

# INDIANA

Volume 26, Number 1

Winter 1997

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- Preservice Elementary Education Majors Beliefs
- Marketing Objectives
- Reliability Revisited



Indiana Association  
for Health, Physical  
Education, Recreation  
and Dance



Affiliated with American Alliance for HPERD

# JOURNAL

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# Indiana Journal

**for Health, Physical Education, Recreation and Dance**

**Volume 26, Number 1**

**Winter 1997**

**Indiana Association for  
Health, Physical Education, Recreation and Dance**

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## Indiana AHPERD 1995-96

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# Message from the President

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## TOUCHING THE FUTURE

As I begin this year as your President I have feelings of both fear and anticipation — fear that I will not live up to your expectations or even my own; that I will not be able to accomplish all that needs to be done — anticipation of all the challenges and opportunities that lie before us.

Thanks You's. The conference in Evansville was outstanding. Much of the success of the conference must be attributed to the commitment and dedication of Jane Davis-Brizette and her local crew who procured speakers for forty of the conference sessions. Past President Jerry Stieger should be recognized for his leadership during the past year. Karen Hatch should be commended for her work to plan the award breakfast. And last, but not least: "Frick and Frack" (Don Mosher and Bill Johnson) should be recognized for their volunteerism. Each year these two men travel to the Indiana Conference to provide for the Audio-Visual needs for all of our conference sessions. Their shoes would be hard to fill.

First Actions. Actual preparation for this year has been going on for almost two years (since October of 1994 when I was elected to the position of Vice President of Operations). During my two years as a "lady in waiting", a great deal of time was spent preparing for this year. I was able to ask questions, watch others, listen and learn more about the association. Knowledge gained was used to get off to a flying start. First actions taken by this President include:

1. Creating Councils in each of the specialization areas represented by a member of the Board. These councils will help to develop an exciting, broad based conference program for next fall.
2. Appointing more than 60 individuals to Board positions, councils, and committees. Many of these individuals will be serving the Association in an official capacity for the first time.
3. Appointing a Structure and Function Review Committee chaired by Barb Passmore. This committee began its work during the 1996 Conference. It has been charged with the responsibility to recommend changes in our constitution and by-laws which will be approved at the 1997 Conference.
4. Appointing an Advocacy Committee chaired by Genie Scott. This committee began its work during the conference by composing a series of letters to support physical education in the Indianapolis Public Schools.
5. Developing a Directory of Officers, Board Members, Council Members, and Committee Members. The Directory also includes a specific charge to each of the committees.
6. Developing Conference Management Guidelines that outline the responsibilities of the Conference Manager, President, Past President, Vice President of Operations, Vice President of Programs and Executive Director in the conference planning process.

1997 Theme. The theme that I have chosen for 1997 is "Touching the Future." The children and young adults that we teach each day are the future of our country as well as our profession and our association. We will be exploring ways in which we can help our members "Touch the Future" in positive ways.

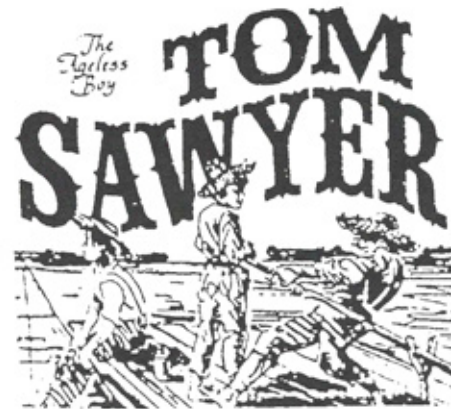
Some Closing Thoughts. I believe that the members make this Association strong and that members need to be actively involved in the Association. My first goal has been to increase the number of opportunities for individuals to serve the Association. As stated above, more than sixty people have been appointed to serve in various positions within the Association. I am still looking for individuals to serve. If you would like an opportunity to serve your professional association, please contact me.

One of the problems that we have (not unlike other state professional associations) is a low membership rate for professionals within the state. In order to gain strength we must look at ways to maintain current members as well as ways to increase the number of members (both professional and student). If we are to truly represent Health Educators, Physical Educators, Recreators and Dancers in the state of Indiana, a larger percentage of active professionals within the state must be convinced that IAHPERD is an organization worthy of their membership.

During 1997 it is my hope that more of you will get involved — volunteer for a committee, recruit new members, attend the 1997 Conference in Indianapolis, present a program at the Conference, write a short article for the Indiana Journal, do something that will "Touch the Future" of professionals in Indiana.

# NOTIONS From YOUR EDITOR. . .

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Recently, I received a letter from an angry elementary physical educator, who has been in the 'trenches' for nearly twenty-five years. She informed me that her school corporation, faced with a major financial crisis, decide to reduce the elementary and middle school physical education staff by 50 percent, increase the teaching loads of the remaining teachers to 14 classes per day or 70 per week, and reduce the K-3 classes to 15 minutes once a week for the next academic year.

This scenario is not a particularly unusual set of circumstances. It is not uncommon when school corporations experience financial strain to reduce instructional staff in the non core areas (i.e., art, health, home economics, industrial arts, music, and physical education). Yet, in many similar circumstances the *extra curricular* programs, in particular *athletics*, were not touched at all by the corporations. American society has an interesting love, hate relationship with sport. It gives lip service to the importance of *academics*, while at the same time displays actions that clearly show the importance of sport.

Who is a fault? It is not merely a community's problem. It is a national problem permeating all levels of government. We, you and I, are at fault because, we let it happen!!! We rationalize by saying, "this isn't unusual, it is happening all over the Nation, why shouldn't it happen here?" But if our professions are to survive into the 21st Century, we need leaders at the local through the national levels that can *illuminate a vision, excite the collective professions, and educate the legislative and school leaders of the*

*importance of our collective professions.*

Peter Drucker once said — " 'Leadership' is a word on everyone's lips. The young attack it regularly and the old grow wistful for it. Parents have lost it and police seek it. Experts claim it and artists spurn it, while scholars want it. Philosophers reconcile it with liberty and theologians demonstrate its compatibility with conscience. If bureaucrats pretend they have it, politicians wish they did. Everybody agrees that there is less of it today than there used to be."

Our profession has had many strong leaders (visionaries) including, but not limited to: Edward Hitchcock, Dudley Sargent, William Anderson, Luther Gulick, Delphine Hanna, Stanley Hall, John Tyler, Thomas Wood, Clark Herrington, James McCurdy, Walter Truslow, Jesse Fiering Williams, George Williams, R. Tait McKenzie, Eleanor Metheny, Jay B. Nash, Charles McCoy, Mabel Lee, Elmer Mitchell, Margaret H. Doubler, and Arthur Steinhaus. These men and women were leaders with a vision, who fought long and hard to develop American Physical Education. Who were leaders of the seventies and eighties? Who are the leaders nineties? Does anyone stand out like the visionaries of the past? Who will be the visionaries of the 21st Century? When will the 'baby boomer' generation provide strong leadership in our collective professions?

Today, unfortunately, no clear understanding exists to what distinguishes leaders from non leaders, and perhaps more important, what distin-

guishes effective leaders from ineffective leaders — like love, leadership continues to be something everyone knows exists but nobody can define it.

Strong leadership is an anathema to a participatory democracy that our society enjoys today. The whole idea is that our democratic society itself creates a strong, viable society, and that has been our history. We don't need strong leaders, and we have not attracted strong leaders, except in times of crisis, when we chose Washington, Lincoln, FDR, and Truman. While in between, we choose what's-his-name.

The Alliance and our collective professions are in the deepest crisis of their existence. In order to regain what we have lost over the past three decades we need leaders. Leaders, as Tom Peters suggests, "who commit people to action, convert followers into leaders, and transform leaders into agents of change." Leaders who move the Alliance and the collective professions from current to future states, create visions of potential opportunities for the Alliance and the collective professions, instill within colleagues a commitment to change, and encourage the development of new strategies that will mobilize and focus energy and resources to build new dynamic paradigms. Leaders who can effectively communicate their visions to their colleagues in such a way that it excites them to action.

The major problem that the Alliance has is, that it is no different than many other organizations, especially the ones that are failing, it tends to be over-managed and underled. It excels in the ability to handle the daily rou-



tine, yet never questions whether the routine should be done at all. It fails to be customer-oriented and user friendly.

There is a profound difference between the management and leadership, and both are important in an organization. Management means to bring about, to accomplish, to have charge of or responsibility for. Whereas leadership is influencing, guiding in a direction, course, action or opinion. The distinction, colleagues, is crucial. It has been said by many that *managers* are people who do things right, and *leaders* are people who do the right thing.

In closing, it is painfully obvious to me that our collective professions need *leaders* not *managers* to bring us out of a death threatening crisis and into the 21st Century. We need leaders with an agenda, and unparalleled concern with accomplish from committed people, a willingness to take risks, and an interdependence through a 'common stake' in the collective professions which leads to relationships of trust and respect. These leaders must be result- and customer-oriented

individuals because results get attention and satisfied customers are your best promoters. Their visions must be compelling, exciting, and challenging. Leaders are created by followers. The leaders' intensity coupled with commitment must be magnetic. These leaders will not have to coerce others to pay attention, their intensity and commitment will draw their colleagues to them.

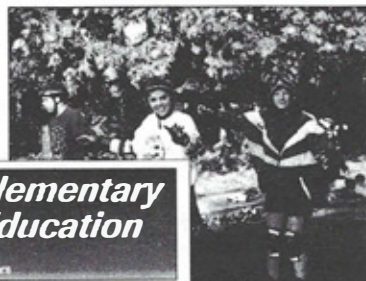
Can the 'baby boomer' generation provide such needed leadership? Or will we have to wait for "Generation X"? The collective professions' biological clock are running, can we afford to wait for another Hitchcock, Sargent, Lee or Steinhaus to be reincarnated? What kind of leader do our collective professions need at this time of crisis?

There are four things needed for an organization or profession to prosper, 1) a product, service or concept; 2) people who have resources and commitment; 3) people willing to share their resources and commitment with the organization and profession; and 4) leadership that recognizes the im-

portance of customer-orientation concept. Our collective professions and the Alliance have products, services, and concepts worthy to draw people with resources and commitment into the fold, but we have failed to bring them simply and inexpensively to the people with the needs and resources to use them. The Alliance has forgotten its customers and their needs as it has grown large, bureaucratic, and ineffective. The Alliance and its districts need leadership that recognizes the importance of customers and can develop a marketing strategy that will meet the needs and wants of the customer. The Alliance and its districts must be more responsive to the customer needs. The future leadership of the Alliance needs to (1) break the old business as usual paradigm and become customer-oriented, (2) restructure the districts so that they mirror the Alliance's organizational structure, and (3) encourage the states to adopt similar structures as those in the Alliance, if it is to survive that competitive marketplace of the 21st Century.

## Stay on top of your profession

**Teaching Secondary Physical Education**  
The independent voice of secondary physical educators  
Volume 2 • Issue 1 • January 1996



**Teaching Elementary Physical Education**  
The independent voice of elementary physical educators  
Volume 2 • Issue 1 • January 1996



Includes a special section on  
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Look to *Teaching Elementary Physical Education (TEPE)* and *Teaching Secondary Physical Education (TSPE)* for practical news and information that will keep you on the cutting edge of your profession! Both journals have a new look for 1996, but they're still written in an easy-to-read style and they still focus on topics that are important to elementary and secondary physical educators:

- Advocacy activities
- Fitness and fitness testing
- Class management and discipline
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- Assessment
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# State of the Profession

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## FUTURE CHANGES IN STATE TEACHER PREPARATION STANDARDS 'THE NEXT STEP'

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The draft standards for health education and physical education have been distributed and regional focus groups will soon provide input into the document developed last year by the advisory committee. These standards and sub standards will be scrutinized and polished by the groups, then sent to the Indiana Professional Standards Board for final review.

The next step in the process will be to ascertain appropriate assessment techniques for the approved standards when evaluating pre professional health education and physical education teachers. The final component for this pre professional section will entail decisions of licensure available in each subject matter. The proposed date of implementation is still unknown, but a window of four years appears to be the best "guesstimate", 1998-2002.

Below is a list of the draft standards and examples of sub standards. Because the advisory committee's charge was to develop standards for both health education and physical education, the reader will find eight standards (2-9) which apply to training educators in both areas. Only in Standard One, regarded as the content standard, is the subject matter of health education and physical education separated.

Under each standard the reader will find example sub standards classified in three categories: Knowledge, Disposition and Performance. This format is in keeping with the Indiana Professional Standards Board intent of adopting "performance-based standards, that is, standards articulating what beginning educators would know and be able to do, ..." The knowledge sub standards demonstrate the subject matter the beginning teacher is required to know and understand. The disposition sub standards refer to attitudes and beliefs which underlie the professional practice. And the performance sub standards describe outcomes expected from the beginning teacher.

As the reader previews this material or provides feedback in a focus group, it should be remembered that these standards articulate the knowledge and practice necessary for teaching

health education and physical education at all developmental levels.

### **STANDARD #1A: CONTENT STANDARD FOR HEALTH EDUCATION**

**The teacher understands the content areas of health education, and the tools of inquiry and skills related to the development of a health literate person.**

The Teacher: Examples

Knowledge: has knowledge of the ten content areas of health education.

Disposition: believes health education is essential for developing health literacy.

Performance: designs and implements learning experiences that motivate students' to adopt and maintain health-enhancing behaviors throughout their lifetime.

### **STANDARD #1B: CONTENT STANDARD FOR PHYSICAL EDUCATION**

**The teacher understands the content and concepts of physical education and the tools of inquiry related to the development of a physical educated person.**

The Teacher: Examples

Knowledge: knows concepts and strategies related to physical education and fitness for all learners.

Disposition: believes participation in regular physical activity and fitness are essential to the health and well-being of individuals.

Performance: applies concepts and principles of the discipline to skillful movement, physical activity and fitness.

### **STANDARD #2: GROWTH AND DEVELOPMENT**

**The teacher understands how individuals learn**

**and develop, and provides opportunities that support development in the physical, cognitive, social, moral and affective domains.**

The Teacher: Examples

Knowledge: understands how learners grow and develop, acquire health behaviors, become physical fit, build knowledge, and acquire skills.

Disposition: appreciates and promotes positive health behaviors in the growth and development of learners.

