

# INDIANA

Volume 25 Number 3

CONVENTION ISSUE

Fall 1996

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- Planning a Play Area
- Status of Dance Education
- A Profile of Athletic Directors



Indiana Association  
for Health, Physical  
Education, Recreation  
and Dance



# JOURNAL

# Indiana Journal

for Health, Physical Education, Recreation and Dance

Volume 25, Number 3

Fall 1996

Indiana Association for  
Health, Physical Education, Recreation and Dance

## Indiana AHPERD 1995-96

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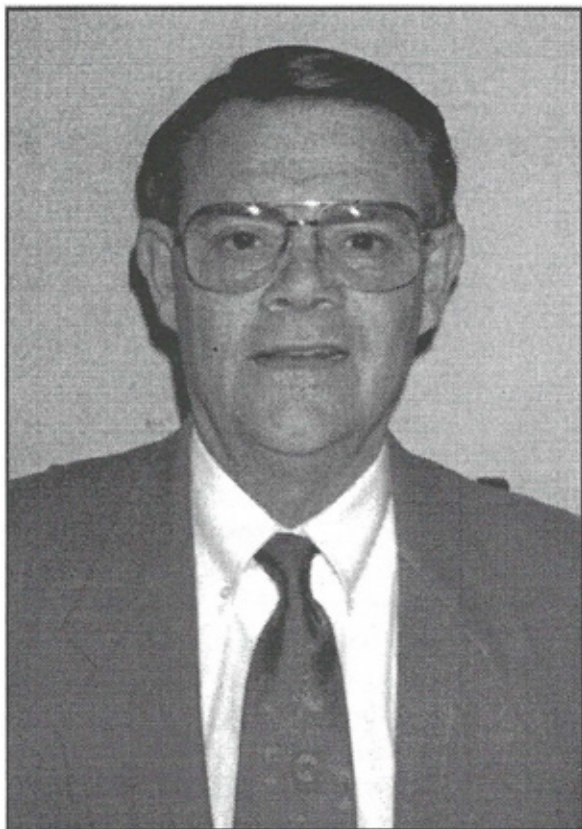
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# Message from the President



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## VISION FOR THE FUTURE FINAL MESSAGE

It is hard to believe, but by the time you read this my year as President of Indiana AAHPERD will be just about over. It has been a rewarding year for me to be able to represent you at the national, district and state levels. My travels have included Washington D.C.; Dearborn, Michigan; Portland, Oregon; and numerous locations around the state of Indiana. It has enabled me to spread the good news about the status of Health, Physical Education, Recreation and Dance in the Hoosier state.

There are two activities which stand out in my mind that best represent the focus of Indiana AAHPERD. They were the Leadership Conference that was held at McCormick's Creek in February and the Indiana Fun and Fitness Days that were held at Hanover and Huntington Colleges in the spring.

The primary work at the Leadership Conference was centered around advocacy. It is an area that all of our professionals need to have a strong interest. Public school teachers, college students (future educators), higher education faculty and administrators all worked together to develop plans to strengthen our efforts at the state, regional and local levels in this important area. You should feel very confident that the future of your state organization is in good hands.

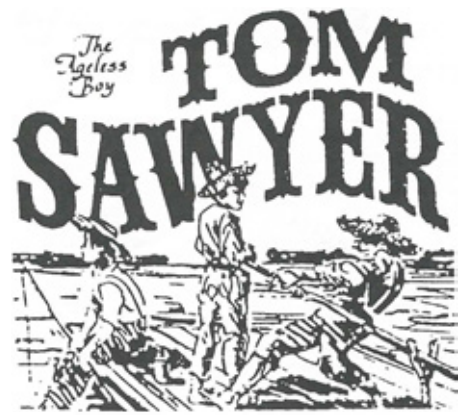
It was a privilege to be part of both Fun and Fitness Days that were sponsored by Indiana AAHPERD. This is what we are all about. There were 5th grade students, teachers, parents, administrators, and college students all working together to make the program a big success. All areas of Indiana AAHPERD were represented in the activities presented. Everyone took something positive away from their involvement each day. I know that I did.

In closing, I would like to thank all of the Board of Directors for all of the time and commitment they have given to Indiana AAHPERD. It is one thing to have an interest in serving your profession, it is another to do it. These are the doers, and I am proud to have worked with them.

A special thanks must go to the Executive Committee. Nikki Assmann, Karen Hatch, Cathy Huntsinger, Bobbi Lautzenheiser, and Nick Kellum. Thanks for your time, leadership and friendship. You are all professionals in the highest sense of the word. It is now time to pass the torch to Nikki. I feel good about leaving with the knowledge that the leadership of the association is in good hands.

# NOTIONS From YOUR EDITOR. . .

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## Introduction

Prior to the late 1960s, physical education professional preparation programs in the United States were principally concerned with preparing coaches of sport and teachers of physical education. In recent decades, the field has spawned a number of viable alternative career tracks.

The expansion of physical education into alternative career paths has not changed the nature of what physical education is or can be. However, it does drastically change the emphasis of the delivery system and expands the potential constituencies that the profession will serve in the future (Stier, 1986).

None of the alternative career options have proven to be more viable than has sport management. Beginning in 1966 with but a single master's program established at Ohio University, the field has expanded to 193 institutions that prepare sport managers and administrators on the undergraduate and/or graduate levels

(NASSM/NASPE, 1993).

Current and future job demands on the sport professional necessitate that the individual possess a depth of knowledge and a broad range of specific competencies in business and in sport to be able to deal successfully with ever changing challenges and problems associated with the business of sport. This Digest will address the history and growth of sport management as a distinct subdiscipline; reasons behind this growth; controversies and problems; the scope of sport management today; and the future of sport management. The information should be useful to students contemplating a career in physical education or its subdisciplines, physical education teachers or fitness professionals considering career change, and university faculty involved in curriculum development.

## History and Growth of Sport Management

The initial impetus for sport management developing into a distinct academic discipline can

be traced to Walter O'Malley, then president of the Brooklyn Dodgers. In 1957, O'Malley voiced his concern with Dr. James G. Mason about the lack of formal education programs for individuals desiring to work in professional baseball. Almost a decade later, 1966, Mr. Mason, who was then a professor at Ohio University, was instrumental in establishing the first master's degree program in sport management at that university (J.G. Mason, personal communication, January 23, 1990).

By 1978 there were 20 sport management graduate programs identified in this country (Parkhouse, 1978). In addition, three undergraduate programs had surfaced by that time. Today there are a total of 193 colleges and universities offering undergraduate/graduate programs in sport management or athletic administration (NASSM/NASPE, 1993). Five are doctoral degree programs. In 1993 the National Association for Sport and Physical Education (NASPE) and the

# EVANSVILLE IN '96 SEE YOU THERE

North American Society for Sport Management (NASSM) approved standards and protocol for accrediting sport management preparation programs, a process that will begin in 1994.

### **Rationale for the Proliferation of Programs**

There have been a variety of interrelated reasons behind the accelerated and sustained growth in sport management professional preparation programs (Stier, 1986):

- an effort to meet a real, recognizable need for professionally trained administrators in the broad area of sport;
- a natural outgrowth of the study of sport, combined with the view that physical education is a broad-based academic discipline;
- fewer students seeking to become physical education teachers, an overabundance of would-be physical education teachers already seeking jobs, the reduction in requirements for daily physical education in many school systems;
- a conscious effort by professionals within higher education to save jobs of physical education professors (as fewer students pursue traditional physical education as a major), by providing an alternative academic career path; and
- additional colleges and universities jumping on the "sport management bandwagon" once they realized that such programs could attract significant numbers of students.

### **Controversies and Problems Facing Sport Management**

The phenomenal growth associated with sport management has not been without controversies, challenges, and problems. Even the name of the discipline has come under close scrutiny in its brief history. Many terms are used interchangeably to describe the profession, such as sport(s) or athletic management, sport(s) business or administration, and athletic administration. Although there isn't consensus in terminology, the purpose of programs remains essentially the same: to prepare future sport professionals, other than teachers and coaches, for careers in the world of sport (Parkhouse, 1991; Bridges & Roquemore, 1992).

Other challenges and controversies include:

- a lack of consistency in terms of the depth and breadth of the curricular programs, with some schools offering an emphasis, a concentration, or specialization, while others provide a minor or a major;
- a need to faculty simultaneously to possess meaningful, practical experience in the real world of sport and the ability to be scholars within the discipline;
- a lack of consensus in terms of where sport management should be housed on the college level—physical education, business, or a separate academic entity altogether;
- a lack of agreement whether sport management should be

offered at the undergraduate level or should be the exclusive domain of the graduate level; and

- a danger of saturating the field with highly trained professionals seeking a limited number of vacancies (many with a low salary).

### **Scope of Sport Management**

The basis of most sport management professional preparation programs revolves around an interdisciplinary of multidisciplinary approach. Fields of study such as physical education, sport, business, computers, and communications are all intricately intertwined in the preparation of future sport managers and administrators. In fact, Sutton (1989) refers to sport management as a hybrid field of study in that it encompasses so many other disciplines.

Sport management programs can prepare students to become generalists or specialists. The professional preparation curriculum typically consists of three basic components:

*Cognate or foundation classes*, which are related to the discipline of sport management and can include courses in communications; interpersonal relations; business; accounting; finance; economics; statistics; and the historical, sociological, psychological, kinesiological, and philosophical perspectives of sport (Stier, 1993).

*Specialty of major courses*, which are the core, applied courses geared specifically to sport management (Brassie, 1989). Examples include intro-

duction to sport management, sport management theory, sport marketing, fund-raising, promotions, public relations, ethics in sport management, legal aspects of sport, facility planning management, computer applications to sport, research methods, sport management problems and issues, and risk management.

*Field experience*, which is included in almost all undergraduate and graduate programs (Sutton, 1989). This may take the form of a practicum or internship. A practicum is usually a preinternship, part-time field experience taken while the student is still pursuing cognate or specialty classes. An internship is taken when all or a majority of specialty and cognate courses have been completed. This experience is usually full-time, and the student is expected to provide meaningful assistance to the intern site. The internship is the quintessential learning experience for the sport management student (National Association, 1987).

### **Career and Employment Opportunities**

An estimate was made in 1991 that there existed approximately 4.5 million sports jobs at all levels in the United States. These were marketing (1.5 million), entrepreneurship (1.15 million), administration (500,000), representation

(370,000), media (300,000), and other sports-related areas (720,000) (Markeiwicz, 1991).

Although there are seemingly a wealth of job opportunities in sport, the competition for these positions has been and will remain severe. And, many of these positions involve extremely low pay in comparison to the amount of work expected. Career paths in sport management can include athletic team management, finance, sports medicine/athletic training, journalism, broadcasting, public relations, development and fund raising, sports information, facility management, cardiovascular fitness and wellness administration, aquatics management, among others.

### **The Future of Sport Management**

Sport is big business today and will remain so in the future. In fact, sports revenues are approaching the \$70 billion mark in the United States. As a result, there is an ever increasing need for professionals trained in the managerial administrative, and business aspects of sport (Stier, 1993).

### **References**

References identified with an EJ number (journal articles) have been abstracted and are cited in the ERIC database; articles should be available at most research libraries.

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**Bring A Colleague to the '96  
Convention in Evansville 10/23-25/96**

# State of the Profession

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At 10:00 am on Thursday June 20th in Indianapolis the Advisory Committee for the Preparation of the Standards for Health Education and Physical Education presented a draft of the standards to the Indiana Professional Standards Board. Members of the committee include: Barbara Ettl, Mary Ann Felger, Steve Govorko, Mike Horvath, Patricia Howard, Ira Judge, Barbara Passmore (chair), Mick Savage, Vince Schrader, Ryan Snoddy, Susan Straw, David Young.

The meeting began with a presentation to the board by the committee chairperson. In the introduction to the speech, which is printed below, it was made clear to the board that health education and physical education are two different disciplines and should be recognized as such.

