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Indiana Association
for Health, Physical
Education, Recreation
and Dance



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Indiana Journal

for Health, Physical Education, Recreation and Dance

Volume 27, Number 2

Spring 1998

Indiana Association for
Health, Physical Education, Recreation and Dance

Contents

Indiana AHPERD 1997-98

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Message from the President

HEALTHY ME — HEALTHY YOU HEALTHY COMMUNITY 1
NOTIONS From YOUR EDITOR
HOW WOULD YOU RESPOND TO THIS
NEWSPAPER EDITORIAL? 2

State of the Profession

TIMES A CHANGING 3
State of the State 4

Reprinted Article

Preparing Teachers for Conflict Resolution in the Schools 6
American Association for Active Lifestyles and Fitness 8
Kids Care Health Fair 12
JRFH 1997/1998 Certified Demonstration Teams 13

Reprinted Article

Psycho-Physiological Contributions of
Physical Activity and Sports for Girls 16
COME TO THE HILL PLANNED FOR JUNE 21
PHYSICAL ACTIVITY IDEAS FOR ACTION 26

A HISTORICAL DEVELOPMENT OF GIRLS INVOLVEMENT
IN STATE SANCTIONED HIGH SCHOOL

ATHLETIC CHAMPIONSHIPS 38

Reprinted Article

Drug Abuse Prevention:
School-based Strategies that Work 46

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Message from the President

HEALTHY ME — HEALTHY YOU

HEALTHY COMMUNITY

Karen Hatch
McCulloch Middle School
3528 South Washington Street
Marion, IN 46953
765-674-6917
e-mail: hatch@comteck.com



Greetings! As my presidency is in full swing, I find myself being challenged on many fronts, not the least of which is spending time in dialogue with other IAHPERD professionals. I look forward to more time for this during the coming months.

Let's take a look back at the challenges I issued in the Winter Journal. Have you completed your "Walk The Talk" self-assessment program? Please take this opportunity for further professional growth. Did you accept the challenge to "go outside your comfort zone" to be involved at a different level than the one in which you are currently working? If so, please send me a note about it. Girls and Women in Sports Day has come and gone and I trust many of you used that day to honor your female athletes both current and past.

I sponsored a Hoops for Heart event for the first time this February. Even though our turnout was small, many ideas were generated to improve the contest for 1999. Anytime students come together for an activity it is a positive time and I'm sure your Hoops For Heart and Jump Rope For Heart activities were equally successful.

A second look back takes us to February and the Midwest AAHPERD conference in Fort Wayne. Indiana really shone throughout the conference. A big thanks to Pat Zezula and Delores Wilson for planning the conference and to all who served as hosts, presenters and presiders. Nikki Assmann did a fine job arranging Indiana night. We received many compliments on our state, but it couldn't have happened without the many hours put in by our IAHPERD members.

By the time you read this, the AAHPERD National conference will be history. I'm looking forward to networking with colleagues from across the nation and gathering new ideas for Indiana activities. I plan to share more in the Fall Journal.

As we look forward, the next project for IAHPERD is the Fitness Festivals. Planned by Doreen St. Clair and Dolores Wilson, the two festivals will target fifth graders for a morning of various physical activities. These take place April 25 at Hanover College and May 2 at Ball State University. Plan now to bring your students; if you are at a different grade level, consider being a volunteer.

May is National Physical Education Month and May 1-7 is specifically targeted as National Physical Education and Sport Week. The theme for 1998 is "Raising the Standards". Begin making plans now for special activities to spotlight your physical education program. During that week on Wednesday, May 6 is ACES Day - All Children Exercising Simultaneously. Plan a short exercise activity to include your entire school at 10:00

a.m. on that day. It could be as simple as everyone going outside for a walk or everyone doing a specific group [of exercises or grades challenging each other in various activities. It isn't the specific activity that is important, it's getting everyone up and moving.

The Regional Task Force is putting together a "traveling show" that will visit five sites in the state during 1999 to help professionals with teaching ideas, introduce them to the new Health proficiencies and give suggestions for planning a Jump Rope For Heart or Hoops For Heart activity. If you would like to share your successes in any of these areas or be a host site, please contact Region Coordinator, Bobbi Lautzenheiser.

The Fall Conference will soon be a reality. Many plans are underway to insure another fantastic slate of meetings. It will again be held at the IUPUI Conference Center in Indianapolis on November 19-21. Program Councils are seeking presenters in various areas. If you have a program you would like to share or know of one that would be of benefit, please send in a program proposal.

On another subject, just how old do you feel today — your actual age or as old as Methusaleh?? Plan to join a special session at our conference presented by Jean Deeds. At age 51 she packed the 2155-mile Appalachian trail alone. So, what could she possibly do to top that? She climbed Mt. Kilimangaro. According to Jean, "One very simple thing I've discovered is that I feel as good at age 55 as I've ever felt in my life and it's because I'm increasing my fitness activities." Jean will speak briefly at the award's luncheon and then present a session to help all of us to deal either with the challenges life throws at us or to seek new ones.

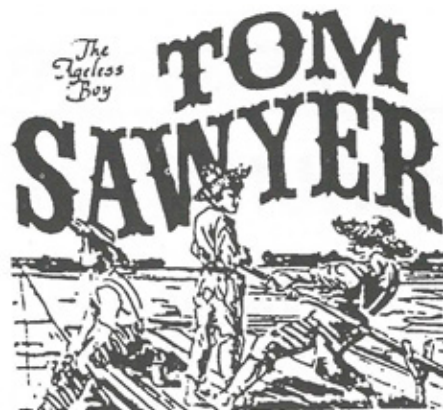
A fellow educator (now retired) set a goal when he reached 50 to go canoeing at least once a month until he reached the age of 60. Regardless of the weather, he was well on his way until he had a mild stroke at age 58. Because so many of his friends knew of this goal, not even that got in his way. Yes, he met his goal of canoeing at least once a month for a decade. When I asked him why, he replied that he didn't want to reach 60, look back and not have accomplished something.

Maybe you're not as close to 50 as I am, but have you given any thought to your goals? Look for someone or something to inspire your goal, either short or long term. Even if you don't attain it completely, choose a new one and go for it.

**Challenges and changes — that's what's life is all about.
HAVE A HEALTHY ONE!**

NOTIONS From YOUR EDITOR. . .

Thomas H. Sawyer, Ed.D., Professor
Department of Recreation and Sport Management
Indiana State University
Terre Haute, IN 47809
(812) 894-2113, (812) 237-2186, FAX (812) 237-4338
PMSAWYR@SCIFAC.INDSTATE.EDU



HOW WOULD YOU RESPOND TO THIS NEWSPAPER EDITORIAL?

*Send your responses to me by no later than July 15, 1998
for inclusion in the next edition of "Notions from your Editor."*

Kids' health isn't schools' responsibility

LONG BEACH, Calif.—So-called "physical education"—a vital part of our public schools' curricula?

The very idea is almost too ludicrous for words.

In the first place, PE is not education in any realistic sense of the term. True "physical education," physical education worthy of the name, would involve the study of human anatomy and physiology, along with such subsidiary subjects as nutrition and pathology. But this is not physical education as it is actually taught in the public schools. As it is actually taught, the only learning PE requires of its "students" is how to do sit-ups and push-ups and how to play a handful of simpleminded games like football, baseball and basketball. And this material could easily be mastered by anyone of average intelligence in about 45 minutes.

The rest of it is nothing but thrashing — that is, the wild or violent or frenetic flailing about of the body and its various parts, most notable the arms and legs. And why, pray tell, should the public schools waste our children's time and energy and their parents' tax money on such foolishness as this?

The conventional answer to this question is that our children need to be "fit."

But there is a question we should fire back when confronted with this pseudo-explanation: Fit for what?

After all, we do not live in a frontier society. We do not have to perform grueling, manual labor 12 to 14 hours a day just to keep body and soul together. We do not have to clear our own land, grow our own food, build our own homes and trudge 14 miles each way through blowing snowdrifts to get to school.

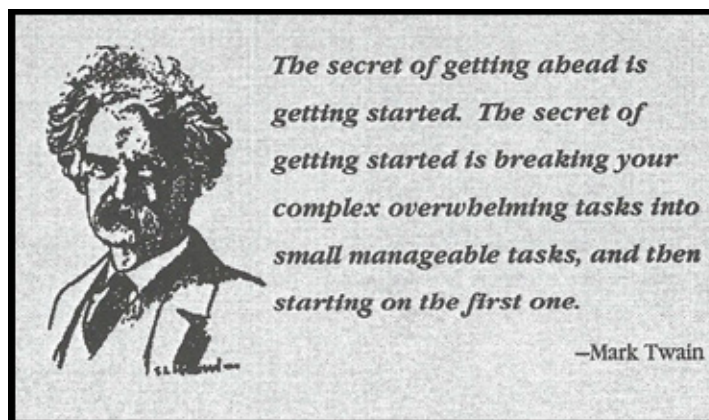
When people say that our advanced technological society has so accustomed us to a life of leisure that we are no longer "fit," they are complaining that we no longer have the strength and stamina to live in a way we no longer need to

live. Well, so what? Why should we keep ourselves fit for a style of life that we no longer have any reason to lead?

