of proper supervision. Proper supervision is essential to safe play. When children are not challenged, they find creative ways to use play equipment, such as going up the slide backwards or climbing on the roof of the playhouse.

Are There Safety Standards for Playgrounds?

Playgrounds may be located on property managed by schools, daycare programs, churches, city parks, state parks, or private individuals. At this time, there are no *required* standards regarding the manufacture or installation of equipment. Resilient surfacing under equipment is not typically *required*. The U.S. Consumer Product Safety Commission has established voluntary guidelines for equipment (CPSC, 1991) and surfacing (CPSC, 1990), but it is the responsibility of parents and teachers to educate themselves about playground safety and demand compliance with guidelines in playground development or renovation.

Checking for Hazards in Playground Equipment

The following playground hazards have been associated with injuries or fatalities (Frost, 1990; Jambor & Palmer, 1990):

1. *Excessive equipment height:* Falls from tall equipment, such as climbers, account for the greatest percentage of serious injury on playgrounds (Sacks et al., 1989). Most approved surfacing materials cannot safely absorb children's falls from heights greater than 10 feet. The maximum height for climbing equipment is 4 feet for young children and 5 feet for older children.

2. *Inadequate fall zone coverage:* There should be an effective resilient surface both underneath and surrounding all equipment so that if a child falls the surface will yield. This resilient "fall zone," in combination with appropriate equipment height, can reduce the incidence and severity of injury. The fall zone should be free of hard objects. Equipment support posts in this area should be firmly anchored in concrete *below ground*

level. The resilient surface material should be placed over the ground surface.

3. *Lack of guard rails:* Any platform, deck, or walkway (including the top of slides) more than 30 inches high should have a protective barrier.

4. *Protrusions and sharp edges:* Objects which stick out from the equipment, such as nails, screws and bolts, pipe ends, and edges of broken equipment, can cause cuts and bruises or entangle clothing and cause injury.

5. *Head entrapment areas:* Openings in which a child can put his or her head and get stuck include spaces between posts, ladder rungs, or deck levels, or swinging exercise rings.

6. *Hard swing seats:* Swings with heavy wooden or metal seats can cause serious injuries if a child passes too close or jumps from a moving swing. Heavy animal-type swings are particularly dangerous as they create a "battering ram" effect. Bumpers attached to such swings do not effectively reduce the risk of injury.

7. *Pinch and crush points:* Many moving structures contain moving parts in which a child can put a finger or hand. Look for pinch and crush points at the center of merry-go-rounds, swinging gates, and see-saws.

8. *Open "S" hooks:* The "S" shaped hook used to attach the swing seat to the chain should be completely closed. Otherwise, when the child swings high, the seat can slip off the hook causing the child to fall.

What Is a Safe Surface Under Playground Equipment?

When a child falls onto a hard surface such as asphalt or concrete, the surface is unyielding. A fall from an 8-foot-high structure (the height of many slides) onto concrete or asphalt is the equivalent of hitting a brick wall at 30 mph in a car (Ward, 1987). Even grass is not an acceptable surface for equipment over 3 feet tall. If a child falls onto a resilient surface, such as sand or wood mulch, the surface deforms upon impact. Concrete-surfaced inner city playgrounds present a unique challenge. Some commercially prepared surfaces will adhere directly to the hard surface. If this is too expensive, sand or other materials can be installed after removing asphalt or concrete from the fall zone.

The following materials can provide a resilient surface for fall zones. Refer to the *Handbook for Public Playground Safety* (CPSC, 1991) to determine size of the fall zone and to the *Playground Surfacing Technical Information Guide* (CPSC, 1990) to determine depth of material for specific pieces of equipment.



Organic mulch (pine bark nuggets, pine bark mulch, shredded hardwood bark): This material depends on the air trapped within and between individual particles for cushioning.

Advantages: Low cost; stays in place even on slopes; doesn't get inside shoes; not easily thrown or put in ears or noses; debris can be easily spotted and removed; may provide wheelchair accessibility.

Disadvantages: Decomposes rapidly and loses cushioning protection; grass will grow over mulch and promote decomposition; absorbs moisture and may pack down or freeze; subject to bacteria and insect infestation.

Wood chips from hardwood trees: This material depends on the air trapped within and between individual particles for cushioning.

Advantages: Low-cost; not prone to insect infestation; doesn't get inside shoes; may provide wheelchair accessibility.