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## PRESENTATION

"As Health Educators and Physical Educators we are very proud that the Indiana Professional Standards Board chose to select a proficiency-based model for developing teacher training standards. We are product oriented professions and the physical education standards which we presented and had approval by you several years ago will now be serving as a conceptual model for standards for all teachers. We are very excited that you have chosen this direction.

The new standards you have before you are the result of many hours of work. We believe that they are more comprehensive for educating children than the previous standards. We also believe that they address the many changes in education today such as technology, least restrictive environment, and diversity of learners.

However, there are several issues which are of concern to the professionals in the fields of health education and physical education which I will very briefly address. These are: (1) commitment to uphold the standards and the implications of that commitment. and (2) Indiana's slow progress toward a Comprehensive School Health Education Model.

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## COMMITMENT

When these standards are accepted and approved, there should be a commitment by the Indiana Professional Standards Board to ensure that all teachers teaching in the fields of health education and physical education at any grade level must have attained these standards. In addition, that teachers not achieving these standards be prevented from teaching our children in these fields. Currently, there are many teachers who are teaching health education and physical education who are not certified to teach these areas. This occurs through waivers and through current licensure. The Generalist license does not require course work from either field, yet schools expect their teachers to teach these subject areas.

The content areas in health education and physical education are two of the unique subjects in the schools. They deal with everyday life and death issues and teachers of these subjects need preparation in areas such as cardiorespiratory fitness, obesity, nutrition, HIV/AIDS, substance abuse, etc. This is essential information needed by people who will be educating our children. We hope that the board will show their commitment to this request.

When these standards are accepted and approved, it should be the responsibility of the board to continually assess the quality of the teachers' performance in line with these standards. If quality is not attained, sanctions should apply. When quality is attained,

exemplary performance should be recognized in order to encourage these teachers' continued growth.

Finally, when these standards are accepted and approved, it should be the responsibility of the board to encourage the public schools to provide time for implementation of these curricula for our children and youth so that they may learn the skills and knowledge of health education and physical education. Standards will help insure quality of pre service teachers, but more time is needed for effective instruction in the schools and for student retention. Twenty (20) minutes a week will not accomplish this.

There in lies the commitment.

### **COMPREHENSIVE SCHOOL HEALTH PROGRAM**

The Indiana Professional Standards Board should assure that teacher training institutions prepare pre service teachers with experience in the Comprehensive School Health Education model and encourage public schools to adopt such a model.

Health People 2000 recommends that schools have a very special role in enhancing and maintaining the health of their communities' children. Schools can do more perhaps than any other single agency in society to help young people to live healthier, longer, more satisfying, and more productive lives as adults.

The Healthy People 2000 document advocates a partnership, a collaboration, between parents, schools and other community groups in order to create health promotion programs, enhance health education curricula and overall further the well-being of children and youth. This partnership includes eight components: School Health Education, Physical Education, Health Services, Nutrition Services, Counseling and Psychological, and Social Services, Healthy School Environment, Health Promotion for Staff, and Parent/Community Involvement. Under this model these collaborating groups will develop and implement plans to advance the health of school's children and youth.

As one views the Food Guide Pyramid and transposes on to it a school curriculum, language arts and math are at the bottom of the pyramid, the foundation of instruction in the schools. Next, on the pyramid comes science and social studies. Finally, at the very tip are health education, physical education, art and music. This tip represents both (1) time spent by children in each of those subjects during the week and (2) importance given to these subjects by the schools.

Should not health education and physical education be of equal importance as language arts and math and serve as a important foundation for our youth? Currently, the future health of this nation's population is at risk. Obesity, cardiorespiratory problems, cancer, substance abuse, HIV/AIDS are just a few of the risks facing our population. Schools must accept a major responsibility in providing the nations' greatest resource, our children, with a healthy foundation and education.

In conclusion, when this document is accepted or approved, it should be the responsibility of this board

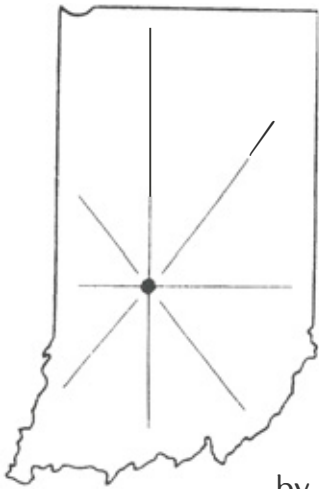
- (1) to insure that these standards are met by teacher training institutions
- (2) to insure that public schools hire and schedule qualified teachers of health education and physical education
- (3) to encourage movement toward a Comprehensive School Education model, and finally
- (4) to encourage increased time and importance of these fields in the public schools."

Following the presentation, stakeholders gave their viewpoints on the document. These groups included: School Board Association, Superintendent's Association, Federation of Teachers, Workforce Development, Independent Colleges, Professional Educators, State Board of Education, Indiana Association of Colleges from teacher Educators, and Indiana State Teachers Association. Following these presentations the board offered their comments. In almost all cases there was positive feedback about the standards, about the document and about the need for more emphasis in the public schools in the areas of health education and physical education.

The next step in the process will be the editing of the document. Mary Ann Felger, Barbara Passmore, Mike Horvath and Vince Schrader will complete that project by September 1. The document will again go the board for input. After the input is incorporated, the document will be presented at regional sites for commentary. The standards proposed implementation date is Fall 1998.

For more information on the proposed standards Mick savage, Barbara Ettl and Barbara Passmore will be presenting a program on these new standards at the state convention at Evansville on October 24 and 25. The standards will also be a prime discussion point at the professional preparation meeting at Turkey Run in January.





# State of the State

by Barb Ettl

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## Kids Sports and Self Esteem

What would you do if you received a call from the mother of a first grader who wants to remove her child from physical education because the teacher has been known to call children names ("idiot"), yells at the kids for not acquiring the desired skills in the desired amount of time, and as a result, many of the children get physically ill before class? Of course you would listen to the parent very carefully and ask appropriate questions to ascertain if the parent is sober, rational, properly informed, and whether or not he/she believes in the education of the total child.

If you determine that the parent meets the above criteria, that she has talked to the principal (as have many other parents), and yet the behavior continues, what do you recommend? While a parent that enrolls their child in the public school does not have the option of determining in which subjects the child will participate, non-the-less the parent has a very real concern. Her child's (or for matter any student's) self esteem is at stake.

We are the only subject in the curriculum that addresses the whole child. We can make or break the spirit of a fragile child with one "idiot", one bout of yelling, or when we put down a child for not being able to do what we want them to do. Often, these calls break my heart; more often they make me angry.

Because I prefer to focus on solutions rather than problems, I offer the following critical ques-

tions. How do you (and your program) stack up?

1. Are you a teacher first and a coach second?
2. Do you talk to and treat students like you would want to be treated? What about in ways that you want your own children to be treated?
3. Do you create a "learning environment" where all children feel successful?
4. Do you teach from a planned, sequential K-12 curriculum that was developed with all physical education teachers involved in the curriculum development process?
5. Is your curriculum consistent with the Indiana Physical Education Proficiency and Essential Skills Guide?
6. Are you implementing a developmentally appropriate curriculum? (Information on developmentally appropriate physical education can be obtained from AAHPERD at 703-476-3410.)
7. Are you implementing activities for which you have enough equipment for each child or one piece for every two children?
8. Are you assessing your teaching and curriculum in meaningful ways?
9. Do you keep parents informed of the rules for your class, dress requirements, and grading criteria?
10. Do you genuinely like kids and have fun with them?
11. Do you take advantage of inservice opportunities to help you grow personally as well as professionally?
12. Do you always remember that you are the adult and they are young, vulnerable children?  
Let's not set ourselves, our programs, or our students up for failure!

## KUDOS

Thanks to David Gallahue and Norma Jean Johnson for their hard work planning and implementing the PACE IX conference June 19-21 in Indianapolis. Gary Huddleston, Principal, and Amy Clark, physical education teacher, at North Wayne Elementary provided the perfect site and hospitality for the conference. It's amazing that so much can be learned while having so much fun!

Our knowledgeable and motivating presenters were:

David Gallahue  
Genie Scott  
Noel Bewley

Bob Lawrence  
Mary Kay Baker  
Debbie Jackson

Arlene Ignico  
Terri Goebel  
Katie Stanton  
Kim Duchane  
Gary Sailes  
Margot Faught  
Greg Wilson

Donna Palivec  
Roseanne Wilson  
Ron Gasco  
Deb Garrahy  
Keith Harrison  
Becky Morris  
Steve Govorko

### **INNOVATIVE CURRICULUM**

Thanks to Ron and Arlene Corson of Warsaw Community Schools for sharing information on the following two innovative programs.

TEN SIGMA is a nonprofit educational and service organization whose mission is to research effective educational practices and develop practical materials and teaching programs. Their K-12 Course-Level Outcomes, developed by teachers for physical education, are very good.

#### TEN SIGMA

1610 Commerce Drive  
North Mankato, MN 56003  
1-800-657-3815

YOU STAY ACTIVE is a program developed jointly by the Cooper Institute for Aerobics and Research and the American Alliance for Health, Physical Education, Recreation and Dance. It is structured to help physical education, health and classroom teachers design physical education and physical activity incentive programs to reinforce the idea of lifetime physical activity for children. For more information contact:

AAHPERD  
1900 Association Drive  
Reston, VA 22091  
703-476-8001

### **DISC GOLF**

Disc Golf combines disc throwing and golf. It is fun, healthful, and allows individuals of any ability or disability to play. Disc Golf courses are replacing fitness courses at schools because they are less expensive to install, are extremely durable, and virtually maintenance free. Free courses can be played at the following:

Indianapolis at Brookside, Sahm, Washington and Gustafson Parks  
Ft. Wayne at Shoaff and Swinney Parks  
Goshen at Ox Bow County Park  
Greenfield at S&H Campground  
Hammond at Riverside Park  
Lafayette at Murdoch Park  
Logansport at France Park  
Mishawaka at George Wilson Park  
Munster at Community Park  
Peru at Jellystone Campgrounds  
Peru at Maconaquah Park and Mississinewa State Park  
Terre Haute at Deming Park  
West Lafayette at Purdue University Campus  
Wickliffe at Patoka Kale State Park

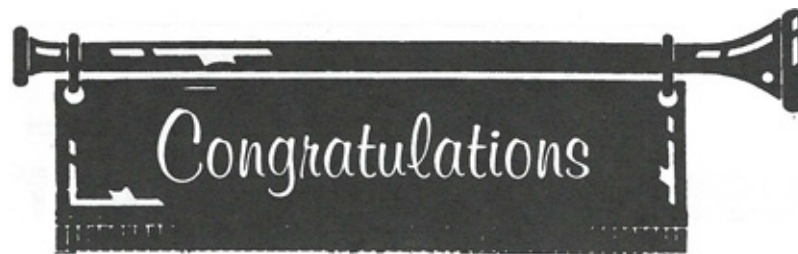
### **CHILDREN'S HEART HEALTH CONFERENCE**

The CHHC, jointly sponsored by the American Heart Association, Indiana Department of Health, Indiana Department of Education, was held April 25, 1996, in Indianapolis. Thanks to the hard work of Angie Lloyd, Brian Brase, and many others the conference was a huge success. In one of the morning sessions, physical education teachers identified the issues surrounding physical activity and youth, and goals and strategies to address the issues. This was/is a big step in identifying the direction Indiana must take to improve physical activity among youth.

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

**THE IAHPERD JOURNAL IS REFEREED.**

**Students — Graduate Students — Teachers At All Levels**



## IAHPERD SPONSORS INDIANA FUN AND FITNESS DAYS

Fun, fitness and new friends were on the agenda of the IAHPERD Fun and Fitness Days, held April 27 and May 4, 1996. Three hundred twenty-three students, representing thirty-three schools throughout the state, registered for either Hanover College or Huntington College. The students appreciated having the opportunity to visit a college campus.