Of course, a certain amount of exercise is beneficial to any human body. But there are better ways to get a little exercise than being forced into a PE class and coerced into playing stupid games in an environment reminiscent of a military boot camp.

There's bicycling, for example. And what American child doesn't have and ride a bicycle? There's swimming. And to judge from the public swimming pools I drive past and the children I know personally and see around my neighborhood, American kids don't have to be dragooned and browbeaten into taking that kind of exercise for themselves, either.

Leave kids alone and they'll keep themselves "fit"—fit for the kind of society they actually live in. And let the public schools spend their time on the three R's. As long as they're still producing graduates who've never heard of the First Amendment and can't find Miami on a map, they have far more important things to concern themselves with than "physical education."



State of the Profession



TIMES A CHANGING

by

Barbara A. Passmore, Ph.D.

Dean

School of Health and Human Performance

Indiana State University

Terre Haute, IN 47809

(812) 237-3318

FAX (812) 237-4338

E-Mail: hprpass@scifac.indstate.edu

Last year President of IAHPERD, Nikki Assmann, appointed an ad hoc committee to address some of the problems of structure and function in the organization. That committee gleaned many materials and solicited input from organization members. The final report that was presented to the board in September included a piece that should provide more services to the members in the members' regions. The vehicle that will initiate those services is a state committee who is specifically charged to develop a menu of programs and presentations that regional councils may select for their members. The state committee will then provide some services to implement those programs.

This is not a novel idea, but it does represent much of the thinking going on in HPERD organizations at the district and national levels. The Midwest District Association for Health, Physical Education, Recreation and Dance Convention in Fort Wayne in February had only 350 participants. Incoming President, Eddie Bedford, and the Alliance President, Keith Hensen, noted that service to members was at issue and that the present model of an annual convention of this organization may not be the best vehicle to provide those services. Conversations and program partnerships with National Associations and structural and functional changes to better service members is on

the Midwest President and President-Elect's Debra Berkey, agendas these next few years.

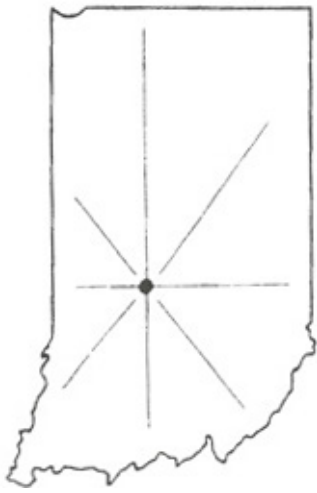
The Alliance, although increasing in membership, is beginning to have similar conversations. National Associations are questioning the purpose of the districts and downsizing appears to be gaining momentum in the Alliance model. Service to members and restructuring of the whole and its parts are major discussion items as we do into Reno for the national convention. The National Dance Association has officially requested to separate from the Alliance and several other organizations in the Alliance are in trouble financially.

It would appear that National Associations instead of competing with the districts might consider partnering with the districts and the districts instead of competing with the states might consider partnering with the states to readily provide those workshops and programs that are so needed to keep our professionals updated. Each of these organizations is unique and has a wealth of material and expertise to offer that membership. By working together the visibility of each organization can grow and expand, program availability will increase and duplication in conventioning can be eliminated. We all believe we need a strong professional organization to represent us, and together we can demonstrate that strength.

Looking for a Chance to be Published?

THE IAHPERD JOURNAL IS REFEREED.

Students — Graduate Students — Teachers At All Levels



State of the State

by Sue Foxx

Indiana Department of Education
Division of Program Development

Room 229, State House

Indianapolis, IN 46204-2798

(317) 232-9136 or sufoxx@doe.state.in45

Indiana State Board of Education rules (511 IAC 6-7-1) no longer restrict "credit" to course work completed in grades 9 through 12. A student who completes a course before grade 9 may earn credit for that course if the course is equivalent to its high school counterpart. School corporations may develop policies and operating procedures to govern the awarding of high school credit below grade 9.

The following points should be considered if credit is awarded for courses taken before grade nine:

- The course content must meet the competencies/proficiencies of the corresponding high school course.
- Credit should be recorded on the student's transcript and averaged in the student's overall high school GPA. It must be apparent to post secondary admission counselors that all Core 40 requirements have been met.
- Schools should carefully consider the courses that may be awarded credit below grade 9. *Physical, intellectual, social*

and emotional maturity of the student, in conjunction with the course content, should be considered when identifying the course(s) that may be taken for credit below grade nine.

- Grading policies and practices should be consistent at both the high school and middle school or junior high school level.
- High school credit granted before grade 9 must satisfy state proficiencies and Core 40 competencies, where applicable.

The Effect on the Requirements of the Academic Honors Diploma if Granting High School Credit Below Grade Nine

The requirements for the Academic Honors Diploma may be satisfied with high school credit awarded for courses below grade 9 provided that: (1) the student has earned a grade of "C" or better for the course; (2) the course is entered on the student's high school transcript; and (3) the grade is included in the student's high school GPA.

Eight (8) high school credits of mathematics are required for completion of the Academic Honors Diploma. As a stated exception, however, a student who takes Algebra I before grade 9 needs to take six (6) more credits in high school to meet this requirement. This is the case whether credit is being awarded, or not awarded, for the course taken before grade 9. Algebra II must be included in these six (6) credits.

Students and parents should be reminded that college admission officers often look for evidence that students have taken mathematics classes in their final years of high school. In addition, students who do continue taking mathematics tend to score higher on SAT tests. A direct correlation has been established between the SAT mathematics score and the number of mathematics courses taken in high school.

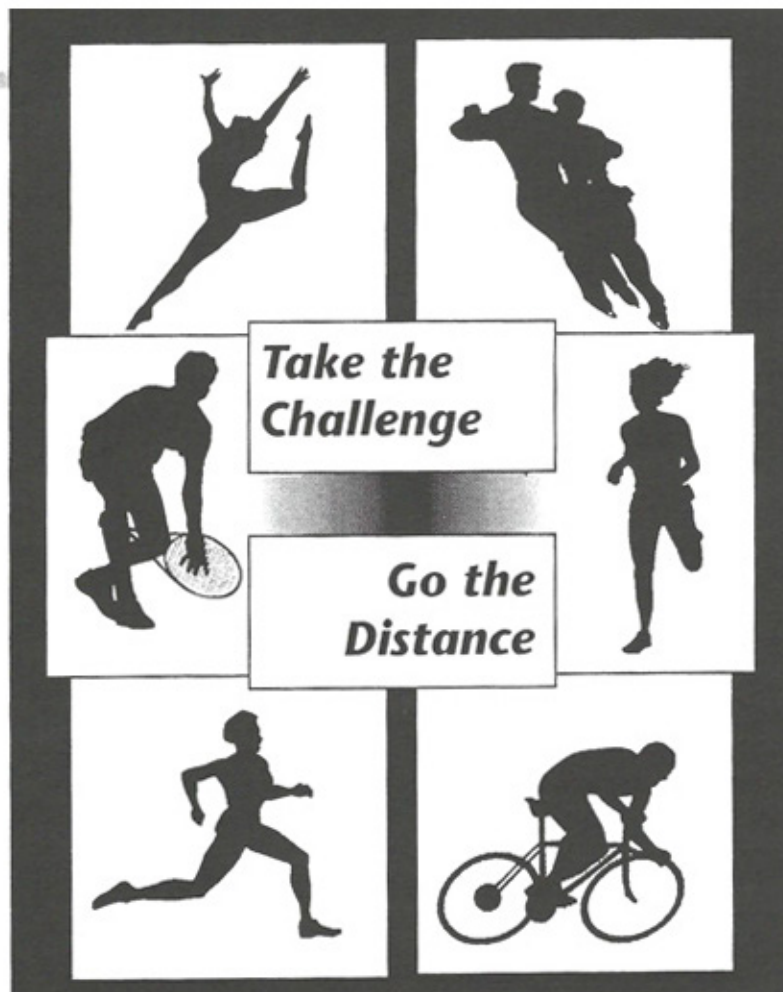
Six (6) or eight (8) high school credits of foreign language are required for completion of the Academic Honors diploma—six (6) credits in one language or four (4) credits in each of two languages. As a stated exception, however, a student who successfully completes a Level I foreign language course before grade 9, needs to take four (4) more credits in that language or two (2) more credits in that language plus four (4) credits in another language. This is the case whether credit is awarded, or not awarded, for the course taken before grade 9.

Share your games
in the next issue!

Mark Your Calendar Now!

The 1999 AAHPERD National Convention & Exposition will be April 20-24, in Boston.

Presentation proposals are being accepted now. Call 800-213-7193, ext. 401 to receive an application or visit our web site at www.aahperd.org.



Looking forward to ...

1999

April 20-24
Boston, MA

Boston's role in shaping American history makes it a popular destination. See where the American Revolution was conceived and began, Paul Revere's House, the Boston Tea Party Ship. As America's Walking City, Boston offers history on every corner.

2000

March 21-25
Orlando, FL

With 66 attractions, including, of course, Disney World, Orlando is a great place to mix business and pleasure. Dine with sharks, visit an art museum, go on an island safari, or take a plunging ride on a roller coaster.