Performance: assesses individual and group performance in order to design safe instruction that meets learners' needs in cognitive, social, emotional, moral, and physical domains.

### **STANDARD #3: INSTRUCTIONAL STRATEGIES**

**The teacher plans and implements a variety of development appropriate instructional strategies based upon the curriculum goals in order to develop learners' critical thinking, problem solving, and performance skills.**

The Teacher: Examples

Knowledge: knows how to integrate a comprehensive school health program into the total school environment.

Disposition: values short and long term planning to reach instructional goals.

Performance: selects teaching resources and curriculum materials that are comprehensive, accurate, and relevant.

### **STANDARD #4: COMMUNICATION**

**The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration and engagement in the learning process.**

The Teacher: Examples

Knowledge: knows how ethnic, cultural, economic, ability, gender, and environmental differences can affect communication.

Disposition: appreciates the cultural dimensions of communication and seeks to foster sensitive interactions with and among learners.

Performance: uses multimedia communication tools.

### **STANDARD #5: MANAGEMENT AND MOTIVATION**

**The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

The Teacher: Examples

Knowledge: knows strategies and techniques which develop positive behavior changes in learners.

Disposition: believes in the continuous development of individual student's abilities.

Performance: uses strategies to promote mutual respect, support safety, and cooperative participation.

### **STANDARD #6: DIVERSE LEARNERS**

**The teacher understands how individuals differ in their approaches to learning and creates appropriate instruction adapted for diverse learners.**

The Teacher: Examples

Knowledge: has knowledge of cultural and community diversity and knows how to incorporate student experiences and cultures, and community resources into instruction.

Disposition: believes that all learners can achieve, develop motor skills, feel successful, and enjoy healthy lifestyles.

Performance: provides a supervised learning experience in the least restrictive environment.

### **STANDARD #7: ASSESSMENT**

**The teacher understands and uses formal, informal and authentic assessment strategies to evaluate and ensure the learner's physical, cognitive, social and emotional development.**

The Teacher: Examples

Knowledge: has knowledge of the use of assessment as an integral part of curriculum and instruction.

Disposition: recognizes that a variety of assessment strategies are necessary to monitor and promote student learning.

Performance: monitors and modifies his/her own teaching strategies and behaviors in relation to student success.

### **STANDARD #8: REFLECTION**

**The teacher is a reflective practitioner who seeks opportunities for professional growth and evaluates the effects of his/her actions on, learners, parents/guardians, and other professionals.**

The Teacher: Examples

Knowledge: understands methods of inquiry and a variety of self-assessment and problem solving activities for reflecting on instruction and their influences on growth and learning.

Disposition: is committed to ongoing self-reflection, assessment and learning.

Performance: revises practice based on self-reflection and observation in learners.

### **STANDARD #9: COLLABORATION**

**The teacher fosters relationships with colleagues, parents/guardians, and community agencies to support the learners' growth and well-being.**

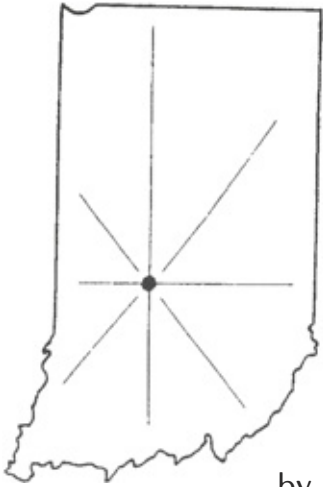
The Teacher: Examples

Knowledge: understands why and how to interact with colleagues in order to develop strategies for meeting the needs of all learners.

Disposition: values collaborating with others, including special education and related services staff.

Performance: participates in collegial activities which promote a productive learning environment.





# State of the State

by Barb Ettl

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

## Grant Information/Programs

Periodically, I receive information on available grant sources. Listed below are two pieces, one if for actual grants and the other is to identify grant sources. CHAMPS grants are supported by the IDOE. Other sources are not endorsed and are being passed to you for your information.

### 1. CHAMPS, "Champions in Life"

Grant program is offered by the Indiana Sports Corporation. The purpose is to provide undeserved youth the opportunity to participate in quality sports-related activities which teach life skills. Grants range from \$1,000 to \$5,000. Applications must be postmarked on or before January 24, 1997.

Eligibility — agencies/organizations (yes, schools) located within the following counties:  
Allen, Boone, Elkhart, Grant, Hamilton, Hancock, Hendricks, Howard, Johnson, Lake, Marion, Morgan, Noble, Shelby and Vigo

Contact: Shelley Hunter or Becky Peterson at the Indiana Sports Corporation (317) 237-5000 for more information.

### 2. Research Grant Guides, Inc. offers the following directories:

#### Building and Equipment Grants

from 600 foundations. The grant is for building, equipment, or renovation grants. Cost: \$57.50.

#### 750 Foundations Awarding Health Grants

from 750 foundations. Cost: \$55.50

Contact: Research Grant Guides, Inc.  
P.O. Box 1214  
Loxahatchee, FL 33470  
407-795-6129  
407-795-7794 Fax

## "NEAT STUFF"

### 1. Kids On The Move 1-49 Meaningful and Fun Activities for Everyone

Developed by the Department of Education, the purpose of this awareness brochure is for teachers/schools to place their logo on the front and send home to parents. Helpful hints for usage of the brochure:

- use it for back-to-school night or open house
- use as a homework checklist so kids can receive extra physical education credit, or to earn privileges such as checking out a piece of P.E. equipment for the weekend
- select 3, 5 or 10 seasonal items for "Activities of the Month." Students earn the privilege of eating lunch with you (or your idea) as long as it isn't food. Remember we are about healthy life-style education!

Contact: me, at 317-232-9112 for a free copy. (these were mailed to all superintendents in Indiana this Fall)

### 2. Eating for Peak Performance - Sports Nutrition Tips for the Athlete.

This brochure addresses the training table, snack hints, eating at all-day events, fluids, day-to-day nutrition guidelines, sample training table menus, and high performance fast food finds. Contact: Dairy and Nutritional Council, Inc.

9360 Castlegate Drive  
Indianapolis, IN 46256  
317-842-3060

-or-

61033 U.S. 31 South  
South Bend, IN 46614  
219-299-8040

### 3. Get In The Game.

Poster commemorating the 11th Annual National Girls and Women in Sports Day which is February 6, 1997. The reverse side of the poster has a quiz, quotes, activities, and a did you know section all would be helpful in planning your school's activities surrounding the day.

Contact: Shelley Hunter or Becky Peterson at the Indiana Sports Corporation (317) 237-5000 for more information.

### 2. Research Grant Guides, Inc. offers the following directories:

#### Building and Equipment Grants

from 600 foundations. The grant is for building, equipment, or renovation grants. Cost: \$57.50.

#### 750 Foundations Awarding Health Grants

from 750 foundations. Cost: \$59.50

#### Grants for Organizations Serving People with Disabilities

847 foundation profiles. Cost: \$55.50

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## UPCOMING DATES



The following events are small ways that you can have a big impact on increasing your school's, and community's awareness of the importance of health education, physical education, and the development of a lifelong healthy life-style. For ideas on how to celebrate the event contact me at: 317-232-9112.

**National Sportmanship Day** - March 4, 1997

**World Health Day** - April 7, 1997

**Project ACES** (All Children Exercising Simultaneously) - May 7, 1997

**KUDO'S TO THE FOLLOWING "WINNERS"**

According to my records, the following schools are to be applauded for participating in Project ACES for three or more years in the past 5 years (since 1992). If your school does not appear on the list and you have participated, please call me at 317-232-9112. If you participate in ACES please remember to send me your numbers so that we can report Indiana's numbers accurately.

**5 YEAR PARTICIPANT**

Central Elementary, Lebanon  
New Washington Elementary, New Washington

**4 YEAR PARTICIPANT**

Rhodes Elementary, Indianapolis

**3 YEAR PARTICIPANT**

Columbia Middle, Logansport  
Otterbein Elementary, Otterbein  
Riverside Elementary, Jeffersonville  
Elnora Elementary, Elnora  
Covington Elementary, Covington  
Mohawk Trails Elementary, Carmel  
Corydon Elementary, Corydon  
Seymour-Redding Elementary, Seymour  
Claypool Elementary, Claypool  
Prairie Heights Community Corp., LaGrange  
Kingsford Heights Elementary, Kingsford Heights  
Greenbriar Elementary, Anderson  
Skiles Test Elementary, Indianapolis  
Greenbriar Elementary, Indianapolis  
Morocco Elementary, Morocco  
Spencer Elementary, Spencer  
Batesville Middle, Batesville  
Batesville Primary, Batesville  
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Article!



## Part 2

# Preservice Elementary Education Majors Beliefs about Their Elementary Physical Education Classes

Penelope Portman  
School of Physical Education  
Ball State University  
(317) 285-8697

*This is the second in a three part series.  
The remaining part will appear in the Spring 1997 Journal*

### Abstract

Much as we might desire, elementary education majors do not enter our physical education methods courses as "Tabula Rosa" (blank states). They enter teacher education programs thinking they know about teaching and teachers. How students think about teaching physical education influences the knowledge they receive about it. The purpose of this study is to examine the recollections of 392 preservice elementary education (el. ed.) majors about their elementary school physical education experience prior to taking a required Physical Education in Elementary Schools course. Students completed a questionnaire containing background data (e.g., year in school, parents residence, whether rural, urban, or suburban) and 4 open-ended questions on their elementary physical education program. The objective information was tallied, while the open-ended questions were coded and arranged into three themes "P.E. was fun when...", "P.E. was not fun when...", and "The teacher should help us." Findings support literature that two largest contributors to students' liking or disliking physical education are the curriculum and the teacher. Learning about beliefs in advance should help the physical education teacher educator (PETE) understand the students beliefs and experiences in advance and design a course which both complements and challenges their views about elementary physical education.

How teachers learn to teach is influenced by all kinds of socialization that initially influences people to enter the field of teaching and is later responsible for their beliefs and actions as teachers. Three phrases of socialization recognized in literature are recruitment, professional, and organizational (Lawson, 1993, 1986). Recruitment is widely recognized as the time before which students enter the university. Lortie (1975) called this period the "apprenticeship of observation," proposing that the many years of observing and interacting with teachers during ones 12+ years of schooling had an impact on the

perceptions of what teachers do and how teachers teach.

The professional phase occurs while at the university. Zeichner and Gore (1990) identified three components that influence socialization during this phase: general education courses outside the field of education, methods and foundations courses, and field experiences. In physical education, Lawson (1983) described professional socialization as the process by which "teachers acquire and maintain the values, sensitivities, skills, and knowledge that are deemed ideal for teaching physical education" (p.4).

How much influence undergraduate teacher preparation courses have on preservice teachers seems to be determined by how closely the ideas presented match the students preconceived views. Graber (1989) introduced the word "studentship" to describe "the means by which students react to the training program environment, enabling them to acquire skills they believe are important while ignoring those which they believe to be irrelevant or dysfunctional" (p.66). Doolittle, Dodds, & Placek (1993) examined the belief systems of three preservice physical education majors at various levels of their preparation pro-

gram. They reported that strong, but different beliefs were held by all students and these beliefs changed little during the program. Whether those whose primary teaching assignment is within the classroom are as resistant to new ideas physical education are as physical education majors is the focus of this study. This study examined whether beliefs about the content and methods of elementary physical education (EPE) changed after elementary education majors took a required Physical Education in the Schools (EPE 491) 2 credit course.

Organizational socialization, the third type of socialization, refers to the time of employment after graduation. The focus of the third paper in this series centers on whether the views of the elementary education students have changed about the purpose of physical education after graduating.

### Methods

EPE 491 is a 2 credit hour course designed to introduce elementary education majors to developmentally appropriate content and methods of EPE. Approximately 40% of the course introduces students to movement concepts, skill themes, educational dance and gymnastics, and a developmental approach to teaching games. Another 40% is spent on pedagogical skills for teaching the content (i.e., management, time on task, high success rates, corrective feedback, cues). Finally the students have two teaching experiences. Partners prepare and teach a lesson to their peers prior to teaching a different lesson to children at the laboratory school on campus.

Students enrolled in 20 sections of EPE 491 over 5 semesters (1992-1994) were asked to complete a questionnaire on the last day of the EPE 491 course. Participation was voluntary. In total 329 students completed the questionnaire. Of these students, 318 were female. Ninety two percent were in their third or fourth year at Ball State.

The questionnaire had three sections. First, students were asked to recall what they thought was the curriculum, role of the teacher, purpose of assessment, and the importance of competition from their own elementary physical education experience. Second, students were asked to describe their current views on each of the above areas. Finally,

students ranked on a 5 point Likert scale (1 = not at all and 5 = totally changed) whether their views about EPE had changed now that the EPE 491 course had been completed.

The responses to each question and subsections were typed on separate papers. Information under each category and across topics were grouped by similar responses and dissimilar responses were noted. All of the information was cross checked for commonality and other topic areas which were mentioned by students were included. The results of the Likert scales were averaged.

### Results

Based on the Likert scale results, 96% of the students indicated their views about EPE had changed greatly or totally since the beginning of EPE 491 ( $m = 4.67$ ). As one student expressed:

I feel my views have changed because it seems like the way PE is taught has changed. By asking the students to work within themselves and not doing competition there is more skill and ability learned rather than forced out through playing games. My views have changed very dramatically and I'm glad I was able to have my attitudes changed.

Of those who reported no change or little change in their perceptions of EPE, reasons like "I had a great EPE program" or "I thought this way already" were cited.

More areas than the original 4 were noted by the students. These included content of EPE, fun/success, developmentally appropriate curriculum, role of the teacher, and assessment. Each of the noted areas will be discussed.

### Content

Students cited more examples of how their beliefs about the contents had changed from a competitive team games remembrance (largely negative) to a more extensive, less comparison-based, safer, skill designed curriculum than in any other area. Some of their comments include:

- The curriculum is not more skill based.
- I always thought the PE teacher taught the way they did because they had to. I now see that they can change activities so that everyone is included.
- I learned how dangerous and inappropriate there were many games unsuitable for PE
- We were taught a lot of really fun

games in this class.

- We never played games like than when I was in elementary school. I hated PE then and now I have learned many ways it can be fun for children who are nervous about their PE class.