Line dancing, walleball, spider web, rope jumping and double sessions of fitness games were enjoyed by the students. The teachers present observed some of Indiana's best physical educators at work, gaining new ideas for teaching techniques as well as new activities for their classes. The presenters included: Delane Diller, Donna Hazelett and Robin Stellhorn of Southwest Allen County Schools; Noel Bewley of Indianapolis Public Schools; Glenna Bennett of Vincennes University; Marlowe Mullen of Greenwood High School; Mark and Estelle Britner of Franklin College; Marcy Maurer of Austin Peay; Jenny Johnson-Kappes of Franklin College; Elise Smith of Sunman Elementary; Linda Ireland and the Aerial Orioles of Avon Elementary and Ken Folk and the Hopping Hoosiers of Raonoke, IN.

The Emcee for both events was Kathy Huntsinger. Registration volunteers included: Bobbi Lautenheiser, Mary Jo McClelland and Karen Hatch. The co-chairs of the events. Doreen St. Clair and Delores Wilson, give a special thank you for the time and effort involved in hosting the events to Mary Freeland and Lyn Hall of Hanover College, and to Pat Zezula of Huntington College.

**New format in '96**

# Stay on top of your profession

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## Point of View

# A success story: Perseverance and physical education

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Houston, TX 77251

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Several years ago, a baby girl was born in Clarksville, Tennessee. Unfortunately, this infant suffered from a series of illnesses shortly after birth. Then at the age of four, polio left the child unable to walk without the assistance of leg braces. One day when she was six years-old, this girl asked her older sister to watch at the bedroom door for her. While her sister guarded, she got out of bed and practiced walking without her braces—something she had been told not to do. These secret journeys around the bedroom continued for nearly one year and the girl began to feel guilty. One day while visiting her doctor, she confided her secret to him. The physician could hardly believe that the girl could walk unaided until a demonstration convinced him. Still, he thought it best that she perform these walking exercises only briefly each day.

However, the physician's definition of brief and the little girl's understanding of this term varied considerably. Within a short time, she was walking

without the use of braces—and soon, running. She tried out for and made her junior and senior high track teams.

At the age of 16, she qualified for the 1956 Olympics held in Melbourne, Australia where she won a bronze medal as a member of the American team in the 4 X 100m relay. Within four years, she set a world record for 200 meters with a time of 22.9 seconds. In 1960 at the Olympic Games in Rome, this amazing athlete became the first woman in the history of track and field to win three gold medals. Upon her return to America, Olympic and World Champion, Wilma Rudolph was greeted with a ticker tape parade through New York City and also honored by President John F. Kennedy at the White House. She had faced her handicapping illness head on and prevailed.

As emphasized by Eunice Kennedy Shriver (1976), physical education and athletics are often the most direct route to success for handicapped children. And sometimes, as in this

remarkable young woman's story, challenging physical education or sport programs can promote not only lifelong fitness development, but even success in Olympic competition (Wilson, Pate, Lamb, & Daniels, 1979).

What was there about Wilma Rudolph that gave her the tenacity to refuse to give up through adversity? She was blessed with a characteristic that defines many super stars and achievers—a perseverance or endurance, a determination that frequently distinguishes victory from defeat. A paramount goal of physical education is to help students to experience success. Too often however, students who may lack initiative, or who are influenced by negative peer pressure, will stop just short of this goal. What if the odds seem stacked against them either mentally, physically, emotionally, or socially? Suggested recommendations on how physical educators and coaches can help young people achieve success through perseverance are the subject of this article.

Walt Kelly, the author of *Pogo Possum*, once philosophized, "We have met the enemy and he is us." Perhaps a more positive philosophy might reflect upon John Paul Jones' statement during America's battle for independence. Surrounded by two British ships of war and asked to surrender, this naval officer exclaimed: "I have not yet begun to fight!"

There is a classic story in children's literature called "*The Little Engine That Could*" (Piper, 1990). We probably all remember the Little Blue Engine huffing and puffing to get its train over the seemingly insurmountable mountain. As the tiny engine digs in, grits its pistons, and strives mightily to pump its wheels just one more revolution up the steep embankment, we can almost feel the surge of determination, "I think I can! I think I can!!"

The importance of motivation cannot be over emphasized when tackling a mountain-sized problem. Sometimes, just as Wilma Rudolph, a person is born with self-motivation and determination. Other times however, educators and coaches need to act as leaders, helpers, and motivators in order to assist their students to recognize the value of self-esteem and perseverance (Sabock, 1985).

Many of the negative self-concepts that effect students today can be changed through an inspiring educational program of individual and team

sports, aquatics, dance, and outdoor activities. Various experiences in physical education need to be offered which stimulate, develop and prepare the individual for a lifetime of challenge. Programs need to support the sequential progression of fundamental movement skills and concepts. A well-planned physical education program includes activities in basic, rhythmic, and creative movements as well as in perceptual motor areas and health related fitness. The ability to move well is an essential component of students' self-concept, and physical education can help them to develop efficient, effective movement skills. The emphasis must be on developing integral movement skills and concepts in each student through a variety of activities that involve psychomotor, cognitive, and affective behaviors. The enjoyment of physical activity throughout the formative school years—and indeed, throughout a lifetime—is dependent upon the formation of positive attitudes and the ability to perform in relation to one's strengths and limitations. Well planned movement experiences will contribute constructively to learning in both apparent and subtle ways. Instructional programs should assist students to:

- \* acquire movement competency
- \* develop self-discipline and determination
- \* discover creative problem-solving abilities to enhance perseverance
- \* experience success.

We have to learn to walk before we can run. Accordingly, movement competency is fundamental to teaching perseverance. Furthermore, self-image is enhanced by motor control. Physical educators may enhance their students' opportunities to acquire motor skills and movement concepts by: 1) providing substantial and recurrent practice time; 2) affording age-appropriate activities in order to develop fundamental movement skills; 3) clarifying (verbally and by modeling) particular motor skills; 4) providing immediate and on-going feedback relative to performance; and, 5) providing positive opportunities for performance, thus enhancing students' confidence in their ability to perform a variety of motor skills (Graham, 1987; Wall & Murray, 1989; Weiller & Richardson, 1993).

Teaching students to incorporate self-discipline and determination into their behavior may be accomplished through a myriad of prompts (Pangrazi & Darst, 1991). Included is the importance of teacher role modeling, as well as verbal and nonverbal cues. Words of praise and positive expressions are powerful reinforcers of desired behavior. The adage of flies, honey, and vinegar may seem quaint in the physical education setting, but it is true in its simplicity. A smile, a pat on the back, and a praises such as, "great hustle," are powerful motivators (Pangrazi & Darst, 1991; Sabock, 1985).

Mosston & Ashworth (1986) have offered numerous problem-solving strategies via a spectrum of teaching styles that can enhance decision-making opportunities for students. Following is an example of a learning module for tennis that requires analysis and synthesis skills on the part of students in utilizing forehand and back-hand volleys. The instructor presents a specific question: "While volleying, why is it important to maintain a level racket head?" Students then employ reasoning skills, critical thinking, and other cognitive applications while engaged in experimentation. Thus, perseverance of effort is directly rewarded through discovery and creativity.

Ralph Waldo Emerson defined success as, "To love

and love much...to have played and laughed with enthusiasm...This is to have succeeded." Is not this the meaning physical education should give to achievement? In teaching students to experience success, teach them to never give up the pursuit of a dream. When this writer coached interscholastic athletics, there was a small plaque on the office wall that was eloquent in its simplicity. On this plaque, the words, "I tried and failed" were repeated in twenty stanzas. However, it was the 21st stanza that told the only story that mattered; "I tried and succeeded!" Sometimes success is just around the corner!

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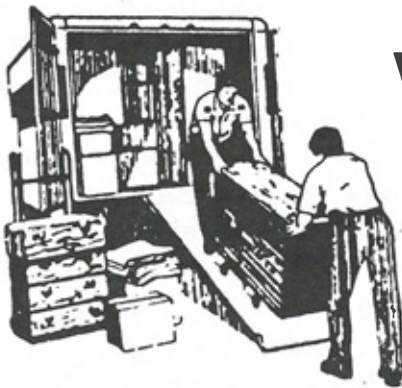
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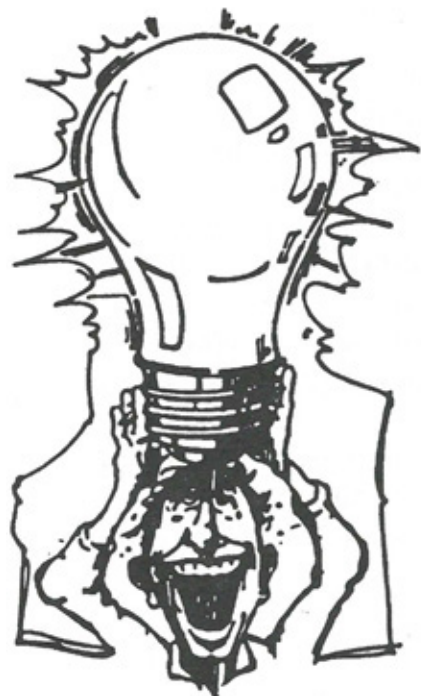
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## Got a Bright Idea?

Share it with the IAHPERD Journal readers.

## Invited Article

# Planning a Play Area for Children

The  
National  
Program for  
Playground  
Safety



America's playgrounds  
*Make them safe*

Developed by: Dr. Donna Thompson, Director  
National Program for Playground Safety  
University of Northern Iowa  
Cedar Falls, IA 50614-0161  
800-554-PLAY, <http://www.uni.edu/coe/playgrnd>

The development of an appropriate play area for children takes careful planning. It is important to listen to various points of view, to consider professional expertise, to observe children's needs, to evaluate the current site, and to work with playground equipment manufacturers or custom designers of play areas.

Planning may take a year or two. Preliminary research and preparation helps pay dividends later.

The following steps have been created to help administrators and/or volunteers for schools, child care centers, or community recreation areas create a logical and comprehensive plan. It is recommended to follow the steps in the order given.

- 1. Form a playground committee** of six to 10 people who represent various points of view. For child care centers, include: several teachers, the director, a custodian, board members, parents and playground supervisors. For schools, include: representatives from upper and lower elementary grades; special education and physical education teachers; administrators; support staff such as the nurse, custodian and playground supervisors; parents including a PTA representative, a fund-raising chair and/or project chair. For parks and recreation settings, include: the recreation director, park supervisors, maintenance specialists, park board members, city council representatives and parents. From your group:
  - a. Elect a chairperson and secretary.
  - b. The secretary should keep notes of the meetings including topics discussed, decisions made, and names of persons attending.
- 2. Contact a neutral consultant knowledgeable about playgrounds.** Company representatives or custom designers often have vested interests so it is suggested to work with a neutral consultant. You may obtain consultant names from the American Alliance for Health, Physical Education, Recreation and Dance (AALR); National Program for Playground Safety (NPPS); or National Recreation Park Association (NRPA). The consultant should attend the initial or second meeting of the planning group. It may be appropriate to pay a fee and/or cover expenses for the consultant. The information the consultant gives should save money over the length of the project.
- 3. Obtain written materials on playground safety** (a resource list of addresses is available at the end of this publication) in order to know what guidelines and standards should be met.
  - a. Guidelines: United State Consumer Product Safety Commission (CPSC) Handbook for Public Playground Safety
  - b. American Society for Testing & Materials (ASTM) Standards: F-1487 for Public Use Playgrounds Equipment; and F-1292 for surfacing
  - c. Books about playground safety (optional)
- 4. Determine the developmental needs** of the children for the site. There are three age appropriate areas, 0-2, 2-5, and 5-12, that need to be considered. Decide how the play area will be used: in free play, in physical education, with school classes, during recess

or lunch periods, during and after school, in conjunction with sporting events at parks, on weekends, during play supervised by professional staff, aides or parents. Usage will help determine needs and choices.