2001

March 27-31
Cincinnati, OH

Cincinnati combines old-world European charm with a cosmopolitan polish. Its 16 block elevated Skywalk system links hotels to specialty shops, professional sports and cultural attractions, restaurants, nightclubs, and department stores. On the banks of the Ohio River, Cincinnati welcomes visitors to enjoy its diversified landscapes, from hilltops to riverfronts.

2002

April 16-20
San Diego, CA

How do I choose? This is the question you'll ask yourself when you arrive in sunny San Diego. Balboa Park, the San Diego Zoo, Coronado, Point Loma, Mission Valley, Mission Bay, and La Jolla are all within a short drive of downtown San Diego. And the climate — well, it's just as close to perfect as you can get.

2003

April 1-5
Philadelphia, PA

One of the oldest cities in the U.S., Philadelphia's Waterfront and Historic Park area is considered "America's most historic square mile." From history to culture, sports to shopping, museums to markets, Philadelphia is unrivaled in its diversity. Having been voted the Best Restaurant City in America by Conde Nast Traveler, the cuisine is incomparable as well.

2004

March 30-April 3
New Orleans, LA

The Crescent City, The Big Easy, City of Lights — by any name, New Orleans is among the most unique cities in the U.S. New Orleans' reputation as an "international city" is rooted in history, with a melange of cultures and ethnic influences. From jazz music to creole cooking, the flavor of New Orleans is phenomenal.

Reprinted Article

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Preparing Teachers for Conflict Resolution in the Schools

Kathryn L. Girard

Introduction

Violence prevention, conflict resolution, peer mediation, peaceable classrooms: These are the words that frame a growing movement in education. Violence prevention connotes both need and a program, a part of which may address conflict resolution skills. Conflict resolution refers generally to strategies that enable students to handle conflicts peacefully and cooperatively outside the traditional disciplinary procedures. Peer mediation is a specific form of conflict resolution utilizing student as neutral third parties in resolving disputes. A peaceable classroom or school results when the values and skills of cooperation, communication, tolerance, positive emotional expression, and conflict resolution are taught and supported throughout the culture of the school.

Conflict resolution in education is linked to democracy and citizenship, developing a peaceful world, cooperative learning, multicultural education, prejudice reduction, social justice, violence prevention and intervention, critical thinking and problem-solving, and site-based management. In recent years, the growth of violence in schools has fueled interest in conflict resolution. There is, however, concern among conflict resolution practitioners that the need for immediate fixes to problems may lead to unrealistic and inappropriate goals and expectations. The press to address issues of social justice and prejudice leads to similar concerns. Experienced practitioners view conflict resolution as only one component in preparing youth to find nonviolent responses to conflict,

in promoting social justice, and in reducing prejudice in school communities (Bettmann & Moore, 1994; Bodine, Crawford, & Schrupf, 1994; DeJong, 1994; Miller, 1994).

Classroom curriculum, classroom management, and school- or district-based programs are main entry points for conflict resolution in schools. Information and skills find their way quietly into individual classrooms through social studies, English, literature, science, and even math curricula, as well as through direct instruction in communication and cooperative problem solving. Some teachers, often in conjunction with curricular initiatives, choose to incorporate principles of conflict resolution in classroom management. Since peer mediation typically requires participation, support, and resources beyond those of a single classroom, entire schools and sometimes whole districts may be involved. Such comprehensive efforts may entail substantial parent education and staff development and are very dependent on strong administrative leadership (Lieber & Rogers, 1994; National Association for Mediation in Education [NAME], 1994).

This Digest will discuss several approaches, both inservice and preservice, to preparing teachers to play a role in conflict resolution within schools and will identify problematic issues related to preparation.

Conflict Resolution in Teacher Education

The study of conflict and its resolution encompasses many fields. Accordingly, teaching, research, and

writing occurs in many academic departments. Course materials typically draw from social psychology, education, law, sociology, communication, and anthropology, as represented in foundation texts (Deutsch, 1973; Fisher & Ury, 1981; Axelrod, 1984; Hocker & Wilmot, 1991; Duryea, 1992).

Inservice Training

Conflict resolution in schools has grown rapidly. The National Association for Mediation in Education (NAME) estimates that in 1984, the year of its founding, there were approximately 50 school-based conflict resolution programs. Eleven years later NAME estimates the number of programs at well over 5,000. One of those early programs was the Responding to Conflict Creatively Program (RCCP) sponsored by Educators for Social Responsibility, which now operates in 300 schools nationwide. Other programs have expanded similarly. The New Mexico Center for Dispute Resolution has carried out a statewide school mediation program for 10 years and currently involves over 30,000 students. Through the Community Board Program, three-fourths of San Francisco's schools have peer conflict managers (National Institute for Dispute Resolution [NIDR], 1994; Inger, 1991).

Educators primarily learn about conflict resolution on their own or through staff development programs. The issue of whether teachers can conduct peer mediation and other conflict resolution programs without training is a central question. While mediation and peaceable school curricula are available to individual teachers, the authors en-

courage substantial training (Kreidler, 1984; Bodine et al., 1994; Schmidt, 1994). NAME provides a curriculum and program to train those interested in conducting staff development in schools (Townley & Lee, 1993). Training is viewed as necessary due to the difficulty in changing adult attitudes and behavior. Without sufficient training to address teachers' own behavior, there is the danger that the adults' words will not match their actions. Since modeling is essential, training is viewed as essential (Bodine et al., 1994; Lieber & Rogers, 1994; Miller, 1994).

Who conducts training for teachers? In Massachusetts one source is the Office of the Attorney General. Some states, such as Ohio, sponsor dispute resolution centers or commissions. University faculty based in special program or in schools of law, education, or public justice provide training. In many states private nonprofit organizations work specifically on peace or conflict resolution in schools (NIDR, 1994).

Other issues arising in the preparation of inservice teachers echo problems encountered in any change effort. They include the importance of the principal's leadership; the need for targeted follow-up support to teachers; the fit (or lack of it) between program demands and resources; and the need for systemic, school-wide change versus individual classroom change (DeJong, 1994; Lieber & Rogers, 1994).

Preservice and Graduate Preparation

The inclusion of conflict resolution within preservice and graduate education programs has grown more slowly but curricula have found their way into schools and departments of education in a variety of ways. The subject has been introduced within the frameworks of existing courses and as separate courses. Course-work combined with action research is viewed as particularly effective (Girard & Koch, 1995; Lieber & Rogers, 1994; Hughes, 1994).

NAME and NIDR initiated the

Conflict Resolution in Teacher Education Project in 1993. That project brought together experts in prejudice reduction, multi-culturalism, conflict resolution, and teacher education, including representatives from professional associations and specialties of health, counseling, and administration. The project's curriculum, Conflict Resolution in the Schools (Girard & Koch, 1996), is the first comprehensive set of materials directed at the incorporation of conflict resolution in the professional preparation of educators. It includes background materials and instructional modules on the nature of conflict, foundation skills, conflict resolution in schools, and application options for schools and teacher education. Eleven colleges and universities participated in a pilot training based on this curriculum and then implemented conflict resolution at their home sites.

Conclusion

Limited evaluation studies show positive trends related to aggression, student self-image and skills, and overall school climate (Lam, 1989; Metis, 1990). However, the full benefits of conflict resolution in schools may depend on the inclusion of this subject in the preservice curriculum; more comprehensive training; support of teachers, administrators, and parents at sites; and expansion from individual to school- and district-wide programs.

Two resources for additional information are:

- National Association for Mediation in Education, 205 Hampshire House, Box 33635, University of Massachusetts, Amherst, MA 01003-3635. (413) 545-2462.
- National Institute for Dispute Resolution, 1726 M Street, NW, Suite 500, Washington, DC 20036. (202) 466-4764.

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References identified with an EJ or ED number have been abstracted and are in the ERIC database. Journal articles (EJ) should be available at most research libraries; most documents (ED) are available on microfiche collections at more than 900 locations. Documents

- can also be ordered through the ERIC Document Reproduction Service: (800) 443-ERIC.
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American Association for Active Lifestyles and Fitness



Internship Program

What is AAALF?

The American Association for Active Lifestyles and Fitness (AAALF) is a non-profit educational association serving over 6,000 professionals in schools, hospitals, universities, and community wellness programs. Through specialized interest groups, AAALF supports the pursuit and promotion of a healthful quality of life for all populations. These specialized interest groups include people with disabilities, aging (older adults), university administration, ethnic minorities, facilities and equipment, international issues, outdoor education, physical fitness, school and community safety, and student issues.

The internship

The intern will gain insight into an association serving professionals in health, physical education, recreation and dance. He or she must be able to work both independently and as part of a team. The internship will include exposure to program planning and implementation, leadership, marketing, grant writing, product development, advocacy and networking. Through an internship with AAALF the student, who is considered a volunteer, will be eligible for college credits.

Terms of Internship*

Fall; Sept.-Dec.
Spring; Jan.-April
Summer; June-Aug.

Applications Postmarked By

April 1
November 1
March 1

*start and finish dates are subject to academic requirements.

*Interns are responsible for their own housing, transportation, board, travel and miscellaneous expenses.