### Fun/Success

All students agreed that physical education class was more fun if they were successful. Fun and success was associated with fairness and a sensitivity to all children in the class. Here are what some of the students said:

- I understand now that activities can be fun without being competitive or dangerous, with everyone involved and staying involved with the activity.
- I realize now that it must really hurt students' self-confidence when they are always picked last, hit first in bombardment, or couldn't climb a rope.
- I never knew that there is so much you can do with kids and allow them to have fun.
- I used to think of PE as free time during the school day; now it seems more structured or at least should be, resulting in better success in playing games and physical fitness.

### Developmentally Appropriate Curriculum

In that the program these students recalled was largely tradition games playing and folk/square dance (Portman, 1996), the notion of a curriculum which changed each year and/or was designed to address the needs of the children was exciting to the elementary education majors. They indicated this when saying:

- I now realize that PE is a developmentally appropriate subject that must be taught in sequence. I realize children are learning more than just how to play the game (cooperating, how to express one's self, fitness of own body).
- EPE is improving. Activities are becoming more child-centered and enjoyable for the students.
- There is a lot to be learned in a physical education class. It is an important part of a child's development.
- I see how physical education can be made better through teaching skills, not just letting the students play and those who get it do well. I have some really creative ideas for teaching and many new activities. I know that



skills need to be taught, they are not just acquired.

### The role of the teacher

Recalling the teacher's role when they were in EPE, the teacher was a disciplinarian, had class favorites, and refereed games. After the EPE 491 class, the students considered the role of the teacher to provide opportunities for all to participate, to treat all fairly, to lessen competition, and to offer activities where in all could be successful. Listen to what some students said:

- Competition should be taken out of class as much as possible. The teacher plays a very big role in the education of children in the PE classroom. They aren't just there to monitor students.
- I am pleased to know there are ways the teacher can help students to develop a mature pattern and play a more active role in the learning process of the student.
- I hope all teachers are teaching the way we've been taught, stressing movement concepts and skill themes rather than performance and winning.
- I realize the PE teacher has a lot of responsibility. Before I thought it would be all fun and games to be a PE teacher.
- The teacher has a bigger role than I realized. They have to get the kids involved and offer information so the kids can learn. The teacher should focus on those who need help as well as praise those who do well.
- Through this class it has become apparent that PE has clear goals and objectives. Each child has the potential to succeed at any activity. I know my role will be more complex than the role my own teacher played.

### Assessment

Assessment as the students recalled were twofold: fitness testing and skill testing. Many remembered performance on the assessment measures as closely related to the grade they received. That is those who did well got higher grades. Discussing assessment and grading as different was a new concept taught during EPE 491. Some of the students responses were:

- I did not realize that gym assessment could be used on anything other than physical skills.
- I believe students need to be held accountable for their grades and that the curriculum should be filled with

activities that are related to particular skill development.

- I see new ways to assess. I would not feel bad about grading on ability if I had taught the skill.
- I've learned grading can be based on other things besides how well children do their (motor) skills.
- Assessing the students is good because it bets the students and parent to know of the strengths and weaknesses.
- Skill testing should be based on a child's ability or effort, not what the best child can do.

### Discussion

The students in this study participated in a one semester two credit course on EPE methods and content. This course is one of several method and foundation courses which they take while learning to be teachers. It would appear from this study that the views about elementary physical (content and methods) held by elementary education majors change drastically within one semester. That views change as quickly is not supported in professional socialization literature (Doolittle et al., 1993; Graber, 1989; Lawson, 1986). One explanation might be that the EPE experiences of elementary education majors were largely negative making them more receptive to change (Portman, 1996). Another explanation could be that elementary education majors, considering themselves less likely to teach EPE or coach any sport, were less invested in perpetrating a traditional model of physical education. Regardless of the reasons, it would appear that elementary education majors graduating from our program understand the importance of physical education and the components of a good elementary physical education program. Hopefully this new founded knowledge will not disappear as the students graduate and enter into the world of teaching.

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# Catherine Wolf Conference Scholarship Winners

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Each year the Association awards one student from each Indiana college or university with a scholarship to attend the state conference. Each institute determines its own scholarship winner based on college activities, leadership in HPERD activities and a philosophy statement. The 1996 Catherine Wolf Conference Scholarship winners are:



*L to R: Kimberly White, Tracy Horrell, Cathy Combs, President Steiger, Heather Clawson, and Rod Lone.*

Michael A. Brouwer	Franklin College Secondary Education/Physical Education
Heather Clawson	Ball State University Physical Education
Cathy C. Combs	Vincennes University Outdoor Recreation Management
Shane Crabtree	Indiana University Purdue University Indianapolis Physical Education
Kimberlee A. Dodson	Indiana Wesleyan University Athletic Training
Tracy W. Horrell	Anderson University Health Education
Kris Howell	DePauw University Physical Performance (Sports Science)
Rodney Lone	Manchester College Physical Education/Health & Safety
Lisa Maass	Taylor University Physical Education and Athletic Training
Craig Sloan	Huntington College Physical Education
Kimberly White	Indiana State University Physical Education

# Jean Lee/Jeff Marvin Collegiate Scholarships

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Each year IAHPERD awards two \$800 scholarships to college students who are majoring in one of our disciplines at an Indiana college or university. Awards are based on participation in collegiate activities, professional competencies, potential as a professional, grade point average and need.



## Mark Skinner

Mark will be a senior at Manchester College majoring in Physical Education. During his sophomore year he was selected as an Academic-All America. He was also involved with Fellowship of Christian Athletes and served as president for a year.

During his first two college years, he played basketball and then went on to be a girl's JV coach in Ohio as well as a seventh grade boy's coach in Manchester.

While looking forward to graduation, Mark plans to teach Physical Education and Mathematics as well as to continue coaching. His personal philosophy consists of instilling in each individual the belief and motivation to always give 100% so students can control the decisions they make in their lives.



## Kimberly S. White

Kim is a senior at Indiana State University majoring in Physical Education. She has been in a number of activities while in college including Delta Psi Kappa, Intramural Basketball, dance proctor, Dean's list, Le Club, and Student Speech Language and Hearing Association. In addition, she is a certified scuba diver.

She participated in coed Church softball and volleyball and was Junior Varsity Girl's Basketball coach.

Kim plans to earn a master's degree in Physical Education and then to work as an Elementary Physical Education teacher before returning to school to earn a Ph.D. Her philosophy revolves around helping students learn to develop good character through participation in physical activity as well as helping them learn skills for a lifetime.

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# High School Scholarship Winners

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Each year the Association awards two \$500 scholarships to graduating seniors who are planning to major in one of our disciplines at an Indiana college or university. These competitive scholarships are based on scholarship, activities and need.



## Brian M. Miller

Brian is a 1996 graduate of Crawfordsville High School in Crawfordsville, IN where he was in the upper five percent of his class. He was described as being an outstanding role model both in the classroom and on the athletic field.

While in high school, Brian was active in basketball, swimming, and football as well as participating in FCA, Youth to Youth, National Honor Society, and PRIDE.

Brian plans to attend DePauw University to pursue a career in Physical Education as a teacher and, possibly, to coach.



## Denise C. Newland

Denise is a 1996 graduate of Decatur Central High School in Indianapolis, IN where she was in the upper ten percent of her class. She is described as very positive and outgoing with strong leadership skills. As a cadet teacher she proved herself to be compassionate and caring, an excellent role model.

During her high school career Denise was active in Student Council, the school's weekly cable show, held class office and served her school on numerous committees.

Denise plans to attend Indiana State University to study Recreation Program Management. With this training she would like to organize and direct activities for the public at parks, community centers, and recreation areas.

# STRATEGIES

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# Elementary Physical Education Teacher of the Year

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## Janet Miller

Jan has taught in the Fayette County School Corporation since 1977. She has held many positions in addition to teaching elementary physical education. Some of these include intramural director, Fayette County PAN AM GAMES, curriculum adoption committee and student council sponsor.

For IAHPERD, Jan serves as Region 4 chair. Recently she served as hostess for a Region 4 sponsored workshop for usable teaching ideas with inclusion/mainstream students.

Each year she teaches the "Inflatable Planetarium" for the school corporation. This program was developed to teach astronomy-Native American legends, Greek interpretation, deep night sky identification-to elementary children. It also incorporates geography and health/human cell formation.

Jan served as organizer and chair of the Fayette County PAN AM GAMES Mini-Marathon. In 1996 this became the Fayette County Olympics for all students

in the county in grades one through six and included a Mini-Marathon with 357 students participating.

# Middle School Physical Education Teacher of the Year

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## Charlene L. Wilson

Charlene is currently teaching at Wainwright Middle School in Lafayette. She has also served as IAHPERD Physical Education Director for Middle Schools, sponsored and organized a State Fitness Workshop at her school and served on various curriculum committees for the school corporation.

As professional involvement is crucial for a teacher to stay current, Charlene attends and provides presentations for the state IAHPERD conferences. She has also worked with the Department of Education to host technology workshops. She is also very involved with potential teachers, working with students from Purdue, Indiana State and Ball State.

During the twenty seven years Charlene has been at Wainwright, her principal has rated her performance as exemplary in four areas: interaction with students that demonstrates commitment toward student learning, relationships with coworkers, success in working with parents, and her efforts toward professional improvement.

*Share your games  
in the next issue!*

# Health Educator of the Year

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## Cathy Huntsinger

Cathy has worked at Frankton Jr/Sr High School for 22 years. In addition to teaching health and physical education, she teaches driver education, coaches and gives swim lessons.

Currently she serves as secretary for IAHPERD. She is also Regional Chairperson and has on numerous committees within IAHPERD, including the Indiana Statewide Youth Fitness Festival, Physical Education Advisory Task Force and designed the bumper sticker "Exercise Your Right To Be Healthy" used by IAHPERD. In 1993 Cathy was selected by IAHPERD as its Secondary Physical Educator of the Year.

She has been instrumental in expanding the Health curriculum when many schools are cutting theirs. A Body Maintenance class, Anatomy and Kinesiology and a touch of Sports Medicine is taught.

Cathy uses a variety of teaching methods within her classroom. Her room is always decorated whether for the season or for the teaching unit. Many of the activities are geared toward making students more sensitive and caring citizens. Using community resources is an important part of her curriculum. On a given day, an ambulance may arrive for disaster day to work on first aid skills. Another time students illustrate grocery sacks for drug awareness week.

Many activities are also organized with the faculty and parents in mind. These might include Activity Night, health information, intramurals, or activities teachers do for specific events to encourage students to participate.

# Dance Educator of the Year

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## Barbara Cochran

Barb has been at Vincennes University for six years. During that time, she established an associate's degree in Physical Education/Dance Education. She teaches many varied dance classes and produces a dance concert every other year, sharing choreography duties with their students.

Within IAHPERD Barb has been active as the Dance Area Coordinator, arranging dance sessions and the dance gala as well as presenting sessions in the dance area. She has also written dance articles for the IAHPERD Journal. In 1992, she choreographed and presented a dance for the Dance Showcase at the AAHPERD National Convention.

As a dance educator, Barb is firm in her belief and instructional approach that dance education must be student centered. She engrosses students in a variety of techniques, styles and viewpoints, allowing them to experience each to a degree necessary to form their own views.

Barb works closely with educators and individuals interested in dance in the community. She provides leadership, instruction, choreography and performs through a variety of groups including home-school, the public library, churches and university-community events.

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# IAHPERD Leadership Awards

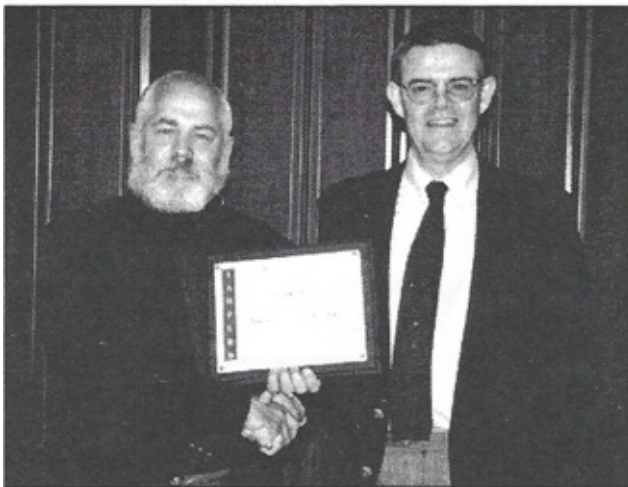
## Norma Jean Johnson

Norma Jean presently serves as Assistant Chair, Department of Kinesiology at Indiana University. She has served in various capacities at the university, both in the School of HPER and the Department of Physical Education.

Within the profession, she has served as President for both IAHPERD and Midwest AAHPERD. In both those areas, she was on several committees. Her expertise in management saw a positive turnaround in finances for the Midwest conference in the 1980's. NAGWS awarded her the Honor Fellow Award and in 1991 she received the President's Recognition Award from the Midwest in 1991.

Norma Jean has given fifty-two presentations at workshops and/or clinics on the local, state, district, and national levels.

Special in her leadership history is the pioneering effort she displayed in the implementation of the Indiana Governor's Fitness Council. She was on the "charter" board and through her diligence and perseverance that organization began to grow. Norma Jean's work on the state proficiencies added performance-based outcomes to the area of Physical Education and Health.



## Tom Sawyer

Tom has been a professor of Recreation and Sport Management/Physical Education with Indiana State University for twelve years. He is the coordinator of the Sport Management Programs and President of Indiana Center for Sport Education, Inc.

Professionally, Tom is very active. He has served IAHPERD as its President and continues to be Journal/Newsletter Editor and Publications and Membership Coordinator. Within the Midwest, he has been a section chair and chaired the Grants and Projects Committee. Currently he is AAHPERD chair for the Council for Facilities and Equipment. More than twenty years has been spent in health and safety services for the American Red Cross in various capacities.

IAHPERD awarded Tom both the Honor Award in 1989 and the Mover and Shaker Award in 1992, just two of the many awards he has been given throughout his academic career. Over seventy publications have been made in various HPERD Journals, as well as numerous

articles relating to the Indiana "PACE" statewide coaching education project. He has also helped to write or revise curriculum at several different institutions.

Tom has been very prolific in his presentations at Conferences and for various organizations. These have been on many different topics and have been presented nationwide.