Disadvantages: Will eventually decompose and lose cushioning protection; chips may float out of place in heavy rain; chips may be thrown.

Coarse sand: Coarse sand or masonry sand is required. Fine sand will pack when moist, and may freeze.

Advantages: Low-cost; will not pack; excellent play value.

Disadvantages: Requires frequent leveling to replace material pushed or blown away; requires sifting to remove debris; gets in shoes and is tracked into buildings; may require some weeding to prevent grass from growing (help prevent this by sterilizing soil *before* adding sand); no wheelchair access.

Pea gravel: This is also called river-washed or tumbled stone. The required type is rounded, smooth, and must be less than 3/8 inch in diameter.

Advantages: Moderate cost; will not pack; will not decompose; drains well; provides additional play value for children over age 5 years.

Disadvantages: Requires frequent leveling to replace material pushed or blown away; requires sifting to remove debris; inappropriate for children under age 5 years since they may throw stones or put stones in their mouth, nose, or ears; no wheelchair access.

Shredded rubber tires: Available commercially and is made from new tires that have been scrubbed clean.

Advantages: Doesn't get inside shoes; will not decompose.

Disadvantages: Expensive; requires frequent leveling to replace material pushed or blown away; may be thrown; particles may lodge in shoe tread and leave black marks on interior floors; must check regularly for debris; no wheelchair access.

Commercially prepared surfaces: These are resilient materials designed specifically for outdoor play areas. Gym mats and rubber mats do not provide adequate protection against falls.

Advantages: Provides permanent effective cushioning against falls; can be installed over permanent surfaces (concrete, packed earth) to resist vandalism and provide smooth transition on uneven surfaces; debris can be easily spotted and removed; provides wheelchair accessibility.

Disadvantages: Expensive; requires some cleaning to remove substances such as spilled soft drinks or oils.

Renovating an Existing Playground

CPSC guidelines can be used to inspect existing playground equipment and determine if modifications can be made to reduce injury risk, such as installing fall zones under slides and swings, exchanging rigid swing seats for softer ones, and closing "S" hooks. Some equipment cannot be effectively repaired or modified. Other equipment is simply inappropriate for children, such as tall slides, and should be disposed of.

A fall zone under a single slide can be installed for \$350 - \$1000, depending on the material selected. Modifications to older equipment often cost more than the purchase of new equipment. It is important to compare equipment for safety, play value, and durability and to interview contractors to assure compliance with safety standards and an understanding of the value of play.

Summary

The primary elements of playground safety are (1) removing equipment that is too tall; (2) installing resilient surfacing under all equipment; (3) removing hazards such as debris or broken equipment; and, (4) supervising children's play. It is up to parents, teachers, and individuals in the community to demand safer play areas and to provide proper supervision for children's play.

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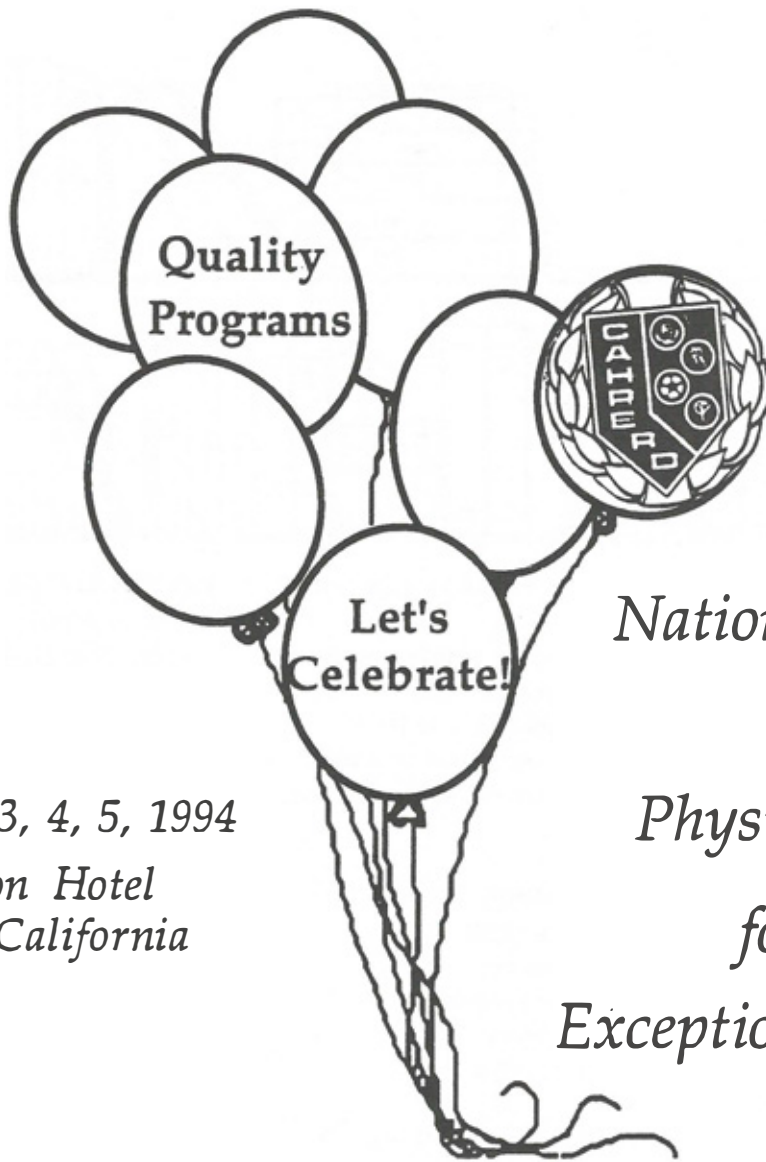
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Book Reviews