5. **Remember to plan for children with disabilities**

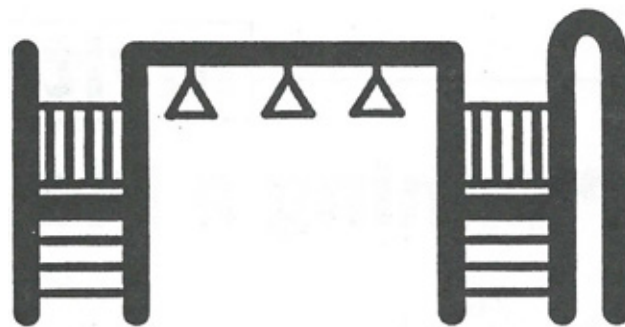
- a. Americans with Disabilities Act (ADA), interpretations for playground areas are anticipated in 1998. Remember, all children, disabled and non-disabled, should have access to some playground structures.
- b. Plan to meet future ADA guidelines and current interpretations recommended in ASTM 1487.
- c. Cooperate with schools who may be using area to identify their needs.

6. **Evaluate the current play area** with an assessment form. Use the neutral consultant or a trained or knowledgeable person in the community to perform that duty. As a result of the evaluation, determine:

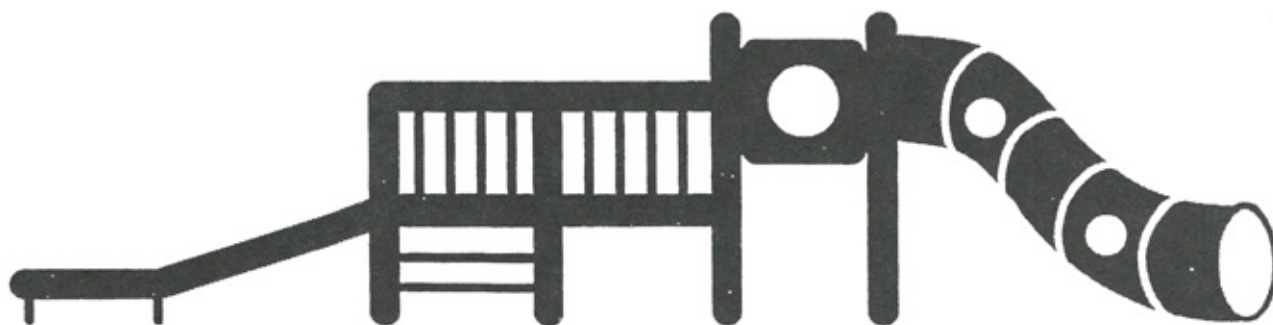
- a. What to retain and remove
- b. What to fix
- c. What to purchase

7. **Research and decide** how to address the following issues:

- a. Hazard analysis - think about accident causing situations that cannot be seen or perceived by the user and how they can be handled.
- b. Legal issues - check insurance company requirements on equipment; check on insurance when using volunteers to install equipment or supervise children.
- c. Risk management system - determine who will create and file maintenance inspection sheets on a regular basis and where information will be kept.
- d. Supervision - decision training requirements for playground supervisors.



8. **Get suggestions from the children** on the site regarding what kinds of things they would like to do in the area. Those activities can include building, cooperating, planning, running, climbing, socializing, exploring, manipulating, and jumping. Then, ask them what equipment they think would help them be able to do those tasks. Do not ask what equipment they would like to have first. That could prevent good ideas from being generated.
9. **Get suggestions from teachers, supervisors, youth leaders.**
10. **Send for at least ten catalogs from playground surface companies** asking for information about shock absorbent surfaces to be placed under permanent equipment. (Lists of potential companies are available from the NPPS.) All companies should provide evidence that their materials meet the CPSC Guidelines and the ASTM standards, where applicable.
11. **Send for catalogs from at least ten playground equipment companies.** (Lists available from the NPPS.)
12. **Form a budget** after the site has been evaluated, children's needs have been assessed, and catalogs have been consulted. A fund raising chair should be included in this discussion. The budget should include the cost of the shock absorbent surface, as well as the equipment, installation and maintenance, and fencing costs.





13. **Made 3-6 goals** that you hope the play area will meet. For example: (a) The play area must have separate areas to accommodate different age groups served. (b) The younger children must have opportunities to manipulate various textures and have space for wheel toys. © Older children must have opportunities to cooperate, climb, explore, and build arm strength. Compile information on your goals, the dimensions of the area, equipment that you already have and intend to retain, pieces from other companies that you want to use. (You do not have to buy all equipment from one company, but you may not attach one company's equipment to another's or it voids the warrantee.)
14. **Send the information to three companies for plans and quotes.** Have the companies send back to you a plan, costs, and rationale regarding ways that their plan meets your goals. Request the vita of the designer for the company. If there is no evidence of knowledge of children noted, consider using another company.
15. **Develop a fund raising plan and schedule.**
16. **Obtain and verify instructions for installation and maintenance** from equipment and surfacing companies.
17. **Work out a payment method.**
18. **Implement a file system to document decisions** that have been made, maintenance work and assessment reports. This may be incorporated with other risk management documents.
19. **Install the equipment**, using company representatives or volunteers.
20. **Train appropriate personnel to maintain and inspect the equipment** according to the manufacturer's instructions.
21. **Instruct supervisors on proper use of equipment** and other supervision tips.
22. **Teach children proper use of new equipment** and review at least once a year.
23. **Plan a celebration** for the planning committee and the fund-raising committee when the project is completed.
24. **Let the children play!**

**Resources available:**

*For publications on school, child care center and park playground safety and injury prevention and/or information about playgrounds for children*

*with disabilities, contact:*

American Association for Leisure and Recreation  
(AALR)  
1900 Association Dr.  
Reston, VA 22901  
800-213-7193  
<http://www.aahperd.org/aalr.html>

*For detailed information on playground site and surface testing standards, including Safety Performance Specification for Playground Equipment for Public use Standard F 1487-93 and Impact Attenuation of Surface Systems Under and Around Playground Equipment Standard F12-92-95, contact:*

American Society for Testing & Materials (ASTM)  
100 Barr Harbor Dr.  
West Conshohocken, PA 19428-2959  
610-832-9585  
<http://www.astm.org/index.html>

*For library resources, answers to common questions about playground safety, manufacturers lists and other general information about playground safety and injury prevention, contact:*

National Program for Playground Safety (NPPS)  
School of HPELS  
University of Northern Iowa  
Cedar Falls, Iowa 50614-0161  
800-554-PLAY  
<http://www.uni.edu/coe/playgrnd>

*For information on playground inspection certification classes, playground related publications and inspection tools, contact:*

National Recreation & Park Association (NRPA)  
2775 S. Quinicy St., Suite 300  
Arlington, VA 22206-2204  
800-626-6772  
<http://www.als.uiuc.edu/nrpa>

*For a copy of the consumer Product Safety Commission's Handbook for Public Playground Safety or to report a product hazard or product-related injury, contact:*

U.S. Consumer Product Safety Commission  
(CPSC)  
Washington, DC 20207  
800-638-2772  
[gopher://cpsc.gov](mailto:gopher://cpsc.gov)



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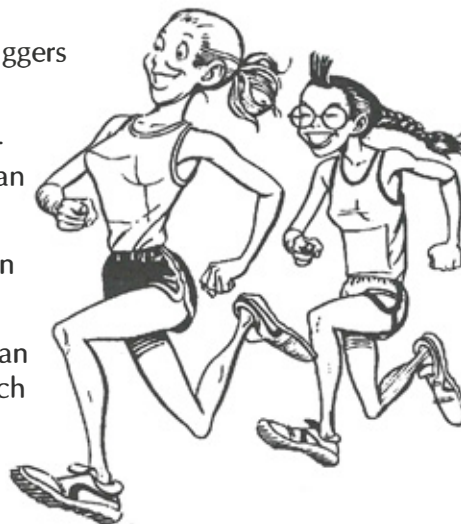
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For more information please contact Dawn Schultz,  
AAHPERD, 1900 Association Dr., Reston, VA 22091  
Phone (703)476-3426, fax (703)476-9527, e-mail [constsvc@aahperd.org](mailto:constsvc@aahperd.org)

# Safety Tips for Female Runners

*Assaults on female runners can happen anywhere: small towns, big cities, beautiful country trails, downtown parks. Here are some tips to minimize the risk of such an assault occurring and to help you avoid other common running risks.*

- Run with a partner or a dog.
- Carry identification or write your name, phone number and contact person inside your shoes. Medical information can be essential in the event of a car accident or serious assault. This might include blood type, medical conditions and allergies to medications.
- Carry a quarter for an emergency phone call. Place it inside the sole of your shoe, or duct-tape it to your windsuit.
- Always be aware of your surroundings. Running in a trance makes you less able to react to dangerous situations.
- Running with headphones reduces your ability to detect danger. Muggers have been known to target people wearing headphones.
- Run in familiar areas. This will increase your ability to escape if pursued. Make yourself aware of phone booths and open businesses that can be used as a refuge.
- Vary your running routes. An established routine might encourage an attacker to plan an assault.
- Leave a note or let people know where you plan to run. It could mean the difference between life or death if you find yourself lying in a ditch after an assault or a hit-and-run.
- Run facing traffic so you can react to approaching cars and so abductors cannot approach you from behind.
- Avoid dangerous areas: deserted streets, overgrown trails, unlit areas. Run wide of parked cars and bushes.
- Wear reflective material if running in the dark. Reflective tape is inexpensive and can be applied to any type of clothing.
- Don't wear jewelry—it might attract muggers. Necklaces or earrings can be used to subdue/hold a victim.
- Trust your intuition. If people or situations don't feel quite right, avoid them... even if you feel a bit silly at the time.
- Don't react to verbal abuse or attempts by vehicles to run you off the road—it may provoke an attack. In case of an aggressive driver, get the vehicle's license plate and report the incident to the police.
- Look directly at people. Muggers often target victims by their avoidance of eye contact. Maintain a confident bearing, but run wide when approaching others.
- A whistle can scare off an attacker. However, to be most effective, it should be carried in your hand. Many women carrying a whistle in their pocket have been assaulted.
- If an incident occurs to you, to another person, or even if you see something that appears strange, call the police immediately.



*(Adapted from the Road Runners Club of America and The Physician & Sports medicine magazine).*

# Indiana AHPERD's Student Voice

## Are You Job Searching?

Are you looking for a job or thinking of testing the "waters" of the marketplace? If you're an employer, are you looking for a larger selection of qualified candidates to fill your job opening? Then let me introduce you to **JobGuide™** — the job matching program for the physical activity professions. We can help you find a job or a candidate in adapted PE, aquatics, dance education, fitness, health promotion, kinesiology, parks and recreation, physical education, sport administration/management/sport and exercise business, sport and exercise medicine, and sport coaching/instruction.

JobGuide consists of two databases, a Job Database listing vacancies within the physical activity field and a Candidate Database containing two-page resumes of candidates searching for jobs. The databases can be accessed with on-line (with computer and modem) or off-line with JobGuide staff conducting a search based on criteria supplied by the candidate or employer. Simply stated, JobGuide is a comprehensive system that connects employers to people and people to jobs.

### Who can benefit from using JobGuide?

- People looking for the first job or are seeking a new position or career.
- Employers wanting to list job vacancies (all jobs, including assistantships, internships, and fellowships, are listed free through 1996!)
- Colleges and universities interested in helping students prepare resumes and look for jobs.

### Take advantage of the following special packages:

- Job candidates — List your resume *and* get a free search of the Job Database.
- Employers — List your jobs, including assistantships, internships, and fellowships, for free through 1995. Plus we'll search the Candidate database for you at no cost.
- Colleges and universities — Get a free look at both databases. We're convinced you'll want this program for your department and for your students.

JobGuide, a service of Human Kinetics, is the most comprehensive job matching program available for physical activity professionals. Indiana AHPERD members can have confidence in our knowledge of the physical activity marketplace. Call JobGuide at 1-800-747-4457 or write JobGuide, P.O. Box 5076, Champaign, IL, 61825-5076, for more information or to receive a brochure about the program.