Throughout his career he has received grants dealing with coaching, computers, aging and fitness. Tom continues to be a consultant in the areas of coaching education, facilities, risk management, sport and fitness.

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## Reliability Revisited: Making Your Numbers Good

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Teachers make measurements of students in various ways almost every day. Although the newly published National Association for Sport and Physical Education national standards (NASPE, 1995) suggest and identify a variety of methods for assessing student learning and progress in Physical Education, Physical Educators will continue to test motor skills, give written tests, and make various fitness measures. Measurement has many purposes (e.g., motivation, diagnosis and prescription, program evaluation, classification), and the data that physical educators generate and diligently record may be used in a variety of ways. Of course, one of the main reasons K-12 teachers make measures and record them in their grade book or on a pad of paper is in order to compute grades. The approach in this paper is purposely limited to the process of measurement in the grading context.

At times, teachers may not make measurements in the most appropriate ways because some of the very principles of measurement have been overlooked. In particular, the issue of test reliability may often be neglected. The purpose of this article is to provide the reader a review regarding the mean-

ing of reliability and the importance of choosing reliable instruments to make measures of students for grading, or other purposes such as classification, motivation, and program evaluation.

Whenever subjects/students are measured on some attribute of interest, the score assigned to them, the OBSERVED SCORE, will be made up of two components. These are the subjects' TRUE SCORE, or true ability in regards to that attribute, and some amount of ERROR SCORE. Suppose a class of students are tested on their ability to play badminton by the administration of some kind of skill test. At the end of this skill test, some number or score for each student is recorded by the teacher. That number reflects some of the students' actual ability to play badminton, but it also has some error in it. The error may be due to the fact that they are humans: none are perfect; they all make mistakes. Someone may not perform up to their true ability because they felt tired that day, or because they weren't motivated to do their best, or for some other reason. Subject error can also work in the other direction: a subject may perform in a manner that may really be greater than or better than his/her usual capa-

bilities. Aside from subject error, perhaps the wrong score is written down for one or more students, or the performance is misjudged (for example, calling a shot "out" when in fact it was "in"). Careful procedures for administering a test and attention to detail will reduce these kinds of measurement errors to a minimum. However, error may also be due to the fact that the test was unable to accurately measure the attribute of interest (in this case, badminton skill).

From a measurement standpoint, a teacher would hope the observed score recorded for the student is composed primarily of true ability with very little error. The teacher further hopes that the error that does exist is due to subject error, not measurement error. For this reason, the teacher carefully makes the measurements and carefully records them. Most importantly, in order to insure that the numbers recorded will truly be useful, the test is carefully chosen. The test (the measurement instrument) should have certain properties, the most critical of which are validity and reliability.

### Validity in brief

Validity is the one all encompassing most desirable trait of a measuring instrument. A VALID test is one which

truly measures the attribute the teacher wants to measure. A valid volleyball skills test really does measure a person's volleyball skills. A valid written test about the history of volleyball really would measure a person's knowledge of volleyball history. Some measurement instruments are obviously valid. A stopwatch in good working order is obviously an appropriate device for assigning or recording time (when interested in running speed, for example). Skill tests and cognitive tests may not be so obviously valid. Determining validity of these kinds of tests is a logical process as well as a mathematical process (various measurement texts offer a discussion of different types of validity). With a valid test, teachers will be able to truly measure subjects/students on the attribute they are interested in (like skill ability, knowledge, or whatever). In turn, in order to be valid, a test would need the characteristic known as reliability.

### About Reliability

A large part of validity depends on the RELIABILITY of the testing instrument. An important characteristic of a reliable test is its' CONSISTENCY. For example, if someone gets some certain score on a badminton skill test taken at 10:00 am, they should get about the same score if they take the same test again at 10:15 am, assuming nothing about them or their ability undergoes a big change (i.e., they don't become too tired or hurt or anything else). But if someone gets a high score one time, a low score another time, and something in between yet another time, the test is not able to really assess a true skill level. Is the person highly skilled, moderately skilled, or low skilled? With inconsistent results, the teacher wouldn't know. In this sense, a test yielding inconsistent results would be considered unreliable, and therefore invalid. An additional topic to consider in terms of test reliability and validity is the ability of a testing or measurement instrument to distinguish or differentiate or separate people on some attribute when true differences really do exist among those people. Note these quotes from measurement ex-

perts Andrew Jackson and Margaret Safrit (underlining added for emphasis):

"Reliability depends on two basic factors: (1) reducing the variation attributable to measurement error; and (2) detecting individual differences (i.e., variation of the true scores) within the group. The reliability of an instrument, then, must be viewed in terms of its measurement error and its power to discriminate among different levels of ability with the group measured" - Baumgartner & Jackson, p. 115.

"The definition of reliability as consistency is both meaningful and appropriate; however, when reliability is estimated with in a norm-referenced framework, a more complex definition is implied. The term reliability reflects the ability of the test to detect reliable differences between examinees; . . . a norm referenced test is designed to reflect individual differences" - Safrit & Wood, pp. 159-160.

If people really do differ on something like badminton playing ability, the test given to them should show this. Better players should get a better score than players with less ability. If everyone gets the same test score, the test has not separated people and is therefore not a very good test. If it is reasonable to assume that ability differs between students, shouldn't they get different scores on the skill test? The answer, of course, is "yes" they should.

### The Concept of Reliability

Mathematically, reliability has to do with the difference between the observed scores of the subjects and the true score or true ability of those subjects. Recall that Observed scores are composed of True score and Error score. This relationship could be expressed as:

$$\text{Observed score} = \text{True score} \pm \text{Error score}$$

It could also be said that one's True score is equal to the Observed score *without* the Error. Thus, True scores could be expressed as :

$$\text{True score} = \text{Observed score} - \text{Error}$$

If the ratio of a person's true score to the score that has been observed is calculated, it would provide an indication of how much the instrument truly measured the attribute and how much

error went into the measurement. Expressed in the form of a mathematical ratio,

$$\text{Reliability (R)} = \frac{\text{True score}}{\text{Observed score}}, \text{ where . . .}$$

$$\text{True score} = \text{Observed score} - \text{Error score}$$

Several methods exist to estimate the reliability of a testing instrument using various formulae (e.g., Test-Retest, Internal Consistency, and Intraclass Correlation being chief among these). At the end of any reliability formula, some number is produced. Suppose this number was  $R = .91$ . What does  $R = .91$  mean? Like correlation coefficients, reliability estimates can range from a value of zero (meaning the scores were wholly unreliable, coming only by error) to a value of 1.00, meaning that no error was present because the scores observed and recorded were due solely to true ability of the subjects. A reliability coefficient of .91 means that a very large portion of the scores recorded (91 %) were due to something real, something that was truly measured (whether that something was, in fact, the thing intended to be measured is a question of Validity!) About 9%, therefore, of any person's score is attributable to error. A reliability coefficient of  $R = .85$  means that about 85% of the measured scores were due to some real attribute, with only about 15% due to error. There is no magic cut-off point for an acceptable reliability value, but in general, if a reliability coefficient is less than .70, it would probably be assumed that too much error has gone into the measurement of the subjects on the attribute of interest, and that either the existing instrument of measure be improved, or another one be found.

### The problem with unreliable, and therefore invalid, measures

If reliability is the ability of a testing or measurement instrument to consistently provide individual measures and allow for the tester to differentiate people on some attribute when true differences exist among those people, then an unreliable and invalid instrument is one which does not separate people (the



measurement term is discriminate), and thus does not truly measure the attribute of interest. Instead, an unreliable instrument is one which gives a score that is composed largely of error. If the numbers or scores people get on the test are due in large part to error or chance, then those numbers don't really convey any worthwhile information and the numbers or scores of the subjects are not useful for the teacher. Since the numbers given by an unreliable instrument aren't "good" numbers, a teacher would not be able to differentiate between the students who have a lot of the attribute and those who do not. If a teacher can't tell who has more or less motor skill ability (or whatever attribute is intended to be measured) grades can not be fairly given to any of these students.

Further, suppose students were in two different groups which received different methods of instruction in badminton and one wanted to know which group did better on the badminton skill test (and perhaps then infer something about the two teaching methods). Suppose also that the skill test given was unreliable. Since an unreliable instrument was used, unreliable scores will result, and it will be impossible to distinguish between individual ability. If individuals cannot be distinguished in terms of who are higher or lower-skilled within the groups, how could the groups possibly be separated in terms of performance ability? If one were to test the group means to see if they were significantly different (using a t-test or ANOVA) significant differences would NOT be found. The *truth* might be that the groups were in fact different, but since the instrument of measurement wasn't reliable, we wouldn't be able to ascertain that information. Any t- or F-value calculated to compare the group means will not be statistically significant, and the conclusion would be that the groups do not differ. Not because they were the same, but simply because a poor way to assign scores to people was chosen.

This, then, is why it is so critical to be aware of the reliability (and validity) of a test. Without reliability and valid-

ity, the information the testing instrument provides is worthless. Unfortunately, some teachers give what they think are good tests and assign grades to students based on the results of these tests. When the tests do not really measure the student ability or knowledge, then at best a bad situation exists that is not fair to anyone.

### **In Conclusion**

So, what is to be made of this review of certain aspects of measurement? As a start, all teachers should strongly consider the tests they give in their classes in terms of reliability. For the physical educator, these tests include cognitive, fitness, and skill tests. Suppose a teacher sets aside 40% of their students' grades to be based on performance on one or more skill tests. It would seem very important, then, to administer a "good" skill test, one which can consistently indicate who has achieved and who has not (i.e., one which separates individuals). The conscientious teacher would seek statistical information about various skill tests for the activity(ies) they teach. Many measurement textbooks devote one or more chapters to measuring sports skills as well as fitness and cognitive abilities (e.g., Baumgartner & Jackson, 1991; Hastad & Lacy, 1994; Safrit & Wood, 1995). Here the teacher will see descriptions of how to administer various tests, what the test is designed to measure, and what kind of reliability the test has been found to have. Perhaps the teacher finds one test that has its' reliability calculated at  $R = .80$ , while another test has been found to have a reliability coefficient of  $.90$ . It would seem obvious that, assuming similar test practicality, the better test to use is the one with the higher reliability. Alternately, where two or more tests are close in terms of their respective reliabilities (e.g., test #1 having its'  $R = .86$ ; test #2 having its'  $R = .88$ ), the teacher may then decide to choose the one requiring the shortest amount of time or being the easiest to administer.

Armed with information about the reliability (as well as the validity) of the fitness and skill tests they administer, Physical Education professionals will go

a long way toward better evaluation techniques in their classes. Their students will receive grades based on meaningful data, and the physical educator will have the requisite knowledge with which to defend their grading practices if the need arises. Given the importance of making quality measurements, it is imperative that teachers pay attention to this all too often overlooked issue of reliability.

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## *Being a Professional*

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*It's a way of life, a lifetime study, a relentless drive for excellence. It means being extremely proficient in a specific field, interested in the job, learning about it, and growing with it.*

—Anonymous

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*"Don't tell me what you have Done. Show me what you are doing."*

—Anonymous

# 1996-97 INDIANA AHPERD POSTER CONTEST WINNER

Congratulations! Each of the posters pictured was selected as a winner of the IHPERD Poster contest. Identify the one and write a note of appreciation for taking part in the contest. We had over 200 entries this year!

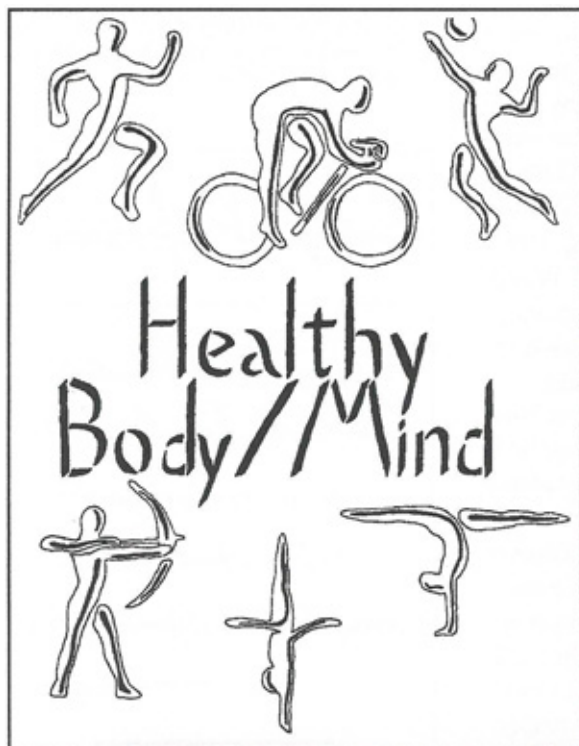
The state winners received an IAHPERD contest Winner T-shirt. In addition, each participant in the contest received a certificate of appreciation. Is your school and/or region represented? If not, WHY NOT? Assume the responsibility for the future involvement of your school and to involve your students.

As a committee, we would like to encourage ALL members of IAHPERD to support and encourage involvement with the organization usually in the fall. Posters are then displayed at the State Conference or at the State Leadership conference held at Turkey Lake. The contest focuses on the areas of health, physical education, recreation and dance.