SPORTS RULES ENCYCLOPEDIA

Jess R. White, Editor
Leisure Press, 1990
ISBN 0-88011-363-4 (case)
ISBN 0-87322-457-4 (paper)

Reviewed by: Dr. F.W. Draper, Professor of Physical Education, Indiana State University, Terre Haute, IN 47809, (812) 237-4050.

The book contains the official rules to 52 sports. The book in all 52 sports discusses the rules as approved by the governing body of the sport discussed, and talks about the playing area specifications as well as the official and necessary equipment. It lists the official governing body for each sport, and their address. The book also lists the top two journals of the sport involved.

I looked at ALL of the sports that I felt very competent in knowing the rules and regulations. I found the book to be very comprehensive and thorough in its material. I honestly believe that this book is a MUST for all personnel that administers programs involving sports activities. This book could and should be the No. 1 reference tool for anyone associated with sports and who has the need to have on hand all the rules and regulations that aren't readily available elsewhere. The illustrations included are also very helpful.

I would go even further and say that this book should be a must for all coaches from the college

ranks down to the junior high school level.

I don't have any negative comments. A suggestion might be that perhaps it should be a series of smaller books on a sport as a need or interest basis: for example, like other encyclopedias.

ROOKIE COACHES BASKETBALL GUIDE

American Coaching
Effectiveness Program
Leisure Press, 1991
ISBN 0-88011-412-6

Reviewed by: Dr. F.W. Draper, Professor of Physical Education, Indiana State University, Terre Haute, IN 47809, (812) 237-4050.

I think the book could be useful for beginning coaches who are working with young first-time players, meaning players who have not had a lot of playing opportunities or previous instruction. I believe that the book would be an excellent tool for coaches at the junior high and elementary school level, and in some cases for biddy basketball. It would, in my opinion, not be as good for high school coaches.

The illustrations are helpful, and it is written in such a way that young coaches as well as young players could learn a great deal from it before they advanced to more technical and complex teaching skills and aspects of the game.

INNOVATIVE GAMES

Brenda Lichtman
Human Kinetics, 1993
ISBN 0-88322-488-4

Reviewed by: Sue Pernice, Professor of Physical Education, Indiana State University, Terre Haute, IN 47809, (812) 237-2493.

This book deals with a creative approach to teaching games and activities in grades 6-12. The first chapter considers goals and objectives as well as safety factors. Emphasis is on small groups being given time to foster novel ideas and being motivated to try new ways of achieving goals. A novel approach to creativity is allowing each person to add an element to an activity, such as one person giving the formations, another the number of participants, another the manner of locomotion, etc.

Chapter two discusses developing hybrid activities by combining elements of two different activities to form a new activity. Activities such as softball and soccer can combine to form soft goaling ball, using all of the basic skills of both sports. In all activities, equipment and player areas must be defined with safety a primary consideration. Game rules are devised, and helpful hints give the reader an idea of ways to keep the activity moving. Among the activities presented are: volley-tennis, spاسبasketball, volley-soccer, and

square gymnastics.