If you're serious about looking for a job, then you'll want to read the 1995 edition of "What Color is my Parachute?" It offers excellent advice for the first-time job seeker as well as for someone interested in changing careers. This book, updated every year, has helped many people in their quest for a job or a new career. You'll find helpful tips and suggestions on how to begin the job search process and guidance on how to put together a "road map" to obtain the job you want. Be sure to check your library, college placement center, or local bookstores for "What Color is My Parachute?" and additional books of interest. In today's marketplace you will need all the resources you can to conduct an effective job search. Good luck!



# ISSUES, GOALS AND STRATEGIES for PHYSICAL ACTIVITY AND YOUTH

From the Children's Heart Health Conference held on  
April 25, 1996

## I. ISSUES

- A. Physical education is not viewed as important.
- B. Too much emphasis placed on sports and competition.
- C. Physical education is not building life long enjoyment for fitness.
- D. Not enough time to achieve quality goals and objectives.
- E. Lack of student motivation.
- F. Lack of teams/programs to involve all students in physical activity before and after school, and on weekends.
- G. Teachers not up-to-date on what should be taught and how to teach it.

## II. GOALS

- A. INCREASE ADVOCACY FOR PHYSICAL EDUCATION AND PHYSICAL ACTIVITY
- B. IMPROVE THE QUALITY OF TEACHING

## III. STRATEGIES

**Goal 1:** To increase advocacy for physical education and physical activity

- A. Form local committee consisting of administrator, regular ed., physical ed., health ed. teacher, parent, community representatives to form speakers' bureau, secure funding, coordinate events that promote physical activity.
- B. Improve communication by submitting articles and information to local newspapers and newsletters, presentations at PTO/PTA and school board meetings. Topics: unique programs, human interest stories, exemplary programs, parent involvement activities, family activities that can be done at home, healthy life-style information.
- C. Lobby on state level for stronger language for physical education and/or physical activity.

**Goal 2:** Improve the Quality of Teaching

- A. Develop a healthy life-style curriculum on the local level.
- B. Visit, and/or teach at, other schools.
- C. Contact colleges and universities with teacher preparation programs to form partnerships.
- D. Form local healthy life-style group that meets on a regular basis to discuss physical education and physical activity issues, concerns, solutions.
- E. State should continue to provide healthy life-style workshops for teachers.
- F. Encourage teachers to participate in outgoing professional development.

# INDIANA AHPERD 84TH ALL-CONFERENCE SOCIAL

THURSDAY EVENING, OCTOBER 24TH

On the River Boat from 9-Midnight



The first 200 pre-registrants will receive a free pass (a \$10 value) to the Casino Aztar River Boat. All those attending the All-Conference Social will report to the Executive Inn Lobby by no later than 8:30pm. Transportation will be provided to and from the Boat.

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CASINO AZTAR!**

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October 24-25, 1996 - Indiana AHPERD Conference

Executive Inn  
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## CONFERENCE OVERVIEW

The conference features nearly 90 program sessions, the annual Indiana AHPERD Awards breakfast, an adaptive physical education and a risk management planning pre-conference workshop on Wednesday, October 23rd, HPERD research symposium, all-conference social — Evening at the Casino Aztar, college and university socials, a Dance Showcase, and much more! Among the guest speakers will be Dr. Bill Sparks, President of the Midwest Alliance for Health, Physical Education, Recreation, and Dance.

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### Conference Inquiries - Contact Tom Sawyer

Indiana AHPERD Conference Coordinator  
Department of Recreation and Sport Management  
Indiana State University, Terre Haute, IN 47809  
(O) 812/237-2186 • FAX 812/237-4338 • (H) 812/894-2113  
E-Mail: PMSAWYR@SCIFAC.INDSTATE.EDU

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### Registration Inquiries - Contact Nick Kellum

Indiana AHPERD Executive Director  
School of Physical Education  
IUPUI, 901 West New York Street, Indianapolis, IN 46202-5193  
(O) 317/274-2248 • FAX 317/278-2041

# Tentative Conference Schedule

## Wednesday, October 23 Preconference Workshops

### 1. Adapted PE

7th Annual Adapted P.E.

Time: 6-9:00pm

Cost: \$30

Location: Executive Inn

### 2. Risk Management

1st Annual Risk Management Planning Workshop

Time: 6-9:00pm

Cost: Free

Location: Evansville School Corporation Building

1 S.E. Ninth Street

## Thursday, October 24

### Morning Sessions (9-12)

#### *Aquatics*

Tricks of the Trade

Adaptive Aquatics

Aquatic Ideas

#### *Dance*

Aerobics Made Easy

#### *Health*

Conducting a Community/Campus Health Fair

Creating Healthy Sounds and Challenges

New Standards in HPE Teacher Education

#### *Physical Education*

Cooperative! Active! Fun!

Fitness Activities in PE

Co-operhand Conditioning Activities and Simple Rhythmic Routines

Blaock Teaching PE & Science

Cooperative Games and Team Bldg Activities

Field Day: The Grand Finale

Holiday Games

Olympic Running Program for Elem Students

Teaching English Games to American Children

PE for today's young women

Jump Rope teaching Children

Indiana's Fun and Fitness Day

#### *Recreation*

Bicycling by the Rules for Fun & Fitness

Initiatives

Using NIRSA in your School

#### *SAC*

SAC Sessions begin

#### *Sport*

Golf it up: Golf Instructional Tips

### Afternoon Sessions (1-4)

#### *Dance*

Components of Aerobics Conditioning

#### *Health*

Hand-in-Hand, the Lean Way: Wt Ctrl, Physical Act, & Stress Management

#### *Physical Education*

Teaching Elem Students Tennis

The Recycle Queen

Weight Training with Elem Students

Ideas that will Work in Elementary PE

Sport Skill Development the Active Way

Planning a Successful County wide Olympic Day

An Alternative Aerobics

Neat Stuff

How to Organize a Rope Jumping Program

Lead-up Activities for Competitive Games

#### *SAC*

All day program continues

#### *Sport*

Athletic Strength and Conditioning for PE

Updates in Athletic Training

10th Annual Dance Showcase

College and University Socials

All-Conference at the Casino Aztar

## Friday, October 24

### Morning Sessions (9-11)

#### *APE*

M.A.T. Motor Activity Training Programs, special populations

#### *Dance*

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#### *Health*

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Please reserve \_\_\_\_\_ room(s) for \_\_\_\_\_ 1 person \_\_\_\_\_ 2 persons \_\_\_\_\_ (no.) persons \_\_\_\_\_ non-smoking

Please list all persons sharing each room. To avoid duplicate reservations, persons sharing these rooms **SHOULD NOT SUBMIT** individual reservation requests.

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**INDIANA AHPERD  
84TH CONVENTION  
OCTOBER 23-25, 1996**

**PRECONFERENCE WORKSHOP**

---

**7TH ANNUAL ADAPTED PHYSICAL  
EDUCATION WORKSHOP**

DATE: WEDNESDAY, OCTOBER 23, 1996  
TIME: 6:00PM - 9:00PM  
LOCATION: EXECUTIVE INN, INTERNATIONAL ROOM C  
HOST: KATIE STANTON, SCHOOL OF PHYSICAL EDUCATION, IUPUI  
INSTRUCTOR: LAURIE ZITTEL, CHAIR  
APAC PRESCHOOL COMMITTEE  
NORTHERN ILLINOIS UNIVERSITY, ANDERSON HALL, ROOM 232  
Dekalb, IL 60115 815/753-1413  
FEE: \$30.00 Preregistration (October 1, 1996)  
\$40.00 On-site registration

**Preschool WORKSHOP OUTLINE**

- I. Current Issues
  - A. A historical review of the development of APAC
  - B. Describe the premise for APAC developing the committee
  - C. Outline community- and school-based issues that affect preschool programming
    1. Understand challenges and opportunities within the evolving community structures
    2. Understand portions of PL 101-476, specifically PARTs B and H
    3. Understand family dynamics and their impact on programming
    4. Compare and contrast early childhood education and early childhood special education
    5. Understand the issues related to educating children within the same activity environment
- II. Assessment and Curriculum
  - A. Discuss the rationale for gross motor and play assessment of young children
  - B. Provide information on the traditional assessment practices of early childhood
  - C. Provide information on alternative assessment practices in early childhood
  - D. Provide information to compare and contrast traditional and play-based practices
- III. Structuring Environments
  - A. Provide information for selecting appropriate content to introduce and teach within an early childhood movement curriculum
  - B. Provide methods to design appropriate movement environments

There will be activity breaks scheduled throughout the workshop to focus on current issues, assessment and curriculum, and structuring environments.

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**INDIANA AHPERD  
84TH CONVENTION  
OCTOBER 23-25, 1996**

**PRECONFERENCE WORKSHOP**

---

**AVOIDING THE GAVEL &  
RISK MANAGEMENT PLANNING**

DATE: WEDNESDAY, OCTOBER 23, 1996  
TIME: 6:00PM - 9:00PM  
LOCATION: EVANSVILLE SCHOOL CORPORATION • 1 S.E. NINTH STREET  
HOST: MICHAEL MADRIAGA  
INSTRUCTOR: THOMAS H. SAWYER, ED.D., PROFESSOR  
COORDINATOR: SPORT MANAGEMENT PROGRAMS  
DEPARTMENT OF RECREATION AND SPORT MANAGEMENT  
INDIANA STATE UNIVERSITY  
FEE: NONE

**WORKSHOP OUTLINE**

- I. The marriage of sports and the law
  - A. Equipment manufacturers
  - B. Coaches liability - the Chris Thompson Case
- II. The litigation process
- III. Expanding litigation in the sports arena
  - A. Increased participation
  - B. Number of injuries
  - C. Expanding concept of duty and standard care
  - D. Erosion and elimination of traditional defenses
  - E. Availability and affordability of legal assistance
  - F. Deep-pocket - liability insurance
  - G. Spray the bullets
  - H. Liberalized damages
- IV. Traditional theories of law
  - A. Tort - intentional - Reckless negligence
  - B. Standard of Care
  - C. Vicarious Liability
  - D. Sovereign immunity
  - E. Assumption of risk
  - F. Comparative and contributory negligence
  - G. Risk management
- V. Areas of exposure for athletic programs
  - A. Duty
  - B. Certification
  - C. Safe facilities
  - D. Safe equipment
  - E. Evaluation and recognition of injury or illness
  - F. Emergency and timely care of injuries
  - G. To play or not to play
  - H. Transportation
  - I. Supervision
  - J. Exculpatory contracts
  - K. Warnings
- VI. Risk management
  - A. Risk audit (facilities and equipment)
  - B. Risk audit (management)



# Invited Article

## Status of Dance in Education

Lynnette Young Overby

### Introduction

Dance is an art form characterized by use of the human body as a vehicle of expression. Dance has been described as “an exciting and vibrant art which can be used in the educational setting to assist the growth of the student and to unify the physical, mental, and emotional aspects of the human being.” (Dance Directions, 1988). Dance is immediately accessible for most people—no special equipment is needed, just the ability to move.

Until recently, dance was taught mainly as an activity included in the physical education curriculum. It is now recognized as an art form comparable to music, drama, and the visual arts, and equally worthy of study (Carter, 1984). Nevertheless, it has been observed that, of all the art forms, dance is experienced the least (Dimondstein, 1990).

This Digest examines the rationale for dance in education, the status of dance education, and selected issues in dance education.

### Rationale for Dance in Education

Education in the arts has been found to have a positive effect on both student motivation and academic performance (Hanna, 1992.).

Dance education programs include opportunities for the development of:

- Critical thinking and analytical skills;
- Cooperation and teamwork;
- Self-expression and self-esteem;
- Organization and problem solving;
- Cultural literacy; and
- Communicating emotions through movement.

### Status of Dance Education

At least 15 states have developed dance curriculum guidelines, including California, Florida, Georgia, Idaho, Illinois, Indiana, Michigan, Minnesota, Ohio, North Carolina, North Dakota, South Carolina, Texas, Utah, and Wisconsin (Hilsendager, 1990). Except for North Caro-

lina, however, no states have mandates that the guidelines be implemented (Gingrasso & Stinson, 1989).