Application:

Name : _____

Address: _____

Phone: _____ E-Mail: _____

Name of School : _____

Classification: _____ Major: _____

Degree Date: _____

Please circle term of internship for which you are applying.

Fall

Spring

Summer

Please attach a cover letter with your career goals, as well as resume including past work experience. In addition, please include two letters of reference.

Signature: _____ Date: _____

Return the application, cover letter, resume and recommendations to:

AAALF/Internship • 1900 Association Drive • Reston, VA 20191 • 1-800-213-7193 ext. 430 • 703-476-9527 FAX
8 — *Indiana AHPERD Journal/Spring 1998*



PROFESSIONAL STANDARDS FOR MANAGEMENT OF AQUATIC FACILITIES

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

The Aquatic Council strives to promote professionalism in the field of aquatics. Professionalism in aquatic management is shown clearly in facility and personnel managerial practices. The Aquatic Council recommends the following standards for management of aquatic facilities.

A professionally managed facility--

- has a safe, clean aquatic environment for all staff and patrons
- has emergency and instructional equipment recommended by nationally recognized professional organizations
- all equipment in good repair
- is maintained in accordance with all municipal codes and regulations
- has emergency action plans, rules of safe behavior, and warnings about potentially hazardous conditions posted
- has rules and safety procedures posted in a variety of formats
- has established and maintains a risk management program
- provides appropriate water and air temperatures and ventilation to meet programming needs
- establishes and maintains measures to prevent injury and disease transmission.

Personnel at a professionally managed facility--

- have opportunities for training and development
 - ... have frequent inservice training for maintenance of skills, fitness, and public relations
 - ... are encouraged to attend professional association meetings and conferences
- are provided compensation commensurate with level of training
- work in an atmosphere conducive to open communication among staff, management and patrons
- are hired with current certifications (such as a certified pool operator)
- are assigned according to their appropriate certification levels
- provide programming to meet community needs effectively
- are encouraged to use developmentally appropriate methods for coaching and teaching
- are required to maintain complete and accurate records
- are evaluated by appropriate procedures that will ensure retention of competent staff.

The management of an aquatic facility ultimately determines the level of professionalism within that facility. The facility, in turn, influences the public perception of professionalism within the community and within the broader field of aquatics. The Aquatic Council strongly supports management practices that enhance professional excellence in aquatic facilities and programs.

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

ADAPTED AQUATICS NEWS

This has been a busy year for Adapted Aquatics. We have credentialed individuals as Adapted Aquatic Aides, Teachers of Adapted Aquatics, and Council Adapted Aquatics Faculty. **New Teachers of Adapted Aquatics:**

Jose' Alvarez, Guanabo, Puerto Rico
Melissa Flannery, New Rochelle, NY
Jenna Garry, Stony Brook, NY
Janet Krekel, Frankfort, KY
Robert Licari, Stony Brook, NY
Henry Powell, SanDiego, CA
Amy Jo Scoca, Hicksville, NY

Welcome and congratulations new Council **Faculty in Adapted Aquatics:**

Jose' Alvarez, Guanabo, Puerto Rico
Jude Braune, Johnson City, IA
Melissa Flannery, New Rochelle, NY
Henry Powell, SanDiego, CA

Thank you to everyone who works to make this program possible. Special appreciation is extended to Council Faculty Peter Angelo, Charles Steward, and Henry Powell who have all taught our Teacher of Adapted Aquatics Course during the past six months.

For the first time since it's inception our credentialing program has increased it's fees. Due to the increased costs of postage, printing, and phone calls our credential fee is now \$35; our textbook fee has also been increased to \$30; our Faculty Workshop fee is \$85.

Since our program inception we have had a cross-over option available whereby individuals already credentialed as adapted aquatics instructors by a national organization could "cross over" to our program. **This cross-over option will end December 31, 1997.** After that date the only way someone will be able to credential as an Aquatic Council Teacher of Adapted Aquatics will be by taking the Council Teacher of Adapted Aquatics Course.

A faculty workshop is scheduled for convention in Reno. To be considered for credentialing as Council Faculty in Adapted Aquatics a Council member must already hold the Council Teacher of Adapted Aquatics credential. If you are interested in hosting a Teacher of Adapted Aquatics course in your area and have a minimum of ten credentialed swim instructors interested in taking this course we can, for a fee, provide this course at your site.

For further information on credentialing in adapted aquatics contact Sue Grosse, 7252 W. Wabash, Milwaukee, WI 53223. sjgrosse@execpc.com.

SENIOR AQUATICS CREDENTIAL IN PILOT

For the past two years the Senior Aquatics Specialty Committee of the Instruction and Credentialing Program has been hard at work developing a credential in senior aquatics. The development phase of this project is now completed and the new credential in senior aquatics is being piloted this fall. It is anticipated this credential will be similar in structure to the Council credential in adapted aquatics with an initial cross-over available to experiences individuals, teacher and faculty training levels, and appropriate supporting materials and documentation. Formal program release will follow the pilot evaluation.

For further information contact Sue Gavron, Chair Senior Aquatics Specialty Committee, HPERD, Bowling Green State University, Bowling Green, OH 43404-0248 or Ann Wieser, Director Instruction and Credentialing Program, HPERD, University of North Carolina-Greensboro, Greensboro, NC 27412; e-mail rawieser@hamlet.uncg.edu

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COUNCIL MEMBERS DEMONSTRATE ENTHUSIASTIC SUPPORT!

Our Council sessions at last spring's AAHPERD convention in St. Louis began with our AAALF Roundtable. This was an opportunity to review the past year's Council activities, receive information on the happenings in our parent organization the Association for Active Lifestyles and Fitness, and to get input from all members present regarding Council affairs. Over two dozen members turned out for this important planning session and after several hours of deliberations and expenditure of a great deal of enthusiasm the affairs of our Council were well in hand.



If significant importance was the strong show of financial support for your Council. When the discussion of financial affairs was finally completed there was more than note paper on the table. Your members met the challenge and contributed money right there on the spot in support of Council operating expenses.

One of the things we learned at our meeting was that our revenue from dues was no longer sufficient to support our affairs. Up to this time our Council has been very generous in providing materials and information to others, at total cost to ourselves. Our Position Papers are free. Our workshops cost only our expenses. Subscription to Aqua Notes (available to non members) is minimal. we have learned that if we want to continue to have money to publish Aqua Notes, have our display visible at conventions, publish and disseminate our position

papers, and award program grants (as we used to do) we must generate additional income.



Many new projects were discussed. Members were in complete support of maintaining our current level of council involvement in the aquatic profession. Now Council officers are taking a hard look at funding at all levels of Council operations.

We look to our members to help us maintain our financial health. Please support our advertisers. They support our publication. If you know of someone not a member of AAALF/Aquatic Council, please encourage their membership. Aqua Notes is available by subscription.

Don't share your copy -- sell a subscription! We know everyone will not be able to come to Reno for our next convention, but we sure wish you could. Spread the word. If you cannot support our programs with your presence, do so by spreading our word to others.

To everyone who was at convention, and especially to those who put their "money where their mouth was".
THANK YOU!



Kids Care Health Fair

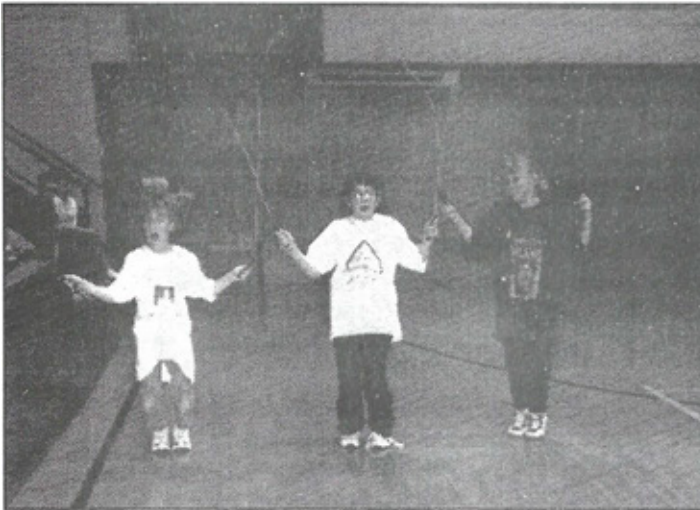
Sponsored by Good Samaritan Hospital

Good Samaritan Hospital's Community Health Services and the Good Samaritan Heart Center, in cooperation with Vincennes University and the American Heart Association sponsored a Kids Care Health Fair. The Fair took place on Sunday, February 22, from 1:00 p.m. to 4:00 p.m. (Vincennes Time), at V.U.'s Physical Education Complex.