Chapter three discusses creating excitement with non-traditional equipment. Things such as plastic cups, cans, bowls, towels, balloons, and tennis ball cans can be used to add to any activity. Tasks are assigned for the equipment and can be adapted for grade levels 6-12.

Chapter four discusses new approaches to games by altering the actions of the participants. Alterations include movements in different directions, and using equipment such as a scooter to move while dribbling a basketball.

Chapter five modifies goals and the configuration of players, while chapter six shows new uses for standard equipment, such as shooting a football into a basketball hoop. Chapter seven uses a multi-media approach by adapting games seen on TV, and using video games to adapt to physical activities, etc. All games can be adapted for different age groups.

The appendices include helpful hints on making equipment for use in these games and activities. There are also good reference books to help develop creative activities.

Overall, this is a good book for teaching activities that employ creative use of equipment, facilities, formations, and locomotion.

THE BODYWISE WOMAN

The Melpomene Institute for Women's Research
Human Kinetics, 1990
ISBN 0-87322-551-1

Reviewed by: Blanche W. Evans, Associate Professor of Physical Education, Indiana State University, Terre Haute, IN 47809, (812) 237-4061.

After a description of the Melpomene Institute, its purposes, and research objectives, THE BODYWISE WOMAN presents eight chapters focusing on topics related to exercise, women, and their lifestyles. Chapter one, "Should Ladies Be Active," is an historical perspective of women
Indiana AHPERD Journal

and physical activity. Though this chapter does focus on the difficulty women have experienced in gaining full participation in sports, a number of personal opinions related to the stereotyping of women athletes are also included. Some of these statements tend to detract from the focus of the chapter.

Chapters two, three, and four focus on topics of concern to women: body image, menstrual fact and fiction, and pregnancy. These chapters provide general information and summarize some research in a clear and simple manner. However, there is a lack of depth to each presentation. Chapter five, "Raising Your Child to be Active," contains quotes from parents and stories of how families involve their children in exercise. Recommendations for getting children involved in sports are listed.

Chapter six is a cursory look at aging in the female, menopause, and osteoporosis. Exercises that may be used in the prevention and management of osteoporosis are pictured and described, though they are few in number. Again, there is a lack of depth in the material presented. Chapter seven seems misplaced in the book, and should be located nearer to the beginning. Starting an exercise program, motivation, avoiding injury, and the benefits of exercise are all addressed using a simplistic approach. This chapter would seem to prepare the reader for exercise, while the other chapters address specific topics of the exercising woman. Chapter eight provides excerpts from conversations with nine active women.

The book is presented in an easy-to-read format and presents scientific information in a simple and clear fashion. Results from some research projects are mentioned, but detailed results are provided only from research (questionnaires) completed by the Melpomene staff. The book lacks depth in its presentation of material. Therefore, this book would not be appropriate for use as a textbook, but may serve to inform the

public about basic facts concerning women and exercise. A layperson would benefit from the information presented.

INTENSIVE PARTICIPATION IN CHILDREN'S SPORTS

Bernard R. Cahill and
Arthur J. Pearl, Editors
Human Kinetics, 1993
ISBN 0-87322-409-4

Reviewed by: John C. Ozmun, P.E.D., Assistant Professor of Physical Education, Indiana State University, Terre Haute, IN 47809, (812) 237-2810.

INTENSIVE PARTICIPATION IN CHILDREN'S SPORTS, edited by Bernard R. Cahill and Arthur J. Pearl, represents a text that describes the current state of high intensity participation in youth sports. On December 5-9, 1990, the American Orthopaedic Society for Sports Medicine sponsored a workshop addressing intensive sport training and participation of the pre-pubescent athlete with workshop participants representing the leading youth sport specialists, sports medicine specialists, and researchers studying sport. These experts serve as authors of the various chapters in this book. The chapters are divided into four major headings. These headings include the psychological perspective, sociological perspective, physiological perspective, and clinical/pathological perspective.

Topics discussed within the psychological perspective include competitive stress, burnout, self-esteem, and motivation. Sociological topics include youth sports in the U.S., participation readiness, and the role of coaches in the social development process. Pre-pubescent resistance training and steroid abuse are discussed within the physiological chapters, and overload injuries and injury prevention are discussed in the clinical/pathological chapters.

This text serves as an important reference for anyone working with

pre-pubescent athletes. Prior to puberty athletes are more vulnerable to a variety of circumstances that can prove detrimental to their overall health. This text provides the most current knowledge about which healthy practices should be avoided when working with young athletes.