Many of the curriculum guides contain specific content, goals, objectives, and limited measurable outcomes for such areas as:

- Dance techniques for social, modern, and ethnic dance;
- Aesthetic perception;
- Kinesthetic sense;
- Creative expression;
- Choreography; and
- Dance criticism.

For example, Michigan Dance Education Guidelines (Michigan State Board, 1987) include outcomes concerned with specific dance technique/vocabulary; specific historical and cultural information; production of unique, creative, and expressive dance studies; analyses and critical examination of professional and peer performances; and recognition of the relationship of dance to the other arts.

Dance elements can also be integrated into other subject areas, which may increase the likelihood of dance being included in the school curriculum (Burke-Walker, 1989). Hanna (1992) provides an example of a physics class in which principles of momentum, force, velocity, and energy are applied to dance to improve dance performance. Franke (1989) identifies connections between writing, tennis, and dance.

### *Dance in elementary and secondary schools*

Dance is usually taught as a part of the physical education curriculum. In a survey of 31 state departments of education, 89% of elementary school dance was taught by physical educators (DeBryn, 1988). Secondary dance programs have been described as “understaffed, underfinanced, and unapplauded” (Posey, 1988). A recent nationwide survey of secondary schools found (a) the majority of dance classes are taught in physi-

cal education departments, and (b) the styles of dance most frequently offered are aerobic (45%), folk (11%), ballet (9%), social (8%), and creative or ethnic (7%) (Pappalardo, 1990).

#### *Magnet schools, model programs, and collaborative efforts*

A number of magnet programs are located throughout the country. These schools serve children drawn throughout a city or school district because of their special interest or ability (Kraus, Hilsendager, & Dixon, 1991).

In several large cities, specialized high schools have been established to meet the needs of gifted dance students. The High School for the Performing Arts in New York City and the Duke Ellington High School for the Performing Arts in Washington D.C. are schools which have provided exceptional training for many future performers.

The Interrelated ARTS program in the Montgomery County, Maryland, public schools is based on Howard Gardner's theory of multiple intelligences (1983), which suggests many linkages with the arts. The Interrelated ARTS teacher goes to the classroom to work with students on curriculum objectives in language arts, social studies, science, or mathematics, taught through use of various art forms, including dance (Weincek & Richardson, 1991).

Arts Connection, a New York City-based organization, developed a middle school/junior high school curriculum called "Dance: A Social Study." Funded through the National Endowment for the Humanities, this curriculum included 40 lessons on Black dance in the Americas, facets of Latin American/Caribbean dance, and Native dance (McLaughlin, 1988).

### **Issues in Dance Education**

#### *Professional preparation*

With the current emphasis on incorporating dance into the total educational curriculum, professional preparation programs in dance will undoubtedly have to expand from an exclusive emphasis on technique to a broader perspective (Posey, 1988). Hilsendager (1990) estimates that fewer than 500 K-12 dance educators embrace the more comprehensive view of dance education.

#### *Teacher certification*

Ten states have dance teacher certification (Georgia, Idaho, Illinois, Michigan, Minnesota, Ohio, North Carolina, Texas, Utah and Wisconsin) (Hilsendager, 1990). In states that have guidelines for dance education but no certification, classroom teachers, physical educators, and even music specialists may serve as dance teachers. No state requires a dance credential for dance educators working in private studios.

#### *Multiculturalism in dance education*

Multiculturalism should be acknowledged in the dance education curriculum. Much of modern dance draws upon dances of other cultures, and through a study of folk dance, and appreciation of the similarities and distinctions of various cultures is also gained. Dance may be used as one of many windows to the history, religions, and customs of people (Schwartz, 1991).

#### *Research*

Dance research can be used to demonstrate the strengths of a comprehensive dance curriculum in addressing educational needs. Topics such as problem-solving ability, self-concept, and holistic approaches to learning can be included in the dance research agenda. Findings of such research could help build the case for the inclusion of dance, as well as the other arts, in education.

### **References**

References identified with an EJ or ED number have been abstracted and are in the ERIC database. Journal articles (EJ) should be available at most research libraries; documents (ED) are available in ERIC microfiche collections at more than 700 locations. Documents can also be ordered through the ERIC Document Reproduction Service: 1-800-443-ERIC. For more information, contact the ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW Suite 610, Washington, DC 20036; (202) 293-2450.

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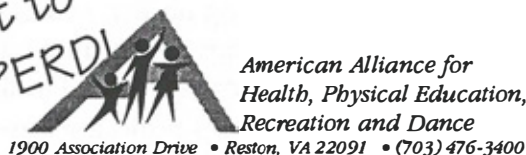
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  - 1 2 National Association for Sport and Physical Education
  - 1 2 National Dance Association

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## A Profile of NCAA Division I and III Athletic Directors

By

Mike Grams, MS  
and

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*Sport management, as it is recognized today, had its beginnings in the late fifties. In less than 40 years the field had matured into a recognized professional career track with evidence of a strong literature base. This initial movement coincides with the recognition of sport as an entertainment option. This recognition by consumer has forced the business world to accept sport as a growing part of business. This new found credibility lead to the development of undergraduate and graduate curriculums (1987) in colleges and universities and an expansion of the literature base.*

*This study was designed to develop benchmark profiles of NCAA Division I and III intercollegiate athletic directors. Two hundred athletic directors were selected to be part of the study, 100 from each of the two divisions. Over 60% of the athletics directors responded to the questionnaire.*

*The typical Division I athletic director is male between the ages of 45 and 54 with a master's degree in physical education, who has participated in athletics at both high school and college level, has taught in public schools as well as the college level, and took the job because it was challenging. The typical Division III athletic director had similar characteristics. The tenure in office for both groups was approximately three years. They both indicated the greatest challenge facing intercollegiate athletics was financial. Finally, the directors suggested that future athletic directors be well grounded in business and sport management theory.*

### Introduction

Sport has become a dominant influence in American culture. No single aspect of American culture receives the media attention given to sport. Sport demands its own section in newspapers, on the evening news, and is often the political platform for defectors, terrorists, and dissidents. "Sports talk" is common in corporate board room negotiations and coffee-break conversation. Sport often provides the

visibility for athletes to enter politics or become entertainers or entrepreneurs. Recreational participation in sport also continues to gain popularity each year because individuals in American society have more time for leisure activities and more money to spend on their own fitness pursuits.

Sport is a multibillion-dollar industry. It places unique demands on its management personnel. Management positions require management, marketing, communications, accounting, finance and economics, and legal skills applicable to the sport setting.

Although sport management is indeed a relatively new concept in academe, its acceptance as a legitimate area of study is well documented in the literature. It is the topic of numerous trade articles and several published textbooks. The first university-sponsored sport management program was established in 1966 at Ohio University. Prior to the Ohio University master's program, the University of Miami's (Coral Gables) James Mason had prepared a curriculum for a proposed program in sport management at the encouragement of Walter O'Malley, then president of the Brooklyn Dodgers. This program was never implemented. A few years after the establishment of the master's degree at Ohio University, Biscayne College and St. John's University became the first institution to offer a baccalaureate degrees in sport management. The second master's program was established in 1971 at the University of Massachusetts (Amherst). As of 1987 there were 140 sport management programs: 76 baccalaureate, 58 master's, and 6 doctoral programs, and by 1993 this total number had increased by 42% to 201.

In 1985 the North American Society for Sport Management (NASSAM) was established to promote, simulate, and encourage study, research, scholarly writing, and professional development in sport management. NASSAM is the successor of the Sport Management Arts and Science Society (SMARTS) established by University of Massachusetts (Amherst) faculty in 1971. NASSAM sponsors the *Journal of Sport Management* (JSM) which publishes refereed articles relative to the theory and applications of sport management.

The National Association for Sport and Physical Education (NASPE), an association of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), a proved a sport management task force (1986) to meet the needs of members who were involved in sport management curricula. In 1987 NASPE published *The Guidelines for Programs Preparing Undergraduate and Graduate Studies for Careers in Sport Management*. In 1995 the task force was converted into the Sport Management Council.

In the last twenty years graduates from sport management programs have become integral parts of professional sports, national governing bodies, college and university teaching faculties, and to some extent the intercollegiate athletic offices. In the future these graduates will become the rule rather than the exception in sport management positions throughout the sport world.

## **Purpose of the Study**

The purpose of this study was to create a benchmark profile of NCAA Division I and Division III intercollegiate athletic directors .

## **Hypotheses**

The hypotheses for this were: (1) NCAA Division I athletic directors are younger than Division III, (2) NCAA Division I athletic directors are better educated than Division III, (3) NCAA Division I athletic Directors have more experience than Division III, (4) NCAA Division III athletic directors have taught and coached in public schools and colleges but Division I have not, and (5) NCAA Division III athletic directors have longer tenures than Division I.

## **Instrument**

This study was a survey study of NCAA Division I and Division III athletic directors. The survey consisted of questions designed to gather facts pertaining to age, education, and experience of the athletic directors. The questionnaire was modified from a survey instrument used by Sawyer (1977) to develop a profile of eastern seaboard community college presidents. The modified survey was reviewed by a panel of experts and pilot tested using a small sample of a similar population. The results from the



panel and pilot were used to modify and validate the questionnaire. The final questionnaire had 20 questions.

## Population

There were 100 NCAA Division I athletic directors randomly selected from a total population of 302, and 100 Division III selected from a pool of 347. Fifty-seven (57%) of the Division I directors responded and 63 (63%) of the Division III directors.

## Treatment of the Data

A descriptive analysis was conducted on the data gathered. The data was examined independently by question and division. Finally a two-group discriminant stepwise analysis was conducted to identify discriminating variables.

## Results

The results of this study were very similar for both groups of respondents. The following is a brief summary of the results:

- Age: Division I, youngest 30, oldest 67, average 45-54 (42%); Division III, youngest 28, oldest 62, average 45-54 (43%)
- Gender: Division I, male (93%); Division III, Male (76%)
- Highest degree: Division I, MS/MA (60%), Doctorate (16%); Division III, MS/MA (75%), Doctorate (14%); both groups had at least 98% baccalaureate attainment, and 82% had advanced educational attainment
- BS Major: Division I, physical education (32%) followed by business (16%), liberal arts (12%), other (19%); Division III, physical education (65%), business (8%), education (9%), other (13%).
- MS/MA Major: Division I, Education (32%), other (35%), physical education (16%), and business (11%); Division III, physical education (49%), other (17%), and education (14%)
- High School Ath: Division I, yes (97%); Division III, yes (94%)
- College Athlete: Division I, yes (84%); Division III, yes (94%)
- Professional Ath: Division I, no (90%); Division III, no (94%)
- Teaching Exper: Division I, yes (70%); Division III, yes (80%)
- First Pos col ath: Division I, coach (49%), Grad Asst (19%), mktg (5%), internship (5%), fund raising (4%), compliance (4%); Division III, coach (56%), Grad Asst (19%), internship (9%), mktg (5%), fund raising (4%), compliance (2%)
- # Full-time admin pos before becoming AD: Division I, 1-3 (70%), none (16%); Division III, 1-3 (60%), none (30%)
- # of AD pos: Division I, 1 (74%), 2 (16%); Division III, 1 (72%), 2 (24%)
- Total # of years as AD: Division I, 1-3 (30%), 7-9 (21%), 10-12 (18%); Division III, 15+ (29%), 7-9 (21%), 1-3 (18%).
- # years in current position: Division I, 1-3 (44%), 7-9 (25%), 4-6 (18%); Division III, 7-9 (25%), 15+ (24%), 4-6 (22%), 4-6 (13%)
- Reason for taking current position: Division I, challenge (54%), leadership role (19%), professional growth (16%);

- Greatest problems facing ADs Division III, challenge (48%), professional growth (27%)
- Educational needs Division I, financial (60%), gender equity (14%), perception (12%); Division III, financial (56%), perception (16%), staff control (11%)
- Distinguishing characteristics between Division I and Division III intercollegiate athletic directors are in rank order: graduate major, and number of years in current position.
- Similar characteristics in rank order were: age, teaching experience, number of full-time positions, gender, problem facing intercollegiate athletic departments, highest degree level attained, first position in athletics.