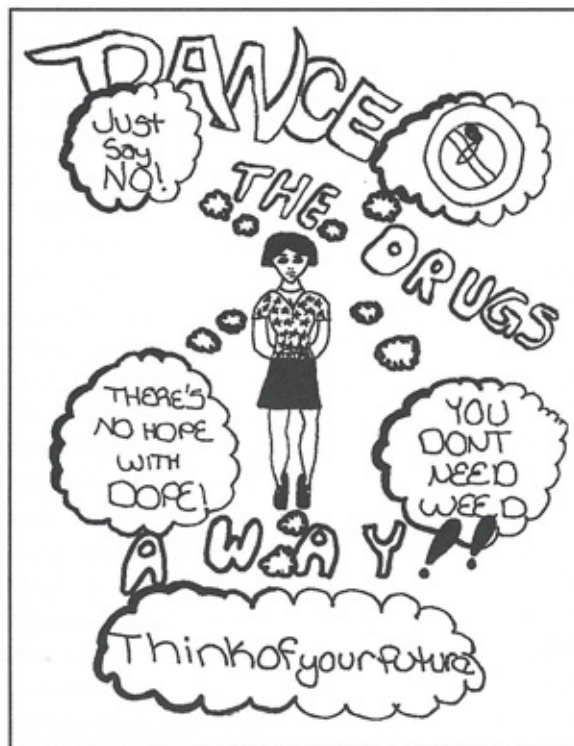
Bobbi Lautzenheiser

Mary Jo McClelland

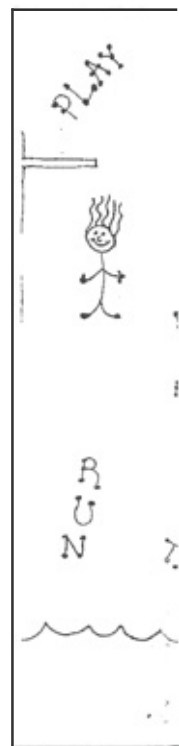
IAHPERD Poster Committee



Craig Helming  
Pendleton Middle School  
Pendleton  
Region 4 Grade 8  
Ann Gustin, Physical  
Education



Dana Contri  
Otter Creek Middle School  
Terre Haute  
Region 3 Grade 8  
Diane Songer,  
Art Instructor





S

(s) from your region and send that student

ed a Certificate of Participation.

of your school/region and make plans not

project. The contest takes place annually,  
y Run.



Dawn Lauer  
Manchester  
Junior High

North  
Manchester

Region 8  
Grade 7

Bobbi Lautzenheiser, Health/Physical Education



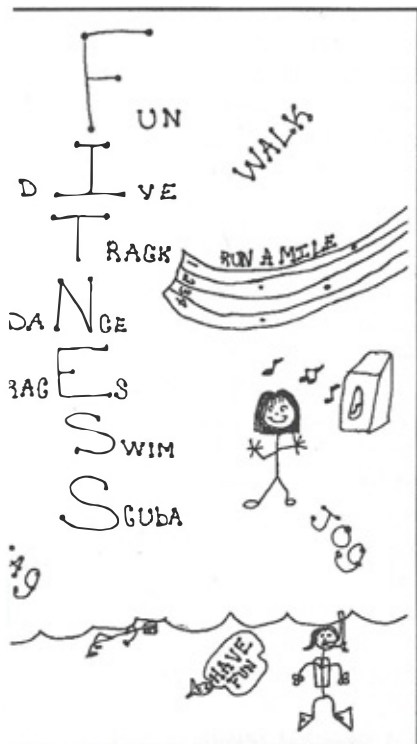
Jenny  
Brubaker

Manchester  
Junior High

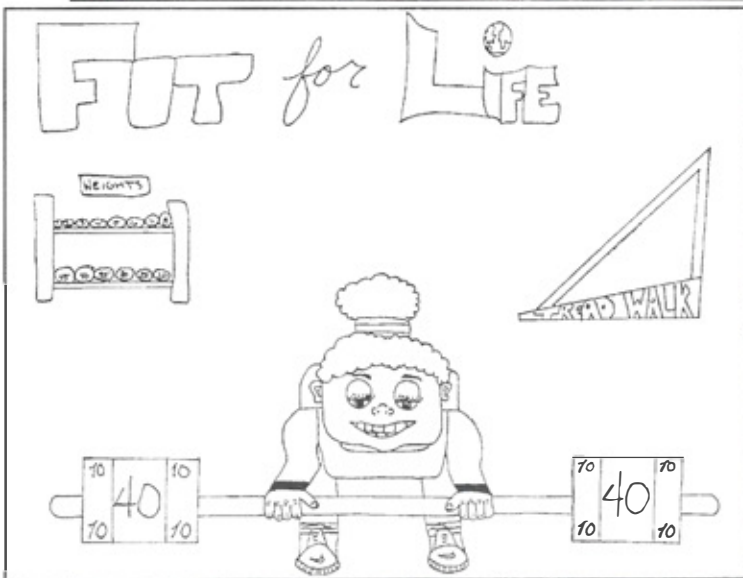
North  
Manchester

Region 8  
Grade 8

Bobbi Lautzenheiser, Health/Physical Education



Jess Brewer  
Hobart Middle School  
Hobart  
Region 6 Grade 8  
Miss Glass,  
Physical Education



Jessica  
Price

Hobart  
Middle  
School

Hobart

Region 6  
Grade 6

Phyllis Nimitz, Physical Education



## Marketing Objective of Professional Sport Organizations in North America

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### Abstract

Of the 109 organizations included in the sample, 56 (51%) responded to the questionnaire. The data analysis resulted in several key findings: (1) marketing was considered vitally important to a professional sports organization, and, as a result, marketing usually was assigned its own operational area within the organization; (2) the director of marketing assumed a ranked high in the organizational chart; (3) most teams used a ticket-pricing strategy that allowed people of many different financial backgrounds to purchase the product at a cost in line with their budgetary constraints; (4) teams tended to emphasize controllable factors in their marketing plan; and (5) corporate support for merchandise give-a-ways was sought most.

### Literature Review

#### Marketing Objective

Marketing is an aspect that is commonplace in the business world. However, until recently, professional sports teams did not place an importance on marketing. Today, the economy is such that people have little money to spend on entertainment. Disposable income for many people is low. As a result, many sports-based businesses are using marketing to try and coax people to attend their teams home contests. These professional sports organizations realize that marketing can help to create excitement, awareness, and interest about a team within a community and surrounding area.

Hansen & Gauthier (1992) asked the marketing and promotion directors of professional and university sport organizations to rate the relative importance of nineteen (19) marketing objectives on a 5-point Likert scale. Hansen & Gauthier (1992) indicated that "understanding the factors

affecting game attendance seems to be a basis for identifying objectives that market or promote a team so as to generate revenue in the pursuit of other goals, such as profit and entertainment" (p. 29). Further, this study generated six marketing factors. These factors are: (a) player quality, (b) community image of team, (c) entertainment value of sport, (d) team marketing, (e) team as a contender, and (f) attractiveness of game location. No significant differences between leagues for any of the nineteen statements were found.

#### Organizational Objectives/Goals

Business organizations are becoming extremely complex in today's business environment. These organizations are forced to become efficient in its daily operations in order to be successful. Also, in order to accomplish this goal of efficiency, many organizations now develop a detailed business and marketing plan. These plans detail how the organization plans to market its products and/or services. Another important part of the business plan is the determination of goals and objectives

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for the organization. Some of the literature reviewed examined organizational objectives. Price (1972) suggested that, in order to find out about organizational goals and objectives, one needs to focus on the major decision-makers in an organization. Major decision-makers can be identified by their position (Price, 1972). As reported by Price (1972), Yuchtman and Seashore (1967) stated that major decision-makers are "the most valid source of information concerning organizational goals" (p. 892).

Latham & Stewart (1981) also examined organizational objectives. More specifically, these researchers examined organizational objectives and winning among NFL teams. Latham & Stewart (1981) hypothesized that based on a previous 1976 pilot study, "that the relative importance attached to these objectives would differ from consistently winning teams to consistently losing teams" (p. 404). These authors also stated that:

An examination of organizational objectives within a particular type of organization and subsequent comparisons of objectives across organizational types may prove useful in determining how organizational objectives are developed and transformed and how these objectives influence the structure of the organization (Latham & Stewart, 1981, p. 403).

#### Attendance and Team Performance Factors

The goal of every professional sport organization is to maximize home attendance. Ultimately, management of a sport team wishes to sell out at each home game. One study that investigated attendance and team performance was done in 1983 by Schofield. Schofield (1983) concluded: (1) in terms of influences on attendance, certain demographic, economic, team/game attractiveness, and preference factors are important; (2) the existence of other entertainment options decreases attendance; (3) population size of the market positively affects attendance; and (4) team success, individual stars, and special events increase attendance.

"Factors affecting attendance at professional sporting events are based in sport marketing" (Hansen & Gather, 1989, p. 15). Professional sport marketers attempt to package their team with the intention of increasing attendance. Attendance is paramount in the professional sport arena. Because of this

**Table 1**  
Departmental Positioning of Marketing, Promotions, and Public Relations Within the Organization of the Club

League	Centralized Department	Marketing Department Separate
	Frequency/%	Frequency/%
NHL	5/42	7/58
NBA	6/33	12/67
NFL	5/33	10/67
MLB	4/36	7/64
OVERALL	20/35	36/64

fact, Hansen & Gather (1989) attempted to examine the relative importance of attendance factors and "ascertain the differences between leagues on each factor and on a cluster of factors" (p. 19). Also, differences between winning, moderate, and losing teams were investigated. The study identified, with help from Schofield (1983), forty (40) factors in four categories (Hansen & Gather, 1989). The four categories are economic, demographic, attractiveness, and residual preferences. Hansen & Gather (1989) reported significant differences between leagues on attendance items. These items include: (a) scheduling, (b) rosters, (c) ticket price, (d) other entertainment options, and (e) residual preferences (Hansen & Gather, 1989).

#### Purpose

The purpose of this study was to determine the marketing objectives of professional sport organizations in North America.

**Table 2**  
Marketing Director's Organizational Contact (Reports to)

League	Owner/Pres. Freq./%	VP Freq./%	GM Freq./%	Asst. GM Freq./%	Other Freq./%
NHL	6/50	3/25	0/0	1/8	2/17
NBA	5/28	5/28	2/11	0/0	6/33
NFL	5/33	8/53	1/7	0/0	1/7
MLB	4/36	7/64	0/0	0/0	0/0
OVERALL	20/36	23/41	3/5	1/2	9/16

Note: Freq.= Frequency

It compared the marketing campaigns and strategies of professional sport teams within four leagues: (1) the National Football League (NFL), (2) the National Hockey League (NHL), (3) the National Basketball Association (NBA), and (4) Major League Baseball (MLB). Examination areas included: (a) local/regional demographics, (b) administrative organization, (c) team won/loss records, (d) arena/stadium information, (e) team attendance averages (home/away), (f) ticket prices, (g) marketing objectives/strategies, (h) advertising budget, (i) promotional events, (j) promotional budget, (k) personal selling budget, and (l) club revenue.

This study is similar to the Hansen and Gauthier (1992) study that examined numerous marketing departments on both the college and professional level. It was determined that by discovering the marketing objectives of a sport organization, one can begin to separate between successful and unsuccessful organizations. Specific marketing factors determined by the Hansen and Gauthier study were (a) player quality, (b) community image of team, (c) entertainment value of sport, (d) team marketing, (e) team as a contender, and (f) attractiveness of game location.

## Methodology

### Procedures

The survey instrument was prepared by the investigator and reviewed by a panel of experts. The panel suggested a number of modifications. The questionnaire, which initially contained over 30 questions and four matrices, was condensed to 24 questions including two matrices. The revised questionnaire was pilot tested using 11 sports marketing professionals, and refined further.

The SPSS computer program was used to analyze the responses. A frequency and percentage analysis was used to describe the responses of each respondent. The results were reported in a composite form (overall - all respondents) and by league.

### Subjects

A sample of all 109 professional sport teams was selected for the survey, including NFL, NHL, NBA, and MLB teams. The subjects were the marketing or promotion directors. The ques-

tionnaire used examined (a) club organization and demographic background; (b) facility or team attendance, and win-loss background; (c) ticket-pricing strategy; (d) general marketing background; (e) specific marketing data; and (f) miscellaneous marketing information.

## Results

The response rate for each team in the sample was as follows: NFL=15 of 28 (54%), NHL=12 of 26 (46%), NBA=18 of 27 (67%), and MLB=11 of 28 (39%).

Marketing is considered a vital part of an organization by all of the respondents. Marketing usually is assigned its own separate operational area. Regarding the overall administrative organization, 36 organizations (64%) had been organized with a separate marketing department (see Table 1). Within each of these marketing departments, staff size varied greatly. Overall though, the category with the most respondents was the 1- to 4-employee range. The director of marketing position was viewed as an important job as indicated by its hierarchical position. Of the 56 respondents, 43 reported to the owner or president or the vice-president of the organization (see Table 2). This was consistent on the league level.

Demographically there were 33 "big market" organizations (61%) within the "city" category. The city category reflects the population of the city only not including the population areas directly adjacent to the "city" boundaries; while, "metropolitan" refers to the city and its surrounding suburban areas. For example, the city of Indianapolis is just over 1 million in population; however, when the county surrounding the city is added that figure nearly doubles. When the population of the metropolitan area was added, there were 37 "big market" teams (67%) (see Table 3).

It was found that ticket-pricing varied greatly among the leagues regarding the different number of price levels. Overall, 20 of the 56 respondents (36%) reported having seven or more ticket-price levels. Three of the four leagues (NHL, NBA, and MLB) indicated a majority of their respondents having six or more price levels. Specific ticket prices were given by 44 organizations. The NBA had the highest average ticket price (\$37.41) whereas the MLB respondents had the lowest average (\$11.42). However,

the median ticket price seemed to be a better indicator of price. Using the median ticket price, the NFL had the highest among the four leagues (\$30.50). The NHL teams were second highest with a median ticket price of \$30.00. Lowest again was MLB with a median ticket price of \$11.00.

Table 4 outlines the importance of specific marketing objectives before the

**Table 3**  
City and Metropolitan Population Figures

Category	City		Category	Metropolitan	
	Freq./%			Freq./%	
> 500,000	12 <sup>a</sup> /22		> 1 mil.	4 <sup>a</sup> /7	
500K - 999,999	9 <sup>a</sup> /17		1 - 1.99 mil.	14 <sup>a</sup> /26	
1 - 1.99 mil.	16 <sup>b</sup> /30		2 - 4.99 mil.	20 <sup>b</sup> /36	
2 - 4.99 mil.	11 <sup>b</sup> /20		5 - 7.49 mil.	8 <sup>b</sup> /15	
< 5,000,000	6 <sup>b</sup> /11		< 7,500,000	9 <sup>b</sup> /16	

<sup>a</sup> = small market organization    <sup>b</sup> = big market organization

Small market	21/39	Small market	18/33
Big market	33/61	Big market	37/67

Note: Small market and big market designations were determined by the investigator.



start of the season. Those marketing objectives identified were (1) good entertainment, (2) season ticket sales, (3) continued awareness, (4) low costs, and (5) increased attendance. When compared with the specific marketing factors (see Table 5) only one similarity appeared - entertainment value - which was prominent in both tables. Table 5 outlines the level of importance each marketing strategy has on the 10 specific marketing factors, which included, in rank order: (1) entertainment value, (2) promotional events, (3) quality of play, (4) cost, (5) clean facility, (6) team record, (7) parking, (8) concessions, (9) star player appeal, and (10) facility location.