SWIMMING INTO THE 21ST CENTURY

Cecil M. Colwin
Human Kinetics, 1992
ISBN 0-88011-436-3

*Reviewed by: Jan C. Stoner,
Acting Chairperson, Department of
Physical Education, Indiana State
University, Terre Haute, IN 47809,
(812) 237-4048.*

SWIMMING INTO THE 21ST CENTURY is a well-organized, well-presented guidebook that will be especially helpful for the novice coach. The material contained within this text is logically organized and effectively illustrated. It will be a welcome addition to the libraries of professionals and practitioners at all levels.

The text begins by discussing the evaluation of swimming from ancient Greece and Rome to the early 20th Century.

Chapter two discusses stroke mechanics in an easily-understood and well-illustrated manner. The chapter ends with a step-by-step illustration of the four basic competitive strokes. The information provided in this chapter will be helpful to both the coach and participant.

Chapters three, four, and five are very interesting reading, especially the analogies and illustrations used by the author. In these chapters, he discusses fluid dynamics, propulsion, and feel of water. Once again, the author presents his material in a manner that will be quite helpful to both the novice coach and the practitioner looking to improve his efficiency. Individuals in more advanced stages of coaching or swimming will also be able to glean useful information from these chapters.

Part two of this book focuses on various aspects of training. The basics of training are presented and the text explains how to use these basics to become a better swimmer. The author then leads the reader through a series of training formats that include basic principles of exercise physiology. Perhaps the most poignant statement in this section of the text is on page 107, where the author discusses Holmes' Fartlek Method for track athletes and how it can be

adapted to swimming. Within the context of this discussion, two references are made to and about the simplicity of program planning.

Part three focuses on selected topics on swimming research. Many readers will forego this part of the text for lack of interest in its contents—most educators are more concerned with ideas to improve programs, not with the methods used to obtain these ideas. However, from an historical perspective, there is some interesting reading in this section, such as the statement by Cureton in 1932 that the "bent" arm pull is more effective.

Appendices A and B are an excellent closure to this text. In Appendix A the swimming buff has a 400-year bibliography of swimming history, which will provide interesting reading for many years. In Appendix B, the reader has the opportunity to examine the training schedule of top coaches and athletes.

This text will provide swimming and coaching enthusiasts with much useful information that will improve their performances. Individuals seriously involved with swimming will utilize this text frequently as a reference source in their coaching and training process.

CONFERENCE TO FOCUS ON ELEMENTARY PHYSICAL EDUCATION FOR THE 21ST CENTURY

CHAMPAIGN, IL—What skills, concepts, and values will be necessary to lead a healthy and active lifestyle in the 21st century? Elementary physical educators from throughout the U.S. will explore answers to this question when they converge on LaCrosse, Wisconsin, August 4-7 for the **1994 National Conference on Teaching Elementary Physical Education**.

The four-day conference—hosted by Human Kinetics, the National Association for Sport and Physical Education (NASPE), and the Council on Physical Education for Children (COPEC)—will take place on the campus of the University of Wisconsin at LaCrosse. This year's conference theme is "Teaching Today—Meeting Tomorrow's Outcomes Preparing Children to be Physically Active in the 21st Century." More than 50 elementary physical educators will lead discussions on such topics as performance and portfolio assessment; inclusion; teaching responsibility through physical activity; accountability and curricular outcomes; the teaching of developmentally appropriate fitness, games, gymnastics, dance, and movement concepts and skills; early childhood physical education; and team building.

Judi Sloan, 1992-93 Illinois Teacher of the Year, will deliver the keynote address on Saturday, August 6. **Michael Davis**, 1993 AAHPERD President, will address conference attendees at the closing session on Sunday, August 7.

For additional information and registration materials for the **1994 National Conference on Teaching Elementary Physical Education**, call Human Kinetics' Conference Division, 1-800-747-4457 or 217-351-5076.