## Discussion

The NCAA Division I and III athletic directors were found to have similar characteristics from age to experience to general educational backgrounds. However, in the future the Division I athletic directors will be more business oriented. While the Division III directors will be more sport management oriented which is a combination of business applications integrated into the management strategies of athletics.

The most common undergraduate majors for the directors were, in rank order: physical education, business administration, education, and liberal arts. These results were similar at the graduate level with the exception of liberal arts. The respondents suggested that directors should have educational backgrounds in the following areas: business administration, sport management, sport marketing/promotion, public relations, and coaching education. This final response indicates how times have changed over the past 20 years. The current directors have educational backgrounds grounded in physical education; but, experience has proven that backgrounds in business administration, sport management, marketing, promotions, public relations, and coaching education ( a modified physical education major) are essential for the modern intercollegiate athletic director. The Division I directors indicated the single most needed skills were in the area of business. While the Division III directors indicated sport management skills to be the most essential.

The youngest director was 28 and the oldest was 67. The youngest was found in Division III and the oldest in Division I. The average age was approximately 48 for all respondents. The data indicated that the Division I athletics directors tended to be slightly older than the Division III directors.

The largest number of female directors was found at the Division III level (15). Division III programs have significantly larger numbers of female sports than Division I so it is not surprising to find larger numbers of female athletic directors. Further, there is a significantly larger number of female only institutions in the Division III ranks.

The most common reasons for taking the position were: (a) challenge, (b) professional growth, and (c) leadership role. The greatest problems identified were: (1) financial, (b) perception, (c) gender equity (Division I only), and (d) staff control (Division III only).

There were four hypotheses for this study. The first hypothesis - NCAA Division I athletic directors are younger than Division III - was not proven. The fact is that Division III directors are younger. The second hypothesis - NCAA Division I athletic directors are better educated than Division III - was not proven. The data indicated both groups of directors had equal amounts of education. The third hypothesis - NCAA Division I athletic directors have more experience than Division III - was not proven. It was substantiated that Division III athletic directors had more years of experience by four on average. The fourth hypothesis - NCAA Division III athletic directors have more experience than Division I - was not proven. The data established that both groups have similar teaching and coaching experience. The fifth hypothesis - NCAA Division III athletic directors have longer tenures than Division I - was established.

When comparing the results with information previously written about intercollegiate athletic directors, these findings were similar. For example, previous studies indicated that a strong business background is essential to the management of intercollegiate athletics. This current data supports the

findings of Hatfield (1987) and DeSensi (1990) which established that many areas, including public relations, marketing, financial management, facility coordination, and fund raising, are as essential today as they were in the late eighties and early nineties. Further, the present findings support the established Division II profile.

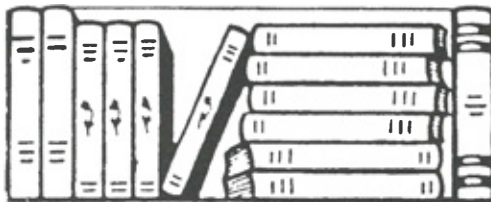
## Conclusions

The following conclusions have been drawn from this study:

- (1) These noticeable trends were discovered: (a) an essential component for future athletic directors educational background should be either business administration, finance, marketing, public relations or some combination, and sport management ( a curriculum the applies business foundations to the management of athletics); and (b) experiences as a coach or front line sport administrators (e.g., assistant or head coach, sports information director, director of fund-raising, game management) are important for future athletic directors.
- (2) The typical NCAA Division I and III athletic director benchmark profile is:  
*The director is male between the ages of 45 and 54 with a master's degree. The director earned a baccalaureate in physical education and has taught and coached. The director was an athletic competitor at the interscholastic and intercollegiate levels. The directors started their professional careers as intercollegiate coaches and moved into the directors position after 20-25 years experience as a coach and part-time administrator. The average tenure in the position ranges from 5-7 years.*
- (3) The greatest problems facing Division I athletic programs are: (a) financial, (b) gender equity, and (c) perceptions.
- (4) The greatest problems facing Division III athletic programs are: (a) financial, (b) perceptions, and (c) staff control.
- (5) The Division I directors suggested that the greatest educational needs of the group in the future will be, in rank order: business administration, coaching education, sport management, public relations, and marketing/promotions.
- (6) The Division III directors suggested a similar list of educational needs but not in the same rank order: sport management, business education, coaching education, public relations, and marketing/promotion.

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# SIDELINE HELP

Marshall K. Steele III, MD

Contact: Sharon Kennedy

ISBN: 0-87322-786-7

US Price: \$14.95

Canadian Price: \$19.95

Pages: 152 pp

Item: PSTE0786

Pub. Date: February 1996

## TAKE THE GUESSWORK OUT OF RESPONDING TO INJURIES

**CHAMPAIGN, IL**—A player is down on the field, hurt. The first 10 minutes following an injury are the most critical ones, when the decisions to be made are vital to the safety of the player. What if there is no trained medical professional present? What's to be done?

A staggering 12 million young athletes, it is estimated, will be injured this year—many of them when no trained medical staff is present! Coaches, parents, and athletic staff will struggle to make the right decisions.

Having recognized this problem, **Dr. Marshall Steel** has written **SIDELINE HELP**, a recent release from Human Kinetics, giving youth coaches, parents, and camp counselors the reference they need to meet these emergencies.

According to **Jay S. Cox, MD**, former team physician for the **Baltimore Bullets (NBA), U.S. Naval Academy, and Penn State University**, "This is a unique book—unlike any other text directed to the public. It should be required reading for any coach involved in athletic participation where an athletic trainer or emergency personnel might not be available."

**Dennis A. Miller**, Head Athletic Trainer at **Purdue University**, says, "The book provides a simple, orderly plan to handle medical sports injuries. It could be an excellent organizer for the allied medical professional and an invaluable resource for coaches, athletic directors, and Little League officials."

From minor ankle sprains to serious head injuries, **SIDELINE HELP** has the information needed to respond correctly to 18 common sports injuries. This highly visual, easy-to-use manual provides practical advice for making important decisions when an athlete is hurt and a medical professional isn't available. By using the guidelines in this book, coaches, parents, physical education teachers, and others will be better able to take appropriate action in those critical first 10 minutes after an injury.

**SIDELINE HELP** is divided into four sections:

- Critical injuries
- Internal organ injuries
- Facial injuries
- Extremity injuries

Each section is color-coded for quick reference. For each injury, an easy-to-follow flowchart guides the reader step-by-step through an on-field and sideline evaluation process. The flowcharts help determine

- the type of injury sustained,
- the athlete's physical and mental status,
- the severity of the injury,
- whether to call for emergency help
- whether the athlete needs to see a doctor
- what first aid procedures should be started, and
- whether it is safe for the athlete to return to play.

The simple instructions explain what signs and symptoms observed.

In addition to giving specific tips for handling 18 injuries, **SIDELINE HELP** contains eight important checks to perform in evaluation, emergency care guidelines, and information about bleeding injuries, splinting, assisting an injured athlete off the field, common minor injuries, and what to include in the first-aid kit.

### CONTENTS

Preface • Acknowledgments

How to Use This Book • Before the Game • Sideline Help at a Glance

Basic Knowledge and Essential Skills

Eight Important Checks

Checking for Mental Status  
Checking for Shock  
Checking for Pulse  
Checking for Numbness  
Checking for Strength  
Checking for Localized Tenderness  
Checking for Range of Motion  
Checking for Grating Bones

Emergency Care Guidelines

Calling 911  
Cardiopulmonary Arrest  
Treating for Shock  
No Food or Water

Bleeding Injuries

Guidelines for Handling Blood  
Caring for Major Wounds

Splinting

Assisting an Injured Athlete off the Field

PRICE Guides

Common Minor Injuries

Missing or Cracked Teeth  
Leg Cramps  
Wind Knocked Out

**Part 1: Critical Injuries**

Head Injury • Neck Injury • Back Injury • Heat Stroke

**Part 2: Internal Organ Injuries**

Chest Injury • Abdominal Injury

**Part 3: Facial Injuries**

Eye Injury • Nose Injury • Jaw Injury

**Part 4: Extremity Injuries**

Shoulder Injury • Elbow Injury • Forearm Injury • Hand Injury • Hip Injury • Knee Injury • Lower Leg Injury • Ankle Injury • Foot Injury

Appendix: Injury Prevention and Care Resources

About Dr. Steele



# Coaching Youth Softball

(Second Edition)

*American Sport Education Program*

Contact: Marydell Forbes

ISBN: 0-87322-967-3

US Price: \$12.95

Canadian Price: \$18.95

Pages: 152 pp

Item: ACEP0425

Pub. Date: February 1996

## COACHES CAN BUILD CHILDREN'S SOFTBALL SKILLS WITH NEW BOOK

The key to building skills and confidence in young athletes is having the right tools. In **COACHING YOUTH SOFTBALL** coaches now have a toolbox of them filled to the brim.

**Gary D. Adams**, head softball coach at Crescent High School, Iva, South Carolina, whose team is the *winner of nine consecutive Class 2-A State Championships*, says, "This well-written and well-organized book covers all aspects of softball, without overwhelming the reader. I highly recommend it."

This resource, which builds on the success of the popular *Rookie Coaches Softball Guide*, contains 29 practice drills and 92 illustrations, including 22 defensive position diagrams. Youth softball coaches will have all the information they need to coach effectively. Parents of young softball players will also find information to help their 6- to 14-year old athletes learn and enjoy the game.

**COACHING YOUTH SOFTBALL** shows coaches the techniques for teaching fundamental softball skills step-by-step—what to teach and how to teach it. This second edition also addresses the similarities and differences between fast- and slow-pitch softball.

Developed by ASEP, America's premier sport education program, and endorsed by the Amateur Softball Association (ASA), **COACHING YOUTH SOFTBALL** provides beginning coaches with general coaching and sport-specific information. Coaches can learn

- their major responsibilities
- what will make them an effective coaches,
- how to communicate with young athletes,
- how to plan and teach sport skills sequentially,
- how to prevent injuries or care for minor ones, and
- how to protect themselves from legal liability.

A collection of coaching essentials, *Coaching Youth Softball*

- describes how to teach softball techniques and strategies;
- explains how to detect and correct common errors made by young softball players;
- outlines 29 drills that will develop players' skills and teamwork; and
- illustrates softball skills, tactics, and drills, including throwing, catching, hitting, and baserunning.

**COACHING YOUTH SOFTBALL** is designed to help coaches succeed even if they don't have a lot of experience. The book's helpful appendixes furnish a sample season plan for beginning softball players and resources for working with children with disabilities.

With the fundamentals of coaching and softball combined in one resource, **COACHING YOUTH SOFTBALL** provides everything beginning softball coaches need to make their coaching experiences safe, successful, and enjoyable.

## CONTENTS

Welcome to Coaching!

**Unit 1.** Who, Me . . . A Coach?

How to meet your four primary responsibilities as a coach.

**Unit 2.** What Tools Do I Need as a Coach?

Uncover five qualities all coaches need to be successful.

**Unit 3.** How Should I Communicate With My Players?

How to send effective verbal and nonverbal messages to communicate better with players, parents, fans, umpires, and opposing coaches.

**Unit 4.** How Do I Get My Team Ready to Play?

Discover the four steps of teaching softball skills effectively, the six elements of a good practice, and how to plan before the season.

**Unit 5.** What About Safety?

How to prevent injuries to your athletes and provide emergency care for minor and serious injuries.

**Unit 6.** What Is Softball All About?

Understand softball rules, player equipment, game procedures, and positions.

**Unit 7.** What Softball Skills and Drills Should I Teach?

How to teach your players basic throwing, pitching, catching, hitting, and baserunning skills, plus 25 drills you can use to improve your players' skills.

**Unit 8.** How Do I Get My Players to Play as a Team?

Put it all together with basic offensive and defensive tactics, including 22 defensive position diagrams.