When comparing the results of this study with Hansen and Gauthier (1992), a slightly different arrangement and number of specific marketing factors was found. The Hansen and Gauthier study (1992) outlined six factors (1) player quality, (2) community image of team, (3) entertainment value of sport, (4) team marketing, (5) team as a contender, and (6) attractiveness of game location. The present study confirmed those findings.

The following marketing categories were found in both studies - (1) entertainment value, (2) quality of play or player or star player appeal, (3) cleanliness or attractiveness of facility and its location. Finally, the studies found that various sport organizations pursue different operative goals depending upon individual circumstances and markets. In this study, like the Hansen and Gauthier (1992) study, the professional teams were found to have varied marketing objectives. The teams had different marketing plans based on the varied marketing objectives and market environments.

The utilization of corporate sponsorships was noted as being extremely important by respondents. Specifically, respondents most frequently had corporations purchase in-arena advertising space. This was true in half of the leagues (NHL and NFL). The other two leagues (NBA and MLB) utilized corporate

support in the area of merchandise giveaways.

Table 8 indicates that all leagues use "special promotions". Most have half-time shows, merchandise give-a-ways, clinics or demonstrations, athlete appearances, and fan appreciation days. A few teams use band days or shows with commercial tie-ins for "special promotions."

Finally, regarding marketing slogans, it was overwhelmingly reported that organizations tend to develop a new slogan

**Table 4**

Importance of Specific Marketing Objectives before the Start of the Season

League	n	Objective	Rank	Average Rating on a Scale of 1-10 <sup>a</sup>
NHL	11	Continued Awareness	1	3.55
	12	Season Ticket Sales	2	3.67
	12	Low Costs	3	3.82
	11	Good Entertainment	4	4.17
	12	Increased Attendance	5	4.25
	1	"Other" <sup>b</sup>	-	-
NBA	17	Good Entertainment	1	3.18
	17	Season Ticket Sales	2	3.59
	17	Continued Awareness	3	4.00
	17	Increased Attendance	4	5.41
	17	Low Costs	5	5.88
	2	"Other" <sup>b</sup>	-	-
NFL	14	Good Entertainment	1	4.00
	15	Continued Awareness	2	4.14
	15	Low Costs	3	4.60
	15	Increased Attendance	4	5.00
	15	Season Ticket Sales	5	5.33
	7	"Other" <sup>b</sup>	-	-
MLB	11	Season Ticket Sales	1	3.50
	11	Increased Attendance	2	3.91
	10	Continued Awareness	3	4.27
	10	Low Costs	4	4.60
	11	Good Entertainment	5	4.64
	0	"Other" <sup>b</sup>	-	-
OVERALL	53	Good Entertainment	1	3.91
	55	Continued Awareness	2	4.00
	54	Season Ticket Sales	3	4.07
	53	Increased Attendance	4	4.75
	55	Low Costs	5	4.85
	10	"Other" <sup>b</sup>	-	-

a = Lowest mean = greater importance, <sup>b</sup> = "Other" responses were not included in the ranking because there were too few.

each year.

## Conclusions

Working within the constraints of this study, and based on study findings, the following conclusions can be drawn regarding the marketing of a professional sports organization within four major sports leagues in North America (NHL, NFL, NBA, and MLB).

1. Marketing is considered vitally important to a professional sports organization, and, as a result, marketing usually has its own separate department.
2. Directors of marketing are placed high in the organizational chart. Directors of marketing, in many cases, report directly to the owner or president of the organization.
3. Most teams use a ticket-pricing strategy that allows people of various financial backgrounds the opportunity to purchase their product at a cost that suits the individual's budget.
4. Most teams tended to emphasize controllable factors in their marketing plan. These factors included entertainment, promotions, and continued awareness.
5. Unfortunately, specific financial data regarding an organization's advertising and promotions budget data were not supplied uniformly. As a result, no true conclusions can be drawn about the expenditures of both these areas.
6. Teams tended to evaluate the success of their advertising and promotions expenditure by looking at the change in attendance. Teams want to do all they can to reach fans and get them to purchase tickets.

### Table 5

#### Level of Emphasis Marketing Strategy Has on 10 Specific Marketing Factors

League	n	Objective	Rank	Average Rating on a Scale of 1-10a
NHL	12	Entertainment Value	1	3.33
	12	Cost	2	3.36
	10	Quality of Play	3	3.50
	10	Team Record	4	3.82
	12	Star Player App.	5	4.25
	11	Promotional Events	6	4.67
	12	Facility Location	7	4.80
	10	Parking	7	4.80
	11	Concessions	9	5.18
	11	Clean Facility	10	5.40
0	"Other" <sup>b</sup>			
NBA	17	Entertainment Value	1	3.12
	16	Quality of Play	2	3.82
	16	Promotional Events	3	3.94
	16	Team Record	4	4.94
	17	Cost	5	5.00
	16	Star Player App.	6	5.44
	17	Clean Facility	7	5.56
	16	Concessions	8	5.69
	16	Facility Location	9	6.19
	17	Parking	10	6.25
0	"Other" <sup>b</sup>			
NFL	15	Promotional Events	1	3.50
	15	Cost	2	3.86
	15	Clean Facility	3	4.07
	15	Parking	4	4.40
	15	Entertainment Value	5	4.60
	15	Quality of Play	6	4.67
	15	Team Record	7	5.13
	15	Concessions	7	5.13
	14	Facility Location	9	5.87
	15	Star Player App.	10	6.13
1	"Other" <sup>b</sup>			
MLB	10	Entertainment Value	1	3.50
	10	Facility Location	1	3.50
	10	Clean Facility	3	3.80
	10	Concessions	3	3.80
	10	Cost	5	4.00
	10	Star Player App.	6	4.10
	10	Promotional Events	7	4.30
	10	Parking	7	4.30
	10	Quality of Play	9	4.40
	10	Team Record	10	5.70
1	"Other" <sup>b</sup>			
OVERALL	54	Entertainment Value	1	3.65
	53	Promotional Events	2	4.07
	51	Quality of Play	3	4.09
	51	Cost	4	4.14
	54	Clean Facility	5	4.75

7. Corporate sponsorships are considered important. Corporate support with merchandise give-a-ways is solicited most frequently.

## Summary

This study generated ten factors of marketing/promotion objectives (see Table 7). A number of these factors are similar to the six previously identified by Hansen and Gauthier in an earlier study. These ten factors could provide team personnel working with marketing strategy with information to market or promote variety of objectives depending upon respective team circumstances and individual environments (Hansen and Gauthier, 1992).

The greatest difference found regarding marketing strategies focused on venue capacity and number of home games. It is felt that teams with fewer home games will be able to sell a greater percentage of tickets because they will be able to allocate more resources to accomplish this goal.

Finally, various professional sport organizations pursue different operative goals depending upon individual circumstances. In this study, American professional teams had varied marketing objectives and would then have slightly different marketing plans based on these varied objectives.

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**Table 6**  
Special Promotions

League	Don't <sup>a</sup>		Half <sup>b</sup>		Merch <sup>c</sup>		Clinic <sup>d</sup>		App <sup>e</sup>		Band <sup>f</sup>		Fan <sup>g</sup>		Show <sup>h</sup>		Other		
	U	N	U	N	U	N	U	N	U	N	U	N	U	N	U	N	U	N	
NHL	0	12	12	0	12	0	6	6	10	2	0	12	10	2	2	100	12		
NBA	0	17	17	0	17	0	15	2	16	1	1	16	11	6	7	100	17		
NFL	0	15	12	3	14	1	12	3	13	2	6	9	5	10	9	63	12		
MLB	0	11	2	9	11	0	8	3	7	4	1	10	10	1	2	91	10		

<sup>a</sup> = Don't Use, <sup>b</sup> = Halftime Shows, <sup>c</sup> = Merchandise Giveaways, <sup>d</sup> = Demonstrations, <sup>e</sup> = Athlete Appearance, <sup>f</sup> = Band Days, <sup>g</sup> = Fan Appreciation Days, <sup>h</sup> = Shows with commercial tie-ins



## ATTENTION PHYSICAL EDUCATORS!

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Put in for leave and professional development funding now!

For your own professional enrichment and motivation, you can't

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**Program Highlights for Elementary, Middle and Secondary Physical Educators include:**

### **Friday, March 21**

Square Dance Rap: Adding Hip Hop to Traditions

Alternatives to Punishment: A Positive Approach to Managing Disruptive Behaviors in the  
Gymnasium

Incorporating Movement Activities Across the Curriculum: An Integrated Curriculum Approach

The Margie R. Hanson Distinguished Service Award Recipients for 1997 Speak Out

NASPE's Elementary Physical Education Teachers of the Year "Show Their Standards"

Agility Ladders for K-12 Physical Education Students

Assessment Practices: Students Deserve a Change

Middle and Secondary School Physical Educators! Practical Ideas to Meet the Comprehensive  
Health/Physical Activity Model

Ethnic Dance Project

Practical Games for Large Numbers

### **Monday, March 24**

Building the Learning Foundation: Physical Education's Significant Role (Phyllis Weikart)

Implementing the National Standards in Middle School and High School Physical Education High

School Physical Education Standards: The South Carolina Story

Setting Standard: Socially Acceptable Behavior Activities Within an Outcome-Based Physical

Education Curriculum

Designing Rubrics for Physical Education



# Midwest District of the American Alliance for Health, Physical Education, Recreation & Dance



## CALL FOR PROGRAM PROPOSALS 1998 MIDWEST AAHPERD CONVENTION Feb. 11-14, Grand Wayne Center, Fort Wayne, Indiana

Print clearly or type, filling in ALL information:

Your Name: \_\_\_\_\_ AAHPERD membership # \_\_\_\_\_

Position/Title: \_\_\_\_\_

School Address: \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

School Phone + area code \_\_\_\_\_ Fax \_\_\_\_\_

Home Address: \_\_\_\_\_

\_\_\_\_\_ Zip \_\_\_\_\_

Home Phone + area code \_\_\_\_\_

PROGRAM TITLE: \_\_\_\_\_

DESCRIPTION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Lecture? \_\_\_\_\_ Activity? \_\_\_\_\_ Panel? \_\_\_\_\_ Demonstration? \_\_\_\_\_ Other? \_\_\_\_\_

\*\*Check appropriate division category: Health/Safety \_\_\_\_\_ Dance \_\_\_\_\_ Recreation \_\_\_\_\_

General \_\_\_\_\_ Physical Education \_\_\_\_\_ Sports and Athletics \_\_\_\_\_

FACILITY and/or EQUIPMENT REQUIREMENTS (audio visual and/or athletic)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Return this proposal application by April 1, 1997, to the Vice President of the appropriate Midwest AAHPERD division. Addresses on next page.**

## Mail your proposals by February 1, 1997, to one of the following:

<u>Division</u>	<u>Vice President</u>
General	Ron Faloon 324 Bel Air Drive Glenview, Illinois 60025
Dance	Charles L. Carter Dance Department, Gabe Hall Northern Illinois University DeKalb, Illinois 60115-2854
Sports/Athletics	Dennis Floyd Jones 1417 Preston Street Pittsburgh, Pennsylvania 15205
Recreation	Joel Meier Department of Recreation and Park Administration Indiana University Bloomington, Indiana 47405
Physical Education	Fred Pelley 1235 Camp Avenue Rockford, Illinois 61103
Health and Safety	Sidney Miller Chicago State University 9501 South M.L. King Drive Chicago, Illinois 60628

Note: All presenters are required to be members of the AAHPERD or cooperating national associations.

# Make the best use of your teaching time.

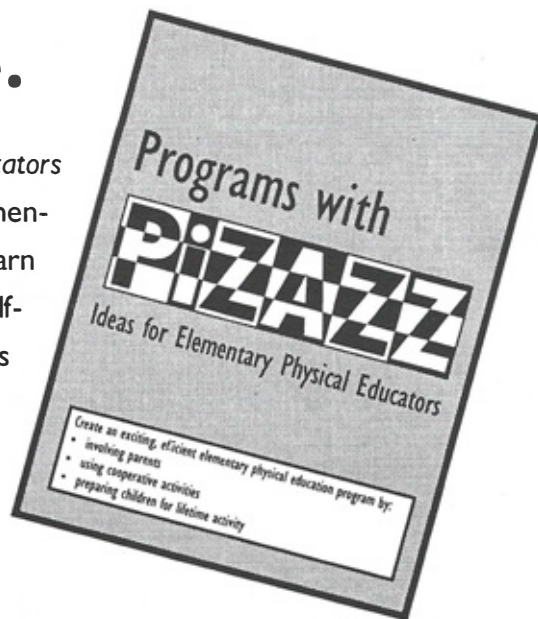
*Programs with PIZAZZ: Ideas for Elementary Physical Educators* contains 20 JOPERD articles with tips for making your elementary physical education program exciting and efficient. Learn how to work with parents, manage your class, teach self-responsibility, and encourage creativity. Discover strategies for developing cooperative skills, providing intrinsic motivational incentives, and identifying problems and solutions in class management. Whether novice or expert, you'll benefit from this valuable information source.

1994, 89 pp.

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\$9.95

**Order your copy now! Call 1-800-321-0789.**







## ADAPTED AQUATICS

**A Position Paper of the Aquatic Council  
American Association for Active Lifestyles and Fitness  
American Alliance for Health, Physical Education, Recreation, and Dance**

Adapted aquatics constitutes aquatic instruction and recreation for individuals with disabilities. Individuals of all ages with various physical, sensory, or mental disabilities want, need, and possess the legal right to have opportunities in the same aquatic activities, in the same environments, in the same ways as non-disabled persons. Individuals with disabilities participate in aquatic instruction and recreation for the same reasons as non-disabled persons--learning specific aquatic skills, taking part in leisure recreational activities, developing and maintaining appropriate levels of personal fitness and wellness, responding to individual challenges, having opportunities to socialize with families and friends, taking part in competitive aquatic activities, and having FUN by enjoying life through the aquatic medium. This position paper delineates the scope of aquatics for individuals with disabilities within the broader frame of aquatic organization, administration and participation.