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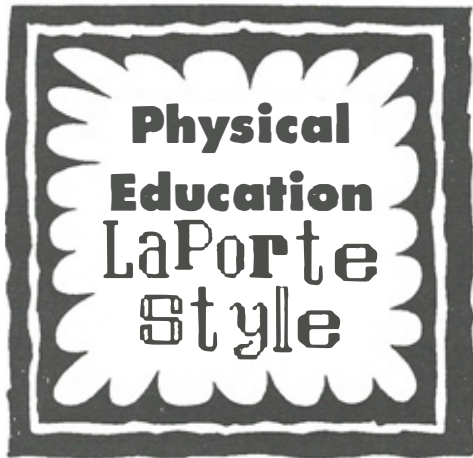
Registration Questions – Call Nick Kellum

Indiana AHPERD Executive Director

School of Physical Education, IUPUI, 901 West New York Street,
Indianapolis, IN 46202-5193

Office: (317) 274-2248 • FAX: (317) 274-

— Showcase of a Public School Physical Education Program —



Norm Tonsoni
Department Chairperson

Health
Diane Blakemore, Marcia Johnson
and Norm Tonsoni

Physical Education
Bo Belden, Diane Blakemore,
Bill Gangwer and Jan Tuerff

LAPORTE
HIGH SCHOOL

602 "F" Street • LaPorte, Indiana 46350

LaPorte High School draws from a community of approximately 35,000 residents. The high school houses approximately 2,000 students in grades 9 to 12. All students, during their four-year experience, must satisfy one year of basic physical education for graduation.

The physical education program emphasizes a positive approach to curriculum and grading. Innovative . . . maybe. Creative . . . somewhat. Challenging . . . yes! Through research and trial and error we believe that we have teacher-tested and student-approved activities that increase student success in physical education.

Teeming is the structure used for the basic and advanced education classes. All students are assigned to the department according to the number of staff available on a given hour. Thirty to forty-five students are enrolled per teacher available. The department staff assumes all responsibility for the students meeting their core requirements for basic physical education.

All first semester students must satisfy a core curriculum that

includes a Basic Concepts unit (terminology and principles of exercise), a Fitness unit, and a Swimming unit. Students may test out of the swimming course by doing a seven-minute swim, demonstrating back and freestyle strokes, and treading water for one minute. If they test out they are required to take one swim course of their choice (Water Games, Water Aerobics, or intermediate or advanced swimming). Students not testing out are required to take a basic learn-to-swim course. Students must pass this core to receive credit. Second semester students are required only to take one fitness and one swimming course.

Advanced students may elect any unit offered during the course of the semester. Students who have passed their requirements and have a grade average of "A" may opt for elective activities during each semester. This elective agenda is usually a private fitness program. Students are self-monitored and report only to an assigned teacher for attendance.

Independent physical education can be taken by any student in place of basic or advanced

physical education. Independent physical education is a non-competitive approach to physical education. Students write their own program, work independently or in small groups, and satisfy all core requirements with the aid of the assigned teacher. This course is not a part of the teeming structure. It was designed for the "special students" who had personal reasons for not being a part of the traditional grouping of students. The course has grown to include students who simply do not wish to be competitive but work independently.

Gym assistants, drawn (and rotated) from the class roster, are used by the teacher to assist in teaching and monitoring independent or elective groups of students.

The curriculum is built around exit outcomes created by the staff. These include affective domains such as exposure to lifetime activities, leadership opportunities, and having a positive experience with physical activities. Cognitive domains are addressed by demonstrating strategies, leadership, and sportsmanship. All students are tested to these exit

outcomes at the end of each semester.

Activities included in our curriculum include:

GAMES

- Volleyball*
- Soccer*
- Basketball*
- Indoor Games*
- Flag Football*
- Dance*
- Gymnastics*
- Speed-A-Way*
- Decathlon*
- Tennis*

FITNESS

- Weight Training*
- Aerobics*
- Water Aerobics*
- Jogging*
- Rope Jumping*

SWIM

- Basic Swimming*
- Lap Swimming*
- Water Games*
- Advanced Swimming*
- Intermediate Swimming*
- Water Aerobics*
- Diving*

The positives of the structure start with the grading system. Students receive points for dress, participation, demonstration of leadership or sportsmanship, and scores on tests. The staff has volunteered two nights per week

for students to earn additional points or make up work missed. Grades are assigned each unit and grading period in the traditional "A" through "F" with no "D's" given. At the end of the semester students who passed the core and averaged a grade of "C" or better are given a "P" for passing. Those who do not pass are rescheduled into physical education.

Teachers use a variety of incentives that include video taping classes, passing out "gifts" donated by the community, paper awards, and placing, in each teacher's bulletin board, Polaroid pictures of students. A department newspaper, "The PE Pride," provides vital information for students as well as a listing of Honor Roll students, as defined by each teacher.