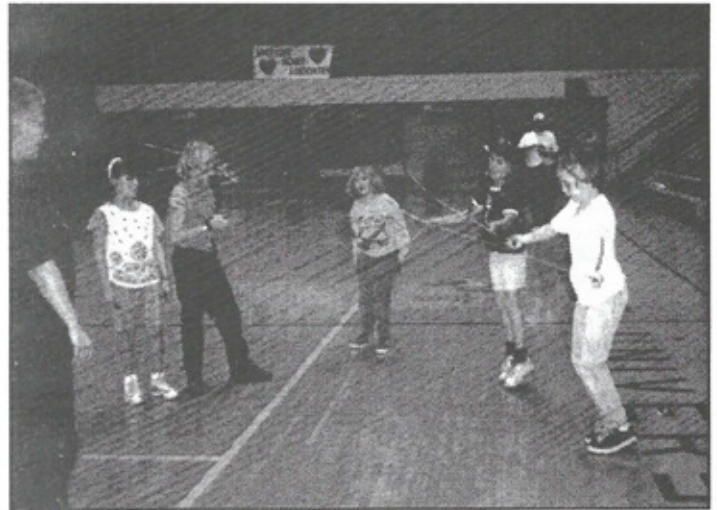
The Kids Fair featured a variety of activities, focusing on health, nutrition, mental wellness and safety, with booths representing over 30 community and hospital groups.

Also featured at the Kids Care Health Fair were members of the V.U. Men's and Women's basketball teams, Miss Vincennes University Julianne Hackney, Louis the Lightning Bug, Vince & Larry-The Crash Dummies and a Fire Education Smoke House.

In conjunction with the Kids Care Health Fair, the American Heart Association will be conducting activities for its "Jump Rope For Life" program at the P.E. Complex that afternoon.



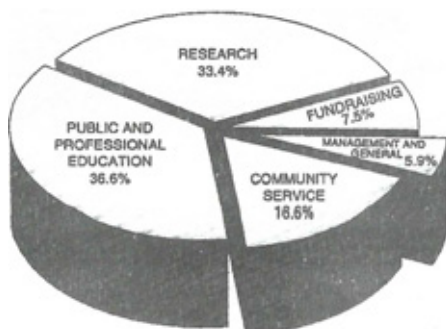
Kids jumping at kids care health fair/JRFH



Characters & jumpers at the kids care health fair.



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Region 3

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Ken Folk

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Roanoke, IN 46783

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Home #: 219-672-3478

Available: Call for availability

Huntington County

Region 6

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Deborah Wright

Union School

8707 W. Hwy 36

Modoc, IN 47358

School #: 765-853-5481

Home #: 765-288-1708

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Region 6

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2301 Pleasant View Road

Richmond, IN 47374

School #: 765-973-3488

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Region 8

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Arlington Elementary

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Indianapolis, IN 46237

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Home #: 317-787-8748

Available: Call for availability

Marion County

Region 8

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Linda Ireland

Maple Elementary

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Avon, IN 46168

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Home #: 765-272-2712

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Hendricks County

Region 10

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Sarah Shake & Diane Riehle

Batesville Primary School

760 State Road 46 West

Batesville, IN 47006

School #: 812-934-4509

Home #: 812-663-6852

Available: One day per semester

Ripley County



An Ethical Creed for Sport and Physical Educators within the National Association for Sport and Physical Education

Position Paper

NASPE Philosophy Academy, March 1993

Sport and physical educators in America value the dignity and worth of human sport performance and human movement. They are committed to increasing and refining knowledge about human movement and participation in sport and physical education and to using this knowledge for the promotion of human welfare. They are committed to the preservation of human rights and dignity within and around the sport experience, including the responsible and competent application of professional skill and knowledge for social, professional, and personal well-being.

Sport and physical educators realize that establishing and maintaining high standards are imperative for the profession. They recognize their own relative inadequacies with respect to such standards and they constantly work to improve and grow professionally. They teach, research, coach, and serve using only the techniques, skills, and information for which they are qualified through education and experience. Sport and physical educators develop and maintain current professional and scientific knowledge and take an active interest in areas of the discipline outside their specialization.

Sport and physical educators are committed to the integrity of the profession. They strive to become consummate professionals by actively keeping body and mind in a functional unity and by seeking to present a model of excellence in moral values. A consummate sport and physical educator is an active and responsible member of the profession, dedicated to promoting knowledge, research, and service.

Sport and physical educators are actively involved in the community. They understand that sport and human movement will improve only through the actions of knowledgeable, competent, and prepared professionals. Sport and physical educators actively pursue these professional aims and abstain from knowingly misusing others for personal benefits. They realize the importance of their ethical duties and social responsibilities.

National Association for Sport and Physical Education—Code of Ethics

The following listing on canons, or principles, shall be considered as illustrative of professional integrity and not exhaustive of ethically desired qualities. The canons are intended to note essential qualities of ethical conduct that may fall into four categories.

A sport and physical educator is responsible to the greater community through involvement with physical activity, fitness, sport participation, and human movement.

- a. A sport and physical educator promotes the general welfare of society.
- b. A sport and physical educator regards service to others as a primary professional goal.
- c. A sport and physical educator is actively and responsibly involved in community issues for the betterment of sport and physical education.

A sport and physical educator serves as a moral and physical role model.

- a. A sport and physical educator embodies a unified practice of physical, spiritual, and mental fitness.
- b. A sport and physical educator practices appropriate and responsible health practices with regard to nutrition and the use of tobacco, alcohol, and other drugs.
- c. A sport and physical educator practices moral principles in everyday conduct and strives to maintain the highest standards of integrity and propriety.

- i. A sport and physical educator is honest and does not lie, cheat, or steal.
- ii. A sport and physical educator does not discriminate on the basis of race, color, religion, creed, sex, age, marital status, sexual orientation, national origin, disability, or veteran status in the treatment of participants in, access to, or content of its programs and activities.
- iii. A sport and physical educator is fair and just in dealing with all other individuals, including students, peers, administrators, and the general public.

A sport and physical educator is competent

- a. A sport and physical educator is educated at an accredited college or university in both the arts and sciences of human movement.
- b. A sport and physical educator is an active learner attending workshops, conventions, conferences, and inservice programs as a continuing professional practice.
- c. A sport and physical educator reads and studies current literature in and about the profession and the disciplines within the profession on a continuing basis.

A sport and physical educator has specific obligations to students, clients, and peers.

- a. A professional sport and physical educator is academically responsible to peers, students, clients, and other professionals.
 - i. A sport and physical educator recognizes the primary responsibility to serve students and clients in an efficient manner.
 - ii. A sport and physical educator makes every effort to help students and clients to achieve their potential.
 - iii. A sport and physical educator respects the confidentiality and privacy of students, clients, and peers.
 - iv. A sport and physical educator sets reasonable and fair fees commensurate with the service performed when working in a private or commercial setting.
 - v. A sport and physical educator organizes materials and information when teaching, coaching, presenting, or conducting research.
 - vi. A sport and physical educator is prepared and punctual when working in the field of human movement and sport.
 - vii. A sport and physical educator is committed to critical examination of all issues relating to human movement, while being tolerant of other professional points of view.
 - viii. A sport and physical educator meets professional obligations in a timely fashion.
- b. A sport and physical educator is an active and supportive member of professional organizations, such as the National Association for Sport and Physical Education.
 - i. A sport and physical educator seeks to promote the goals and ideals of the profession.
 - ii. A sport and physical educator actively seeks involvement in professional organizations.

In summary, a sport and physical educator should be recognized as an honest, responsible, and fair individual who acts in the best interests of students, clients, the profession, and the society at large.

This position statement was developed and published by the National Association for Sport and Physical Education. ©NASPE/AAHPERD

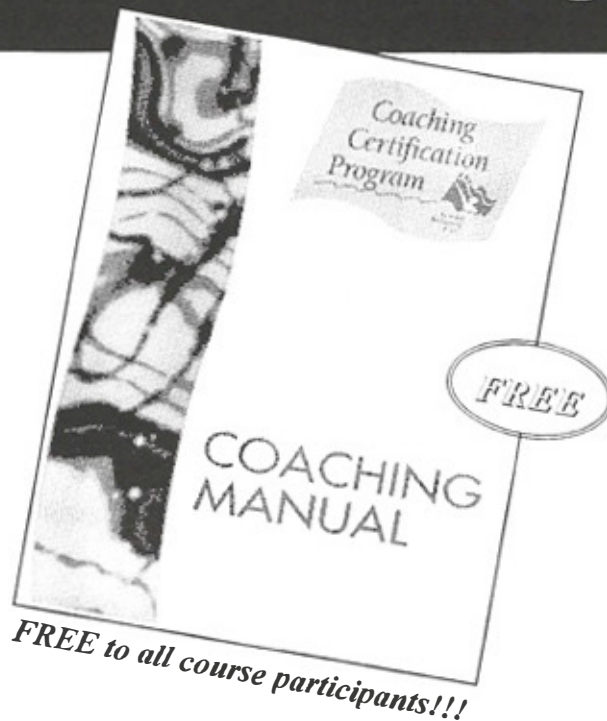
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Tailored for those new to the sport, *Coaching Synchronized Swimming* focuses on preparing coaches to train novice level synchronized swimmers. It explores the coach's role in the athlete's life, a role responsible for their physical, psychological, emotional and competitive development.

In addition to general classroom instruction, participants will benefit from practical application as they coach novice level athletes during laboratory hours in the pool.



Just the Facts:

Course Number: P421 (Special Topics)

Date: Monday, August 3rd - Friday, August 7th

Time: 8 a.m. - noon & 2 p.m. - 6 p.m. **each day**

Credit: 3 CREDIT HOURS!!!*

**Also available for non-credit - \$200 course fee applies*

Certification: Participants will receive the following American Red Cross certificates:

- > Sport Safety Training (*includes CPR & First Aid*)
- > Safety Training for Swim Coaches

Pre-Registration Deadline: June 29th

On-Site Registration: August 3rd, 7:30 a.m.