Appendix A. Sample Season Plan for Beginning Softball Players

Appendix B. Organizations to Contact for Coaching Children With Disabilities



Contact: Sharon Kennedy  
ISBN: 0-87322-476-0  
US Price: \$25.00  
Canadian Price: \$37.5  
Pages: 192 pp  
Item: BSCH0476  
Pub. Date: February 1996

# A SENSE OF DANCE: Exploring Your Movement Potential

Connie Schrader, MA

## NEW TEXT FOCUSES ON CREATIVE PROCESS IN DANCE

Empowering, interactive, intelligent—these are some of the fresh words that author Connie Schrader associates with dance in her creative approach to **A SENSE OF DANCE**. She frames the art of dance within the context of life, enabling students to learn about physical expression in dancing, gain confidence in their own potential for movement, and discover their own creativity.

"This clever, intelligent, and resourceful book is the perfect introduction to dance" says **Shirley Russon Ririe, MS**, cofounder of the 32-year-old **Ririe/Woodbury Dance Company** and instructor at **Brigham Young University**. "Connie Schrader's unique method of asking thoughtful questions and encouraging provocative experiments with movement opens a vast new world to the reader."

**Pamela Anderson Sofras, MEd**, associate professor of dance and dance-education advisor at the **University of North Carolina** at Charlotte says of **A SENSE OF DANCE**, "This work is clearly and logically presented, with wonderful, concrete examples of each of the basic concepts defined. I found it a most informative book that I look forward to using as a resource and text for my classes."

**A SENSE OF DANCE** helps empower students in several ways. Through it they can develop creative thinking, reasoning skills, and self-expression. The book covers the topics central to any creative process, including

- originality of thought,
- principles of composition,
- aspects of creativity and intelligence, and
- constructive methods of criticism.

Using a conversational tone, as well as examples and exercises based on experiences outside the studio, **A SENSE OF DANCE** shows students how to interact with dance in the context of life. They'll acquire the tools to appreciate, discuss, and write about dance as a fine art. Finally, the book guides students, by defining intelligence as a mind/body relationship, to finding their own voices as choreographers and dance enthusiasts.

Part I of **A SENSE OF DANCE** explores the ways we use our bodies to be expressive and the ways we instinctively apply the elements of dance in daily life. After giving an overview of the basics of dance exploration, Part II then discusses the three major elements of movements: time, space, and effort. Part III introduces the concepts of body intelligence and perception, encouraging students to explore and develop their own dance perceptions and creative resources. Part IV presents the art of creation of dance as the art of making a statement. Through a variety of choreographic exercises, students learn to translate what they see, feel, and think about the world into dance.

**A SENSE OF DANCE** is not only a text for introductory dance courses within a humanities curriculum but also a reference for methods classes for future dance teachers.

Through the use of examples and exercises based on nonstudio experiences, dancers and choreographers learn how to translate life experiences into the art of dance as well as acquire the tools necessary to appreciate, discuss, and write about dance as a fine art. Plus the choreographer and dance appreciator will learn new language for talking about

- the ways to use bodies to be expressive,
- dance exploration basics and the elements of movement,
- developing dance perceptions and creative resources,
- evaluating dance, and
- how to translate perceptions into dance.

This engaging text will help dancers and choreographers, whatever their level of artistic awareness, tap into the power and energy of dance.

### CONTENTS

Preface

**Part I: An Invitation to the Dance • Chapter 1.** What is Dance? \* *You Are Always Moving \* To Dance Is Phenomenal \* Why Study Dance?* • **Chapter 2.** How Do You Learn to Dance? \* *Learning About Dance and Learning to Dance \* Fundamental Movement Experiences \* What Does It Mean? \* Training, Exploring, and Forming Your Own Style* • **Chapter 3.** Your Moving Body \* *The Body Is an Instrument \* Moving Through Space \* Moving in One Place \* Realizing the Potential of Your Instrument \* Basic Anatomy \* Accepting and Training Your Body*

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**Part IV: The Politics of Dancing • Chapter 10.** Making a Statement Through Dance \* *Movement Resources I Have Known \* Composition Strategies I Have Known \* Getting Started \* Six Stages of the Creative Process* • **Chapter 11.** Composition \* *Function \* Materials \* Audience \* Arranger or Composer? \* The Discovery of Form \* Principles of Composition \* How to Make a Dance* • **Chapter 12.** Is This a Good Dance? \* *The Creative Act \* Words of Criticism \* Recognizing, Interpreting, and Creating Relevance \* What Does This Dance Have to Do With Me? \* The Third Hat: A Reporter's Evaluation \* Is This a Good Dance?*





Contact: Sharon Kennedy  
ISBN: 0-87322-977-0  
US Price: \$36.00 (Cloth)  
Canadian Price: \$53.95  
Pages: 368 pp  
Item: BALTO977  
Pub. Date: May 1996

# SCIENCE OF FLEXIBILITY

(Second Edition)

Michael J. Alter

## COMPREHENSIVE TEXT ON FLEXIBILITY REVISED AND EXPANDED

Recent research has provided new information to substantiate and explain many theories about flexibility and exercise procedures to enhance it. With this information, Human Kinetics has released **SCIENCE OF FLEXIBILITY, 2nd edition** by **Michael Alter**. More than 1,400 scholarly and professional references and over 200 illustrations, photos, and tables have been added to the revised edition as well.

This text will be a valuable reference for exercise scientists, health and fitness professionals, athletic trainers, sport physical therapists and chiropractors, massage therapists, and instructors and practitioners of dance, yoga, and the marital arts.

Praise come from **Thomas E. Hyde**, DC and PA, of the **North Miami Chiropractic Center**. "The first edition was excellent, but this one exceeds any other text on this topic I have ever seen. Mr. Alter covers an array of diverse topics, all eloquently woven into a complete text. Without hesitation, I highly recommend this text for your library."

According to Robert K. King, author of *Performance Massage* and cofounder and director of the Chicago School of Massage Therapy, "Michael Alter's second edition of **SCIENCE OF FLEXIBILITY** is a must-read for serious athletes, coaches, trainers, and sports therapists. The chapters on connective tissue, joint hypermobility, and muscular soreness would interest any soft-tissue practitioner. This is a well-documented resource that would serve as an excellent addition to a sports medicine library."

"**SCIENCE OF FLEXIBILITY** goes beyond a biophysical and mechanical understanding of the structures and physiology involved" says **Patricia J. Benjamin**, PhD, director of education, Connecticut Center for Massage Therapy. "It also takes into consideration the mental, emotional, and social aspects of the people who are doing the stretching. The sections on relaxation, social facilitation and psychology, and stretching for special populations are unique and round out the science presented. It is a valuable source of scientific information for people who work with people."

**SCIENCE OF FLEXIBILITY** has long been considered the leading reference on the topic, and this new edition reaffirms that status.

Based on the latest research, this completely revised and updated edition includes five new chapters, nearly doubling the first edition's content. These chapters discuss

- the hypermobility of joints,
- joint manipulation and chiropractic adjustment,
- controversial stretches,
- the relationship of stretching and special populations, and
- the functionality of stretching and flexibility for specific sports and health conditions.

In the first few chapters, readers will learn about factors that limit flexibility, such as the titin filament in muscle, plasticity in the spinal cord's neural circuits, and the influence of circadian cycles.

The remaining chapters discuss how such limiting factors can be modified to enhance joint range of motion. These chapters feature a variety of techniques to enhance flexibility throughout the body.

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Preface • Acknowledgments • Credits

Chapter 1. *A Modern Overview of Flexibility and Stretching*

Chapter 2. *Osteology and Arthrology*

Chapter 3. *Contractile Components of Muscle: Limiting Factors of Flexibility*

Chapter 4. *Connective Tissue: Limiting Factor of Flexibility*

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Chapter 20. *Functional Aspects of Stretching and Flexibility*

Stretching Exercises • References

# 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 manuscript about three inches from top of page, followed by author name(s) as it/they 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 only. Use only white 8 1/2x11" 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 dittos 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



# Leadership Opportunities on Councils

**FUNCTION.** The duties and responsibilities of the Program and Regional Councils are to:

1. Work closely with the Program Director or Regional Coordinator to promote the special program area.
2. Attend annual IAHPERD Leadership Conference. (Hotel and meals paid for by the Association.)
3. Solicit programming for the State Conference or Regional Workshops.
4. Serve as host to greet and direct presenters during the

conference.

5. Serve as presider for the various programs in your special area. Support includes introducing presenter, assisting during the presentation (distribute handouts), and providing presenter with the special gift from the Association.
6. Make nominations to the Awards Committee chair for Teacher of the Year and Association awards.

**PROGRAM AREAS.** The various program areas include:

1. Adapted Physical Education

2. Aquatics
3. Council for Future Professionals
4. Dance
5. Fitness
6. Health
7. Higher Education/ Research
8. Jump Rope and Hoops for Heart
9. Physical Education: Elementary
10. Physical Education: Middle School
11. Physical Education: Secondary
12. Recreation

13. Sport
  14. Sport Management
  15. Technology
- INTERESTED?** To apply for a leadership position on a council, send an email of interest to Dr. Mark Urtel, Nominating Committee Chair, at [murtel1@iupui.edu](mailto:murtel1@iupui.edu). For additional information, go to the IAHPERD website at [www.Indiana-ahperd.org](http://www.Indiana-ahperd.org), click on About, Constitution, Operating Codes, and scroll down to the leadership position of interest.

## INDIANA AHPERD APPLICATION FOR MEMBERSHIP

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Member Class:  Professional \$40.00  Student \$20.00  
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Send to: P. Nicholas Kellum, Executive Director, IAHPERD, School of Physical Education/IUPUI  
901 West New York Street, Indianapolis, IN 46223

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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.

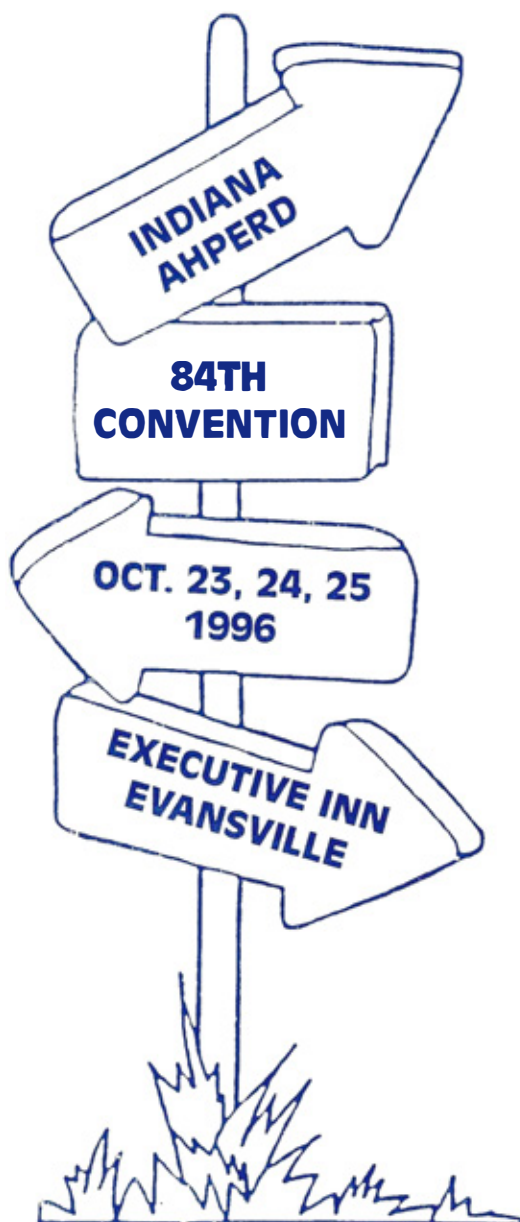
### HELP NEEDED:

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

**P. Nicholas Kellum**  
**Executive Director, IAHPERD**  
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*Share your Journal with a Colleague*

—and add a new name to our growing membership list!