Crucial to the teaming concept with its demands on paperwork, training of students, grading, and station allocation is the "freeing of staff" for one-half day each three weeks. This is done by hosting large group presentations by members of the community. Topics are those the department feels vital to student education. Those have included: AIDS, driving drunk, date rape, and drug abuse. Members of the department

who teach health monitor the entire health and physical education populations while the physical education staff meets.

The physical education and health department take student success very seriously. All discipline problems are addressed by parent notification and/or visitation (phone) prior to involving the central office. Students are only removed from the class after thorough documentation of insubordination. We attempt to keep all problems inhouse.

Students who are injured during the semester are accommodated with limited work. It is part of our philosophy that students are our responsibility. We attempt to teach all children.

Since we have adopted this approach, the number of failures (according to the counselor's office) has dropped. Discipline referrals are the lowest in the school, vandalism is minimal, and enrollment in the elective course has doubled.

Physical Education—LaPorte Style may not be unique from other schools but it is working for us! More importantly, it is working for the students!

**If you are interested in showcasing your program, send a description and pictures to:
TOM SAWYER, 1040 E. EARNEST ST., TERRE HAUTE, IN 47802**

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I, (name) _____ agree to
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each week from (start date) _____ to (completion date) _____

The activities I will participate in include:

My participation will be verified by the following people:

Signed _____

Date _____



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Exercise Verification Form

I, (name) _____ confirm that

(participant's name) _____ participated in

at least _____ minutes of exercise

on the following dates during the past week

(record three dates only):

Date _____ Activity _____

Date _____ Activity _____

Date _____ Activity _____

Signed _____

Date _____



Refereed 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.

SUBMISSION REQUIREMENTS

Copies. Four (4) copies must be submitted—one original and three photostatic copies (no carbon copies or dittoes are acceptable).

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

Dr. Tom Sawyer, Editor
Indiana AHPERD Journal
5840 South Ernest Street
Terre Haute, Indiana 47802
(812) 237-2189 FAX (812) 237-4338

Parting shot . . .



Thank you, Hal! We appreciate your support!
(Dr. Hal Morris, Former AAHPERD President, Chairman of the Department of Kinesiology, Indiana University.)

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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OPPORTUNITY FOR INVOLVEMENT

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

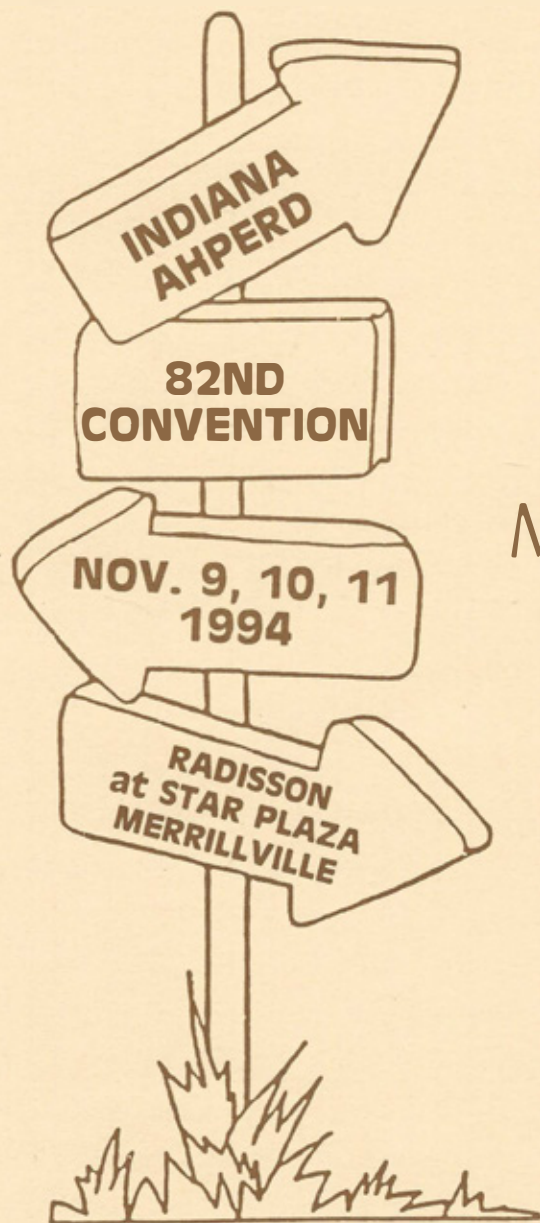
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to the
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