Texts:

- > *Coaching Synchronized Swimming Effectively, 2nd Ed.*
- > *Official Synchronized Swimming Rulebook*
- > *Coaching Young Athletes*
- > *American Red Cross - Sport Safety Training*
- > *American Red Cross - Safety Training for Swim Coaches*

Course Topics Include:

- > Basic Coaching Theory
- > Coaching Ethics
- > Risk Management
- > United States Synchronized Swimming Official Rules
- > Water Show Production
- > Strength, Flexibility and Endurance
- > Warm Ups and Workouts
- > Adapted Strokes and Propulsion
- > Basic Body Positions
- > Basic Transitions
- > Figures
- > Routine Development
- > Preparing for Competition

**To register, contact Sherry Carter,
Community Learning Network,
at (317) 274-5047**

Reprinted Article

Psycho-Physiological Contributions of Physical Activity and Sports for Girls

by
Dr. Linda K. Bunker
Curry School of Education
University of Virginia
Charlottesville, VA

Introduction

Maintaining physical fitness and developing good fundamental movement skills by actively participating in daily activity contributes to happier and healthier lives by facilitating both physical and emotional health. Since the passing of Title IX of the Educational Amendments Act in 1972, appropriately more emphasis has been placed on providing opportunities for both girls and boys to participate in physical activities and youth sport. There are now over 2.25 million young women participating in sport at the high school level, with one in three now participating compared to one in 27 in 1972. Today, girls comprise almost 37 percent of all high school athletes (National Federation of State High Schools Association, 1995-1996).

In the Executive Summary of recent monograph entitled "*Physical Activity and Sport in the Lives of Girls*," the President's Council of Physical Fitness and Sport (1997b) suggested that "Physical activity and sport are not simply things young girls do in addition to the rest of their lives, but rather, they comprise an interdependent set of physiological, psychological and social processes that can influence, and, in varying degrees, sustain girls' growth and development." (pg. 18)

Involvement in sport and physical activity contributes to the physical movement capacities of girls, the health status of their bodies, the values and ethical behaviors they develop and their personal development of a unique identity. Though it would be impossible to cover all of these aspects in this volume of the *PCPFS Research Digest*, an overview of contributions and issues (potential challenges) related to physiological dimensions, and psychosocial development.

Physiological Dimensions

Childhood activities related to sport and physical activity should include opportunities for girls to develop fundamental fitness, and to acquire the motor skills necessary for life long learning and leisure time activities. All children need a reasonable level of motor skill in order to participate in activities that facilitate good immune system functioning, build physical fitness, and maintain appropriate body weight.

Motor Skill Development.

One of the most basic benefits of physical activity is the

development of motor skills. Once acquired, motor skills enhance one's abilities to perform leisure activities and to function effectively in movement situations. As noted above, an indirect benefit of learning motor skills is that skilled people are more likely to be active and fit than those who lack confidence in their abilities in sports and recreational activities. It is through regular involvement in regular physical activities that allow practice that motor skills are learned. Providing these opportunities to learn these skills is important for all people, including all girls and women.

Physical Fitness.

Though maturation of heredity have considerable effect on the fitness of youth, regular physical activity can contribute significantly in this area. All areas of fitness are effected by regular exercise but three that seem to be especially impacted by regular physical activity are muscular fitness, cardiovascular fitness (aerobic fitness) and anaerobic power. Benefits in muscular fitness including muscle strength and endurance as a result of physical activity and sport are well documented for both girls and boys. For most girls, muscular fitness increases at a linear rate until about age 14, but for sedentary girls it may slow more rapidly or even decrease (Blimkie, 1989). However, systematic physical activity including both short term training programs (Sale, 1989) and regular physical activity programs can produce marked improvement in strength for girls, generally thought to be due to improved motor unit activation (Sewall & Micheli, 1986).

Cardiovascular fitness and anaerobic power influence the ability of the body to do work in a specific amount of time. Cardiovascular or aerobic performances (which occur over long periods of time) and anaerobic performances (which occur over shorter bursts such as sprinting) are both enhanced by regular physical activity. In general, aerobic power impacts one's ability to do endurance or repeated activities, and increases with growth prior to adolescence, but seems to decline for girls (relative to body mass) while it is maintained in boys (Armstrong & Weisman, 1994). This may be a function of both less physical activity and the increase in body fat, but fortunately, both short term and long term training programs have

been shown to be beneficial in reversing this trend in both anaerobic and aerobic power (Bar-Or & Malina, 1995). It appears that the primary advantage of training is an increase in oxygen uptake (aerobic fitness) and improved efficiency of movement (e.g. running, jumping).

Body Composition.

One of the primary advantages of active physical participation for children seems to be directly linked to lower body fat and a better ratio of lean to fat mass. Children with above average levels of body fat generally have higher total cholesterol, and LDL cholesterol and often-associated elevated blood pressure (Williams, et al., 1992). Elevated levels of cholesterol in children are very important because children who have higher levels of cholesterol are almost three times more likely than older children to have high cholesterol levels as adults (National Cholesterol Education Program, 1991). The best strategy for lowering cholesterol in children is a combination of exercise and diet which may also lead to lowered blood pressure, and other benefits thought to be brought about because of decreased cardiac output, decreased peripheral resistance, and reduced risk of blood clotting (Blair, et al., 1996).

Exercise and sport experiences can also be beneficial in maintaining appropriate body weight, or the balance between energy expenditure and caloric intake (especially the relative proportion of fat intake in terms of the percent of total calories). The problem of juvenile obesity is twice as great today as it was in the 1960's (Blair et al., 1996), and a particular problem for juvenile girls. For most young girls, normal daily activity provides an adequate balance of intake and expenditures, but for females with weight problems, maintaining regular exercise levels is an important adjunct in weight control because of its role in facilitating fat-free mass and promoting the loss of fat (Wells, 1991). It is also thought to be important in reducing the risk of noninsulin dependent diabetes which is one of the ten most prevalent causes of death in the United States (Blair, et. al., 1996).

Reproductive Functioning and Increased Bone Density.

Another impact of exercise unique to females is the impact of exercise on reproductive functioning and menarche. There are many anecdotal reports of more regular menstrual cycles and less physical distress associated with moderate physical activity. However, there are also reports of delayed onset of the menstrual cycle (menarche) in athletes that may be either a cause or effect of athletic participation. For example, it is possible that young girls who mature earlier are socialized away from sport, and that girls who have less body fat and longer limb to trunk ratios (characterized by prepubescence) may have an advantage in sport and therefore self-select (Stager, Wigglesworth & Hatler, 1990; Wells, 1991).

Extremely high levels of training/exercise or other physiological stressors have been associated with the absence of regular menstrual cycles (amenorrhea) and parallel reduction in circulating levels of estrogen. This reduction in estrogen can be a factor in reduced bone density (osteoporosis) which could negatively impact skeletal development and maintenance (Fehily, coles, Evans & Elwood, 1992). On the other hand, the increased levels of exercise which may reduce obesity and delay the onset of menarche have also been shown to be an

advantage in reducing the risk for estrogen dependent cancers (primarily breast and ovarian cancer) (Kramer & Wells, 1996).

In later life women are especially at risk of osteoporosis (low bone density). One major advantage of physical activity for girls is that it increases "peak bone mass." Peak bone mass is the level of bone mass at its highest point-usually occurring in the teens or early 20s. High peak bone mass can be viewed much as a bank savings account where withdrawals can be made later in life when needed. The higher the peak mass, the less likely that losses later in life will result in low bone mass or osteoporosis.

Recent popular literature has contained reference to the "Female Athlete Triad" which seems to impact girls who are training at high levels. The triad refers to three areas of behavior that may be deleterious to female athletes: osteoporosis, amenorrhea and disordered eating. The foundation of these problems is thought to be a preoccupation with body weight and maintaining an "ideal body physique" or body composition (ratio of lean to fat body weight). This preoccupation can affect many female athletes, especially those participating in "style" athletics such as gymnastics, diving, ice skating, cheerleading or other sports where they are either formally or informally judged on how they look (Gill, 1995; Plaisted, 1995; Reel & Gill, 1996). When children practice behaviors of under-eating, underconsumption of calories and overexercise it may produce undesirable effects — whether related to sport and exercise or acting in school plays or singing.

Immune System Functioning.

Extensive research has emerged in the last ten years which supports the contention that regular exercise (at a moderate level) facilitates the bodies ability to fight infection (e.g. upper respiratory infection (Nieman, 1994)) and disease through increased immune system function (Freedson & Bunker, 1997). This increased ability to maintain health appears to be related to increases in levels of interleukin-1 and interferon and increased numbers of natural killer cells, circulating lymphocytes, granulocytes, and other protective bodies (Kramer & Wells, 1996). It appears that increases in monocyte and macrophage function helps to retard diseases caused by viruses such as common colds and influenza and may even serve to help retard aberrant cells such as cancer (Newsholme & parry-Billings, 1994). It may be necessary to temper enthusiasm about reducing the chances of illness due to regular exercise. There is some evidence that children who participate in group activities (such as sport, bank, church) or strenuous exercise have decreased NK cell activity at rest and some immune suppression (Nieman, 1994) and may acquire more infections perhaps due to increased exposure rates (Shephard, 1984).