Adapted aquatics is a broadly encompassing concept including belief that--

- Aquatic activities of all types--instructional to competitive swimming, water aerobics, fitness and wellness, water games, crew, diving, small craft, skin and scuba diving, water parks, sailing, motorized water ventures, and surfing--provide opportunities for individuals with disabilities to improve qualities of their lives through active participation, particularly with families and friends.
- Individuals with disabilities have a right to participate regardless of where they live--inner city, suburbia, or rural communities.
- Aquatics for individuals with disabilities is a total life span activity and should be approached as such.

Aquatic instruction and recreation involving individuals with disabilities should not be confused with aquatic or hydrotherapy, an extremely important part of rehabilitation processes.

- The two are not synonymous--each has it's own distinct goals and specific objectives.
- This distinction does not negate therapeutic contributions from educational and recreational aquatic programs, or educational and recreational values of therapeutic programs.
- Focus must be kept on primary goals and objectives, either instructional or therapeutic, when involved in each of these programs.

Most aquatic instructional sequences and progressions are appropriate and applicable for use with individuals with disabilities, regardless of type or severity of disability. Creativity, innovation, and resourcefulness are keys to successful uses of these progressions and sequences. This might include, but is not limited to...

- ... being sure activities and approaches are age appropriate;
- ... entering into a sequence at appropriate points for the individual, rather than at predetermined group objectives;
- ... introducing more basic steps in progressions (starting at lower levels);
- ... breaking skills down into smaller and more manageable steps;
- ... basing approaches on functional aquatic skills, not upon medical diagnoses--recognize how an individual's disability affects ability to learn and perform aquatic skills and activities;
- ... personalizing and individualizing instruction, addressing each individual's ability to perform applicable skills, with or without flotation or assistive devices; and
- ... introducing accommodations to meet needs of each individual student.

Safety is a critical component. Safety instruction must be a part of all aquatic activities. Therefore--

- Flotation devices should only be used under direct supervision of an instructor; should not be a substitute for lifeguard surveillance or instruction in skills; and only be used until independence and/or appropriate skills can be developed.
- Swimming--competitive, instructional, or recreational--should take place under supervision of a lifeguard whose sole responsibility is surveillance of participants.
- All aquatic instruction should be provided by an individual credentialed by a national aquatic agency.
- All safety rules/participation safeguards applicable in regular programs apply to adapted aquatics.
- Water safety education and skills must be integrated with all aquatic activities, regardless of the type of aquatic activity or functional level of the participation.

Individuals with temporary or permanent disabilities should participate in regular aquatic activities whenever possible, and only be placed in special programs when absolutely necessary. These special programs should be reserved for students who cannot, for whatever reasons (physical, mental, social, emotional) safely, successfully, and with personal satisfaction take part in regular aquatic programs. Participants in special programs should work toward the same basic goals as peers in regular programs. Instructors should always focus on individualized goals and personalized objectives. Emphasis in special classes and activities should be on preparing an individual for active participation in appropriate regular programs. Regardless of setting the total aquatic facility must be accessible--parking entrances, locker rooms, showers, rest rooms, and the pool itself.

There is a need for aquatic specialists with specific training and competence relating to individuals with disabilities. Their roles include...

- ... teaching and leading individuals with disabilities within special programs;
- ... serving as resources for aquatic generalists--doing demonstration and/or team teaching and conducting various aquatic activities in integrated settings;
- ... assessing participants with disabilities;
- ... recommending and providing appropriate flotation and assistive devices;
- ... suggesting instructional progression and sequence accommodation for individual aquatic needs;
- ... furnishing professional resources on adapted aquatics and aquatic recreation for individuals with disabilities; and
- ... conducting inservice training activities for generalist instructors or program leaders, volunteers and others involved in any way in the program.

Whether generalist or specialist, instructors must be highly committed and dedicated to fulfilling their moral and ethical responsibilities, of meeting the challenges of including participants with disabilities in aquatic activities. They must also be strong advocates for equality of opportunities through aquatics. Instructors must possess empathy for individuals with disabilities and be strong proponents for equality of opportunity through aquatics. Teamwork through communication, cooperation, and coordination with other individuals and agencies is a **must** for success. General ratio of students to teachers will be less where individuals with disabilities are served. This ratio will be reduced even further when students have more severe conditions.

Adapted aquatics is a service delivery system providing appropriate aquatic instruction and recreation for participants with disabilities. This system includes identifying, assessing, planning, instructing, leading, and coaching individuals with disabilities who desire to participate in aquatic instruction and recreational activities. It also includes education, consultation, and assistance to general aquatic professionals, family members, health professionals, and the community in providing equal opportunities to participants with disabilities, and on successfully including them in aquatic programs to fulfill and reaffirm the potential of aquatics to contribute to the quality of their lives.

**Aquatic Council, AAALF/AAHPERD, 1900 Association Drive, Reston, VA 22091**

# INDIANA ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE

## AWARDS NOMINATION FORM

*(All IAHPERD, and Midwest AAHPERD Awards)*

In order to be considered for any IAHPERD Award, this AWARDS NOMINATION FORM must be completed in detail and sent to the Awards Committee Chair by February 15. Those making nominations are encouraged to include a statement explaining the merit of the nominee's contributions. Application materials (awards criteria) will be sent to the nominee and must be completed and returned to the Awards Committee Chair by April 20. Application materials should include a resume or vita, \* and MUST include specific statements demonstrating how the nominee/applicant has met criteria for a specific IAHPERD award. No more than five (5) total pages can be used for awards which may qualify for Midwest recognition.

\*(Professional experience, contributions to the profession, contributions to IAHPERD, Midwest AAHPERD, and AAHPERD, [offices, committees, chairmanships, etc.], other professional memberships, presentations, publications, research, scholarship, recognition, community efforts i.e.)

### PERSONAL DATA OF NOMINEE:

Full Name \_\_\_\_\_

Present Position and Job Title \_\_\_\_\_

Work Address \_\_\_\_\_ Ph. No. \_\_\_\_\_

Home Address \_\_\_\_\_ Ph. No. \_\_\_\_\_

Date of Birth \_\_\_\_\_ Years of Professional Experience \_\_\_\_\_ IAHPERD Member \_\_\_\_\_

AAHPERD Member \_\_\_\_\_ Current Membership No. \_\_\_\_\_ NASPE Member \_\_\_Yes\_\_\_No

This nomination is for the IAHPERD \_\_\_\_\_ Award.

### AWARD CATEGORIES:

#### IAHPERD State Association Awards

(Honor Award, Leadership Award, Special Contributions Award, Pathfinder Award (NAGWS))

#### State and Midwest District AAHPERD Awards

(Young Professional Award, Outstanding Student Award, Health Educator of the Year, Recreation Professional/Leisure Educator of the Year, NDA: K-12 Dance Educator of the Year [may include other than dance educators and meet IAHPERD criteria], NASPE-Elementary Physical Educator of the Year, Middle School Physical Educator of the Year, and Secondary Physical Educator of the Year)

Nominator \_\_\_\_\_ Home Ph. No. \_\_\_\_\_

Address \_\_\_\_\_ Work Ph. No. \_\_\_\_\_



# IAHPERD/Midwest District AAHPERD Awards

## APPLICATION GUIDELINES AND CRITERIA

1997

### SUMMARY OF GUIDELINES\*

1. Current IAHPERD members may nominate individuals for any of the award categories. Non-members such as school principals, or colleagues may recommend candidates to the IAHPERD Awards Committee.
2. Except for the "Special Contributions" award, nominees must be an IAHPERD member when nominated. Retirees may be nominated for the "Leadership" and "Honor" awards.
3. Completed nomination forms are due February 15 to the Awards Committee Chairperson.
4. If nominated for more than one award category, the nominee must select one award for which he/she will submit application materials.
5. Nominees shall submit a resume or vita to the Awards Committee Chairperson or the Vice President for Operations along with application information which follows guidelines and criteria for the specific award nomination. DUE APRIL 20.
6. Nominees who are not selected for an award in the year of nomination may maintain their nomination for the two subsequent years by resubmitting application materials prior to the April 20 deadline.
7. In order to be eligible for both state (IAHPERD) and Midwest (AAHPERD) recognition for the awards listed below, nominees must be an AAHPERD member designating NASPE as an association choice: ELEMENTARY PHYSICAL EDUCATOR OF THE YEAR, MIDDLE SCHOOL PHYSICAL EDUCATOR OF THE YEAR, SECONDARY PHYSICAL EDUCATOR OF THE YEAR. However, these memberships may not be necessary to be recognized as the Indiana award winner.
8. DANCE EDUCATOR OF THE YEAR nominees may include other than K-12 educator and meet state (IAHPERD) criteria. However, to be eligible for the Midwest (AAHPERD) K-12 DANCE EDUCATOR OF THE YEAR award, applicants must be an AAHPERD member designating NDA as an association choice.

### AWARDS CRITERIA - "CONDENSED"\*

\*Each nominee will receive a full text copy of current guidelines and criteria for the specific award nomination.

## IAHPERD State Association Awards

### ***Honor Award: Highest recognition for outstanding service to the association.***

- 1) Must be IAHPERD and AAHPERD member when nominated.
  - 2) Must be at least 30 years of age.
  - 3) Should have minimum of five years experience as teacher and/or supervisor in HPERD
- B. In addition, the candidate must satisfy at least five of the following conditions:  
Contributions through 1. the association "plus" services; 2. meritorious service to the profession; 3. distinctive leadership in one of the three fields; 4. presented ten or more addresses, lectures, demonstrations before groups promoting HPERD; 5. Published articles for handbooks, newspapers or magazines; 6. engaged in research or scholarly activity which has advanced the profession; 7. Authored/co-authored one or more books in HPERD; 8. Held an IAHPERD office; or committee, section or district chair person; 9. contributed something original to the profession by fulfillment of teaching assignment.

### ***Leadership Award: For Outstanding contributions in a given discipline in terms of program development which advanced the profession.***

- a. Disciplines such as: health and safety education, physical education, recreation and dance;
- b. School or college teachers/supervisors/administrators.

### ***Special Recognition Award: To be made to persons outside the HPERD fields who have made outstanding contributions to one or more disciplines in the combined fields. Examples are: school administrators, medical personnel, community leaders, media leaders, special agency personnel, military personnel etc.***

### ***Pathfinder Award (NAGWS): An individual who advocates, recruits, and enhances opportunities for girls and women in sport and sport leadership.***

- a. must be an NAGWS member (present or retired), and someone who has made significant contribution to girls and women in sport.
- b. A one page vita and a letter by the nominator explaining why nominee deserves the award, as well as a black and white photo of the nominee must be provided.

## IAHPERD State and Midwest District AAHPERD Awards

### ***Young Professional Award: AAHPERD membership for past five years, or more than 10 years in the profession, exhibits devotion to the advancement of HPERD or in content areas, and exhibits distinctive leadership, meritorious service and industry qualities; recommended age is 35 years or less; a sponsor's statement explaining merit of contributions is required. Examples of leadership and service might include:***

1. Service: Elected office holder, committee chair, or committee work in a combination of IAHPERD, Midwest, AAHPERD, and affiliated or closely related organizations; and presentations or speaking before educational groups, conventions or other

meetings held in the interest of promoting HPERD.=

2. Teaching: Outstanding contribution to clinics, workshops, and curricular projects, promoter of programs, outstanding contributor to profession affecting philosophy or practice in one or more areas of HPER; demonstrator of outstanding teaching or coaching.
3. Authorship-Research-Creative or Scholarly Contributions: Systematic research which has helped advance the profession, author/co-author of one or more books in HPERD, author of articles in magazines or journals of a national scope, creator of unique productions in dance, synchronized swimming; recipient of scholarships, fellowships, grants, awards.

**Outstanding Student Award:** Awarded to a full time student enrolled in an Indiana college/university with a major in a field or discipline of HPERD; a member of AAHPERD, and IAHPERD; endorsed by chairperson of major department; displays distinctive leadership and meritorious service to the profession. Examples of leadership and service might include association, state, district, and/or national activities, special honors, and community service. A sponsors statement explaining merit of contributions is necessary.

**Health Educator of the Year Award:** Awarded to an individual who has major teaching responsibility for teaching health in public or private schools, grades K-12; an institution of higher education; a community health, government or work site health education program. Must have membership in IAHPERD and AAPHERD for a minimum of five years, be in the profession for five or more years, and contribute significant contributions to the profession in teaching, scholarly activity and service. Examples of contribution may include:

- 1) Teaching: a variety of teaching methodologies, demonstrations, innovative learning experiences, promotion or recognition in an outstanding health program.
- 2) Research/Creative Activities: Author or co-author of one or more books or articles in health education; systematic research, author of grants, or recipient of scholarships, fellowships, grants, or awards for health related areas; presentation, curriculum and program development.
- 3) Service Activities: Office holder in IAHPERD, Midwest, AAHPERD, or affiliated or related organizations; chairperson of committee, speaker or clinician.

**Recreation Professional/Leisure Educator of the Year:** Awarded to a person who exhibits outstanding and creative leadership in the recreation profession, or is an innovative leisure educator as evidenced by scholarly work and presentations; who is providing leadership for the profession by making presentations or demonstrations in the past two years, who demonstrates vitality of contemporary and future leisure thought and theory in actions or expressed works; and who had made significant contributions in IAHPERD, Midwest, AAHPERD through elected offices, committees, publications, service or research. Must have been a member in the alliance for the past five years and involved in the profession for ten years or more.

**K-12 Dance Educator of the Year:** Awarded to an individual who is teaching dance in the public schools, and is an IAHPERD, AAHPERD, and NDA member; who teaches creatively using various methodologies, promotes understanding of dance as a creative art, emphasizes dance as an integral cultural component, and presents a balanced sequential curriculum.

The individual should show professional commitment through active participation in local, state, and/or national dance organizations, should provide opportunities for student creative expression, and serve as a positive role model. Although not qualifying for the Midwest award competition, a college/university dance educator may qualify for the Indiana award.