Psycho-Social Dimensions

The involvement of girls in sport is largely impacted by the attitudes of parents and other role models (teachers, family). Unlike the involvement of boys that is largely impacted by their peer role models and social pressure, girls are subject to many influences both positive and negative. If parents support their involvement and encourage it rather than dampening it because of inappropriate cultural stereotypes (e.g. "tomboy") then girls can benefit in many positive ways from sport and physical activity.

Self-Concept.

Involvement in sport and physical activity directly affects

the development of a child's self-concept and perception of self-esteem and competence. Physical activities provide a wonderful arena for girls to test their abilities to solve problems, learn new skills, and find ways to account for success and failure. They are a fundamental source of opportunities to challenge oneself, take risks and develop skills that may lead to higher self-esteem (Jaffee & Wu, 1996).

Most girls participate in sport to have fun, improve skills, be with friends and become physically fit while enjoying the challenges and being successful (Weiss & Petlichkoff, 1989). In particular, when motivation to participate in sport was examined, Gill (1992) found three different reasons: competitiveness, win orientation and goal orientation or the desire to achieve personal goals while boys seem to be more motivated by winning. Girls accomplish these goals by learning to cooperate with one another (Garcia, 1994) and therefore probably continue to foster an intrinsic motivation toward participation (Gill, 1992).

The motivation to cooperate in learning skills and developing physical fitness presents an interesting challenge to organized sport and physical education. Many girls prefer activities which allow them to work together to improve, or to function cooperatively to accomplish goals (Jaffee & Manzer, 1992), rather than competitive activities such as physical fitness testing (Wiese-Bjornstal, 1997). It is therefore important to structure daily physical education experiences to provide motivation for children who have both goal and win orientations.

There appears to be a strong interaction between how girls perceive their success in sport, and how others influence that perception. During early years, both boys and girls are about equal in terms of physical skills and rely on adult comments (especially parents) to help them judge their competency until about age 10 (Weiss & Ebbeck, 1996).

Between 10-14 years of age peers become the primary source of validation for their perception of personal skill. During adolescence there appears to emerge a gender difference such that girls rely on adults and their own self-comparisons, while boys seem to rely more on competitive outcomes, their ability to learn new skills and their own egocentric judgements of physical competence (Weiss & Ebbeck, 1996). These differences suggest the important role of parents, teachers and coaches in influencing girls attitudes toward participation, and the concomitant psychological benefits they receive from participation in sport and physical activity.

Emotional Well-being.

Participation in sport and physical exercise has a positive effect on emotional well-being. Children who are depressed or having emotional problems benefit from increased levels of physical activity (Biddle, 1995), with benefits reported to lower levels of depression (Morgan, 1994) and general anxiety (Landers & Petruzzello, 1994). The effects of participation in an active life-style may have both a beneficial treatment effect, and also a palliative or buffering effect prior to any onset of emotional problems (Wiese-Bjornstal, 1997).

We know that most children are healthiest and happiest when they have a sense of optimism and self control. Sport and physical activity provide one medium for enhancing positive feelings about oneself, reducing depression (Biddle, 1995), increasing alertness, and decreasing tension and anxiety (Singer, 1992). The following are among the conclusions of the Interna-

tional Society of Sport Psychology and are based on examining the research literature regarding the influence of exercise on depression and anxiety (Singer, 1992):

- Exercise can help reduce anxiety
- Exercise can help decrease mild to moderate depression
- Long-term exercise can help reduce neuroticism and anxiety
- Exercise can help reduce various types of stress
- Exercise can have a beneficial emotional effect

The reasons for these benefits are very complex and may include both psychosocial effects (North, McCullough & Tran, 1990) and biochemical mechanisms such as increased norepinephrine, serotonin or endogenous opioids (Greenberg & Oglesby, 1997), or the simple movement of large muscles which may be inconsistent with depression (Greist & Jefferson, 1992). In addition, regular exercise and its body composition benefits, may also result in increased energy and improved sleep patterns (Martinsen & Stephens, 1994) and a general feeling of self-accomplishment for sticking to goals and developing new skills (Koniak-Griffin, 1994) which would reduce the sense of loss of control (often linked to depression). It has also been found that athletic participation in females reduces "some high-risk behaviors in adolescents, particularly suicide ideation" (Oler, et al., 1994; pg 784).

Caution should be taken if a "more is better" attitude is employed and involvement in physical activity is at an extreme. The incidence of burnout in young athletes who participate in sport and physical activity to the exclusion of other aspects of their lives is alarming. When children are very competitively oriented, and place excess stress on themselves relative to winning or being successful (in other people's eyes), the stress and anxiety may rise to the point of withdrawal from the activity. This often happens when children feel that the demands are too great, and they lose the joy of participation which was their initial motivation. Gould (1993) has suggested that this may occur when there is constant or intense competition, too much adult pressure, high training demands (time and intensity) and competitive pressure, and the loss of personal control in making decisions about participation or training. In addition, children often place undue pressures on themselves and may become perfectionistic or overly concerned about pleasing others.

Social Competence.

For children, understanding the social nature of life, learning to balance "pleasing others" with acting in your own best interests and respecting the rights of others are important aspects of maturing. Sport and exercise can provide a great venue for exploring strategies to resolve conflicts, act fairly, plan proactively, and to generally develop a moral code of behavior. Opportunities exist for children to experience their own decision-making and to observe other role models such as parents, coaches and other athletes and to get feedback about their own ethical behaviors (Martens, 1993). There are many opportunities for good moral development through sport and physical activity, especially when these opportunities are provided under adult guidance and structured to support positive growth and avoid the potential negative impact of antisocial behaviors (cheating, aggression and intimidation) that accompany some inappropriately competitive activities (Gibbons, Ebbeck & Weiss, 1995). Sport can be a great avenue for

developing more mature moral reasoning skills that are characterized by more assertion and less aggression, and more compliance with rules and fair play (Stephens & Bredemeier, 1996). Some children love low levels of competition while others are psychologically ready for higher levels of competition when they want to compare their skills with others and when they can understand the competitive process (Passer, 1988).

In a thoughtful review of social development issues related to sport and physical activity (Wiese-Bjornstal, 1996) emphasized that one key to positive experiences for children is "the provision of quality, adult leadership that places high priority on the development of prosocial or ethical behavior in sport and physical activity settings" (pg 24) and develops reasonable expectations for children which leads to appropriate levels of challenge (and sometimes frustration) while building self-esteem and the capacity to meet new challenges (Brudstad, 1993). Such leadership not only reinforces the positive benefits of sport participation, but can also reduce the negative influences which girls often feel toward their emerging gender identity.

As both girls and boys enter adolescence, they struggle with their own personal self-concept and gender identity. Most children are given social status by their peers by virtue of their skills (at sport, music, academics) but girls have historically also been subjected to social criteria related to physical appearance and their ability to interact with boys (Thorne, 1993). There is some hope that this is changing as all children learn to accept one another for their unique talents and as parents and other adults understand the important role of physical fitness and motor skills in the development of children. For example, high school girls who are athletes are beginning to perceive themselves as equally as popular as non-athletes in 83% of the cases (Women's Sports Foundation, 1989) and 87% of the parents are shifting to recognize the equal importance of sport participation for both girls and boys.

Summary

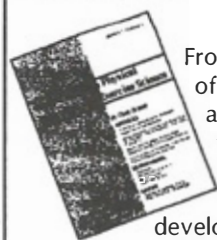
Physical activity and sports involvement are important

developmental opportunities for both boys and girls as they "learn to move and move to learn" about themselves, their bodies and their social contexts. Contributions include increased strength and power, better cardiovascular functioning, enhanced immune system responses, opportunities to develop moral reasoning, positive self-concepts and social interaction skills. There are however unique dimensions of the sport experience for girls in terms of physiological and psychological/emotional development and the challenges which sometimes exist between socially influenced expectations (i.e.. idealized body physique) and the health benefits of regular exercise (body composition, body weight, menstrual functioning, etc.).

Recommendations and Conclusions

- Children should participate in regular physical activity and sport experiences, especially in quality, adult supervised activities and daily physical education in schools.
- Opportunities should be provided which include both health-related fitness activities and skill building to enhance physical competence and lifelong participation.
- A wide range of activities should be available, including both individual and group experiences and cooperative vs. competitive ones.
- Excessive exercise and training should be carefully monitored because it may be linked to amenorrhea, while excess emphasis on body physique may lead to disordered eating — the signs of these problems should be carefully attended to by adults.
- Moderate and regular physical activity can promote psychological and emotional well being, including reduced depression.
- Equal and safe opportunities should be provided for both boys and girls to participate in a full range of physical fitness and sport activities.