**Elementary Physical Educator of the Year:** Must be a current member of IAHPERD, AAHPERD and must have NASPE as an association selection; must have five years minimum teaching experience, serve as a positive role model in personal health, fitness, activities, sportsmanship, and sensitivity to student needs. Should demonstrate use of various teaching methodologies, plan innovative learning experiences, meet individual student needs, conduct a balanced and sequential curriculum reflecting child growth and development, and assume responsibility for personal professional growth. Should evidence commitment to the education profession by serving on state/regional/national committees, and presenting workshops or programs. Only the Midwest District Recipient is required to submit a 30-minute videotape.

**Middle School Physical Educator of the Year:** In addition to the above elementary TOY award criteria, the recipient should demonstrate understanding of the difference between middle and secondary students, should deal with age level as well as developmental levels, and should demonstrate that the program makes an effective change from elementary to middle school. Should provide evidence that the program shows how quality daily physical education translates into life styles, and emphasizes noncompetitive activities that focus on success for all students.

**Secondary School Physical Educator of the Year:** Same as for the above TOY awards criteria except for teaching at the secondary level and providing developmentally appropriate activities for secondary student growth and development.

USE THE "AWARDS NOMINATION FORM" TO NOMINATE INDIVIDUALS FOR ANY OF THE ABOVE AWARD CATEGORIES. SEND YOUR NOMINATIONS NO LATER THAN FEBRUARY 15, 1997 TO:

Vernon E. Houchins Telephone: 812-888-4477  
IAHPERD Vice President fro Operations E-mail: HOUCHINS@VUNET.VINU.EDU  
Vincennes University FAX: 812-888-5218  
Division of HPER  
Vincennes, Indiana 47591



# TEACHING TUMBLING

Phillip Ward

Contact:	Sharon Kennedy	ISBN:	0-87322-497-3
U.S. Price:	\$18.00	Canadian Price:	\$26.95
Binding:	Paper	Pages:	152
Item:	BWAR0497	Pub. Date:	November, 1996

## NEW TOOL FOR TEACHING BASIC GYMNASTICS

**CHAMPAIGN, IL** — How does a beginning gymnastics instructor learn to teach? Where can this instructor find sequenced lesson plans for teaching skills, safety, and goals? Gymnastics instructors, recreation leaders, and physical educators will find these answers and more in **TEACHING TUMBLING** by gymnastics veteran **Phillip Ward**. Published by Human Kinetics, this user-friendly guide provides 42 sequenced lesson plans organized around movement themes designed to

- introduce children to gymnastics safely and correctly,
- develop their strength and flexibility skills, and
- enhance their motor development.

The book consists of 86 basic tumbling skills. To make tumbling instruction as efficient and effective as possible, Ward also packs the book with these valuable features:

- Critical elements, cues, and prompts for each skill
- Skill finder to match activities to lesson plans
- Scope and sequence chart to help plan curricular content
- Skills checklist to evaluate student progress
- Illustrated drills and skills
- Assessment suggestions
- Teaching tips for working with children in grades K-6
- Recommended tumbling and gymnastics resources and materials

Also included are 14 reproducible task cards to laminate for circuit stations.

## Contents

Skill Finder

Preface

Acknowledgments

### Chapter 1. Welcome to Tumbling

Teaching Effectively

Assessment Techniques

Safety Issues

Form

Equipment

How to Use This Book

### Chapter 2. Tumbling Principles and Skills

Balances and Supports

Rotations

Springing and Landing

### Chapter 3. Curriculum and Lesson Plans

Appendix A. Task Cards

Appendix B. Skills Checklist

Appendix C: Achievement Certificate

Appendix D: Recommended Resources and Materials





## New Books

### Human Kinetics

1607 North Market Street  
PO Box 5076  
Champaign, IL 61825  
800/747-4457; FAX 217/351-2674  
<http://www.humankinetics.com/>

### Sport Management

Facility & Equipment  
Management for Sport Directors  
John Olson  
0-87322-940-1—\$20.—11/96

### Games

Gymnastics Fun & Games  
Patty Hacker, et al  
0-88011-557-2—\$14.95—9/96

Orienteering  
Tom Renfrew  
0-87322-885-5—\$14.95—10/96

Multicultural Games  
Lorraine Barbarash  
0-88011-565-3—\$15.—10/96

Physical Activity Ideas for Action  
(Elementary)  
Lynn Allen  
0-88011-554-8—\$16.—10/96

Physical Activity Ideas for Action  
(Secondary)  
Lynn Allen  
0-88011-554-8—\$16.—10/96

### Fitness

Strength Basics  
Brian Cook, et al  
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2nd Edition  
Rob Sleamaker, et al  
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Nancy Clark's Sports Nutrition Guide-  
book, 2nd Edition  
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The Bodywise Woman 2nd Edition  
Judy Mahle Lutter  
0-87322-606-2—\$16.95—9/96

Building Strength and Stamina  
Wayne Westcott  
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LeAnne Case  
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Fitness and Health 4th Edition  
Brian Sharkey  
0-87322-878-2—\$19.95—10/96

### Methods

Research Methods in Physical Activity  
3rd Edition  
Jerry Thomas & Jack Nelson  
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Howard N. Zelaznik  
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### Steps to Success Series

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Team Handball  
Reita E. Clanton, et al  
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### Coaching & Sport

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Guide  
Gerry Carr  
0-87322-974-6—\$24.—8/96

Complete Conditioning for Ice Hockey  
Peter W. Twist  
0-87322-887-1—9/96

Coaching Youth Football  
2nd Edition  
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Youth Soccer Drills  
Jim Garland  
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Larry Green, et al  
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Rainer Martens  
0-88011-666-8—\$18.95—9/96

Coaching Youth Volleyball  
2nd Edition  
ASEP Program  
0-88011-540-8—\$12.95—9/96

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0-88011-552-1—\$14.95—9/96

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Burrall Paye  
0-87322-979-7—\$15.95—9/96

Tennis Tactics: Winning Patterns of  
Play  
USTA  
0-88011-499-1—\$14.95—9/96  
Video \$29.95 — MUST0473

Coaching Soccer Successfully  
Roy Rees, et al  
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Vern Stenlund  
0-87322-998-3—\$14.95—9/96

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AFCA  
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and Strategies  
Dan Seemiller, et al  
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Sport First Aid 2nd Edition  
Melinda J. Flegel  
0-88011-556-4—\$18.95—10/96

# Physical Activity and Health

## At-A-Glance

1996

### A New View of Physical Activity

This report brings together, for the first time, what had been learned about physical activity and health from decades of research. Among its major findings:

- People who are usually inactive can improve their health and well-being by becoming even moderately active on a regular basis.
- Physical activity need not be strenuous to achieve health benefits.
- Greater health benefits can be achieved by increasing the amount (duration, frequency, or intensity) of physical activity.

### The Benefits of Regular Physical Activity

Regular physical activity that is performed on most days of the week reduces the risk of developing or dying from some of the leading causes of illness and death in the United States. Regular physical activity improves health in the following ways:

- Reduces the risk of dying prematurely.
- Reduces the risk of dying from heart disease.
- Reduces the risk of developing diabetes
- Reduces the risk of developing high blood pressure.
- Helps reduce blood pressure in people who already have high blood pressure.
- Helps control weight.
- Helps build and maintain healthy bones, muscles, and joints.
- Helps older adults become stronger and better able to move about without falling.
- Promotes psychological well-being.

### A Major Public Health Concern

Given the numerous health benefits of physical activity, the hazards of being inactive are clear. Physical inactivity is a serious, nationwide problem. Its scope poses a public health challenge for reducing the national burden of unnecessary illness and premature death.

### What Is a Moderate Amount of Physical Activity

As the examples listed in the box show, a moderate amount of physical activity\* can be achieved in a variety of ways. People can select activities that they enjoy and that fit into their daily lives. Because amount of activity is a function of duration, intensity, and frequency, the same amount of activity can be obtained in longer sessions of moderately intense activities (such as brisk walking) as in shorter sessions of more strenuous activities (such as running):

### Examples of Moderate Amounts of Activity

Washing and waxing a car for 45-60 minutes  
Washing windows or floors for 45-60 minutes  
Playing volleyball for 45 minutes  
Playing touch football for 30-45 minutes  
Gardening for 30-45 minutes  
Wheeling self in wheelchair for 30-40 minutes  
Walking 13/4 miles in 35 minutes (20 min/mile)  
Basketball (shooting baskets) for 30 minutes  
Bicycling 5 miles in 30 minutes  
Dancing fast (social) for 30 minutes  
Pushing a stroller 11/2 miles in 30 minutes  
Raking leaves for 30 minutes  
Walking 2 miles in 30 minutes (1 5 min/mile)  
Water aerobics for 30 minutes  
Swimming laps for 20 minutes  
Wheelchair basketball for 20 minutes  
Basketball (playing a game) for 15 -20 minutes  
Bicycling 4 miles in 15 minutes  
Jumping rope for 15 minutes  
Running 11/2 miles in 15 minutes (10 min/mile)  
Shoveling snow for 15 minutes  
Stairwalking for 15 minutes

Less Vigorous,  
More Time

More Vigorous,  
Less Time

\* A moderate amount of physical activity is roughly equivalent to physical activity that uses approximately 150 calories (kcal) of energy per day, or 1,000 Calories per week.

† Some activities can be performed at various intensities; the suggested durations correspond to expected intensity of effort.

### Precautions for a Healthy Start

To avoid soreness and injury, individuals contemplating an increase in physical activity should start out slowly and gradually build up to the desired amount to give the body time to adjust. People with chronic health problems, such as heart disease, diabetes, or obesity, or who are at high risk for these problems should first consult a physician before beginning a new program of physical activity. Also, men over age 40 and women over age 50 who plan to begin a new vigorous physical activity program should consult a physician first to be sure they do not have heart disease or other health problems.

### Adults

- More than 50 percent of adults do not achieve the recommended amount of regular physical activity. In fact, 25 percent of all adults are not active at all.
- Inactivity increases with age and is more common among women than men and among those with lower income and less education than among those with higher income or education.

## Adolescents

- Nearly half of young people aged 12-21 are not vigorously active on a regular basis.
- Physical activity declines dramatically with age during adolescence.
- Female adolescents are much less physically active than male adolescents.

## High School Students

- In high school, enrollment in daily physical education classes dropped from 42 percent in 1991 to 25 percent in 1995.
- Only 19 percent of all high school students are physically active for 20 minutes or more in physical education classes every day during the school week.

This report identifies promising ways to help people include more physical activity in their daily lives.

- Well-designed programs in schools to increase physical activity in physical education classes have been shown to be effective.
- Carefully planned counseling by health care providers and worksite activity programs can increase individuals physical activity levels.
- Promising approaches being tried in some communities around the nation include opening school buildings and shopping malls for walking before or after regular hours, as well as building bicycle and walking paths separated from automobile traffic. Revising building codes to require accessible stairwells is another idea that has been suggested.

## Older Adults

No one is too old to enjoy the benefits of regular physical activity. Of special interest to older adults is evidence that muscle-strengthening exercises can reduce the risk of falling and fracturing bones and can improve the ability to live independently.

## Parents

Parents can help their children maintain a physically active lifestyle by providing encouragement and opportunities for physical activity. Family events can include opportunities for everyone in the family to be active.

## Teenagers

Regular physical activity improves strength, builds lean muscle, and decreases body fat. It can build stronger bones to last a lifetime.

## Dieters

Regular physical activity burns Calories and preserves lean muscle mass. It is a key component of any weight loss effort and is important for controlling weight.

## People with High Blood Pressure

Regular physical activity helps lower blood pressure.

## People Feeling Anxious, Depressed, or Moody

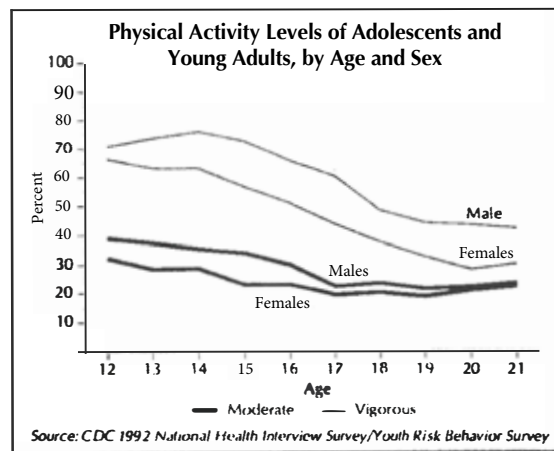
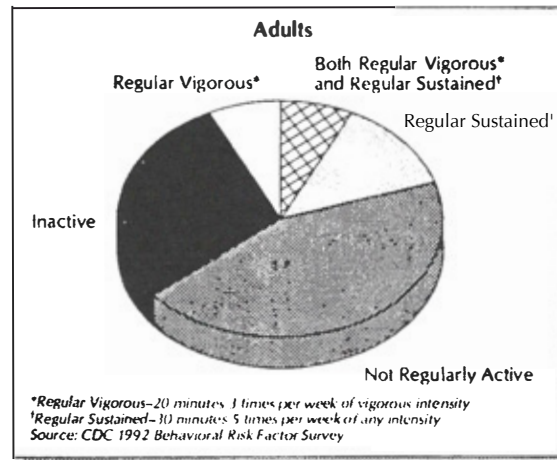
Regular physical activity improves mood, helps relieve depression, and increases feelings of well-being.

## People with Arthritis

Regular physical activity can help control joint swelling and pain. Physical activity of the type and amount recommended for health has not been shown to cause arthritis.

## People with Disabilities

Regular physical activity can help people with chronic, disabling conditions improve their stamina and muscle strength and can improve psychological well-being and quality of life by increasing the ability to perform activities of daily life.



For more information contact:  
Centers for Disease Control and Prevention  
National Center for Chronic Disease Prevention and Health Promotion

Division of Nutrition and Physical Activity, MS K-46  
4770 Buford Highway, NE  
Atlanta, Georgia 30341  
1-888-CDC-4NRG or 1-888-232-4674 (Toll Free)  
<http://www.cdc.gov>

The President's Council on Physical Fitness and Sports  
Box SG  
Suite 250  
701 Pennsylvania Avenue, NW  
Washington, DC 20004



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## Refereed Articles: Guidelines for Authors

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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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Make check payable to: Indiana AHPERD.

Send to: P. Nicholas Kellum, Executive Director, IAHPERD, School of Physical Education/IUPUI  
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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?  
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 \_\_\_\_\_ State Level  
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