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COME TO THE HILL PLANNED FOR JUNE

AAALF is planning a major advocacy workshop, June 21-23 in Washington D.C. which professionals concerned with physical activity for individuals with disabilities won't want to miss. This 2-1/2 day workshop, planned in cooperation with the National Consortium for Physical Education and Recreation for Individuals with Disabilities (NCPERID), will cover advocacy in all its many forms. It will provide useful tools for teachers, university faculty and parents. A culminating highlight will be a visit by each participant, either individually or in a group, with state senators and members of the House of Representatives.

General topics will include identifying the various types of advocacy such as use of the media, influencing policy at the school, school board and state legislature levels. We will show you how to target specific audiences and what type of information each wants and needs to hear. There will be break out sessions dealing with speaking to school boards, addressing current policy issues, state and federal funding, influencing legislation and regulation, ways of keeping parents informed to be multipliers of your message, avenues for seeking change in policy or standards at the local and state levels and public information strategies.

The workshop will start with a package of touring opportunities so you can turn this into a family vacation. The evening of June 21, however, will begin the serious and exciting adventure of developing new skills for effecting change on various fronts. The site is the Holiday Inn on the Hill...just 3 blocks from the Capitol building. Rates will be \$109.00 per night, single or double occupancy. Pre-registration for the conference is \$100.00 for AAHPERD and NCPERID members if made by April 9. Late registration for members and pre-registration for non-members is \$125.00. Call AAALF at (800) 213-7193 X432 with your name and address so we can mail you a registration form when they become available.

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National Association for Sport and Physical Education (NASPE): Provides leadership and influences policy in the various fields involving sport and physical education.

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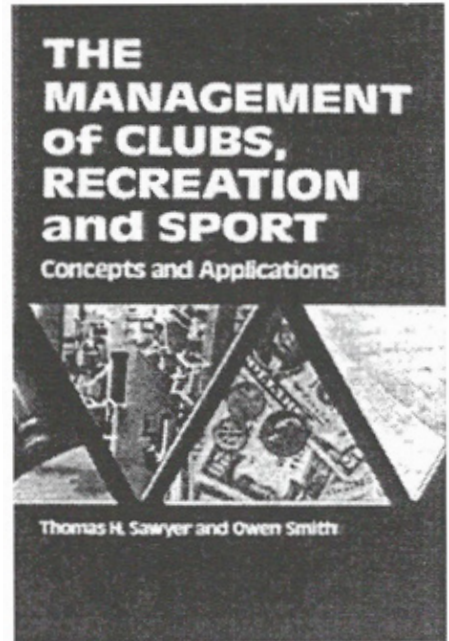
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Thomas H. Sawyer and Owen R. Smith



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“My hat’s off to Sawyer and Smith- they have produced a text of exceptional value and utility! They have done their topic, and the industry which they obviously enjoy, full justice.”

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Table of Contents	
Chapter One:	Managing Human Resources
Chapter Two:	The Planning Process
Chapter Three:	Planning Successful Programs
Chapter Four:	The Budget Process
Chapter Five:	Revenue Generation
Chapter Six:	Promotion and Advertising
Chapter Seven:	Fund Raising
Chapter Eight:	Membership Retention
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PHYSICAL ACTIVITY IDEAS FOR ACTION

This section is devoted to tips for promoting your fitness program in your school. The information comes from a book entitled *Physical Activity Ideas for Action: Elementary Level*, edited by Lynn Allen, published by Human Kinetics Publishers. If you would be interested in purchasing the book contact Human Kinetics Publishers, P.O. Box 5076, Champaign, IL 61825-5076, 1-800-747-4457, humank@hkusa.com, <http://www.humankinetics.com/>

PROGRAM:

Working Toward Physical Best

School: Truman Elementary School
114 Truman Street
New Haven, CT 06519

Phone: (203) 787-8607

Contributor: Michael Vollero, Physical Education

Program Objectives

- to provide additional physical activity for children
- to increase fitness levels by exercising at least three (3) times a week for 30 minutes each session
- to increase students' fitness using "Fitness Homework"
- to promote physical fitness awareness with lessons on nutrition, target heart rate and importance of exercise
- to teach children to assess their own fitness

Materials/Equipment Needed

- Physical Best (see reference under "After School Enrichment Program: on pages 82-83)
- American Heart Association Schoolsite Program
- handouts pertaining to topics covered

Procedures and Teaching Strategies

- utilize a "Fitness Break Area" for additional physical activity time
- communicate with parents the purpose of "Fitness Homework" and the important role it can play in their child's life

Program Description

Students will learn about the components of fitness. Flexibility, strength and cardiovascular endurance are explained using charts and examples of exercises to improve fitness.

"Fitness Homework" is designed for the student to complete during non-school hours. An exercise schedule stating what types of exercises to perform and the required length of exercise time is handed out to each student. Students will work at their own pace. The Physical Best testing program can be used to track students' progress and draw attention to areas needing adjustment. This enables the "homework" to be personalized to fit individual needs.

Fitness Break Area- During school hours, students who have completed their daily classroom work or have free time during the day can exercise in a designated "Fitness Break Area". This area is designed so that students can exercise without interrupting the rest of the class. The "Fitness Break Area":

- provides an additional session of physical activity
- improves student's responsibility toward maintaining a healthy body
- decreases discipline problems during idle time
- allows students an opportunity to work on "Fitness Homework"

S A M P L E

FITNESS HOMEWORK

Exercise Program

All exercises are explained and demonstrated during class. Intensity of each activity will be at student's own pace. Students will perform the following exercises to improve:

- 1.** Flexibility
- 2.** Strength
 - a. abdominal
 - b. upper body
- 3.** Cardio-vascular endurance

Worksheets will be distributed as needed for cognitive sessions.

FIRST WEEK

1. Stretching/Flexibility exercises

Once this week for 5 minutes (learning the exercises)

2. Walk/Run (distance or time)

Twice this week (Distance of 1 mile or time of 10 minutes duration)

3. Cognitive

Learning about Target Heart Rate

Total Time on Task: 25 minutes

SECOND WEEK

1. Stretching/Flexibility exercises

Twice this week for 5 minutes (10 minutes)

2. Walk/Run

Twice this week (Distance of 1-1/4 mile or time of 12 minutes)

3. Strength Training

Twice this week for 7 minutes (14 minutes)

Total Time on Task: 48 minutes

THIRD WEEK

1. Stretching/Flexibility exercises

Twice this week for 7 minutes (14 minutes)

2. Walk/Run

Twice this week for 7 minutes (14 minutes)

Rope Jumping twice this week for 7 minutes (14 minutes)

3. Strength Training

Using "Cans" twice this week for 5 minutes (10 minutes)

4. Cognitive

What is being "Physically Fit?"

Total Time on Task: 52 minutes

SAMPLE

FITNESS HOMEWORK

Exercise Program

FOURTH WEEK

1. Stretching/Flexibility exercises

Twice this week for 7 minutes (14 minutes)

2. Walk/Run

Twice this week for 15 minutes (30 minutes)

3. Strength Training

Twice this week for 7 minutes (14 minutes)

4. Cognitive

Nutrition

Total Time on Task: 58 minutes

FIFTH WEEK

1. Aerobic Video

Twice this week for 30 minutes (60 minutes)

2. Cognitive

Aerobic Activities

Total Time on Task: 60 minutes

SIXTH WEEK

1. Stretching/Flexibility exercises

Once for 8 minutes (8 minutes)

2. Walk/Run

Once for 15 minutes (15 minutes)

3. Strength Training

Once for 8 minutes (8 minutes)

4. Aerobic Video

Once for 40 minutes (40 minutes)

Total Time on Task: 73 minutes

Seventh and eighth weeks will be used for conducting Physical Best testing.

A total of six weeks will be used for students to complete the work-out prescribed to see if any improvement has been made.

S A M P L E

(put on school letterhead)

Dear Parent:

The physical education program here at (name of school) includes many skills and opportunities for the students to practice and improve their fitness. Research has shown that children need additional time at home to supplement the physical education program in school. In order to promote and encourage physical fitness, we ask your cooperation in our physical education "Fitness Homework Program." We would like you to encourage your child to follow the exercise program provided by the physical education teacher.

By following the work-out presented to your child, we believe that we can increase his or her physical well-being. Being physically fit gives the student the opportunity to become successful and confident in all their projects. We hope that this project will turn into a positive learning habit for your child and will stay with them well into their future.

Sincerely,

(instructor)

Back to School

Two Easy, Fun Projects That Explore and Celebrate Ethnic Diversity

by Susan McGreevy-Nichols, Helene Scheff, and Marty Sprague

How would you like two ready-made, already tried and proven classroom activities that are teacher-student friendly and can be used to integrate curricula as well as celebrate diversity? The following will give you a guide to prepare an Ethnic Dance Project and Create-A-Culture. You can use them as outlined or make your own adjustments to fit your needs and populations. Both activities have been used as one-time lesson plans or unit projects. Both of these projects can be adapted to any age level and are popular with all students, physical educators, classroom teachers, and with anyone who views the end product, whether it be an informal class sharing or a more formal exhibition.

The Ethnic Dance Project helps students identify their own heritage and that of their peers. With the research comes national pride in newcomers to this country and an awareness of a heritage from the past that may have been lost through assimilation. As a facilitator, this is what you do to get started.

- You could ask the children, "What do we mean by the term 'culture?'" After brainstorming, some of the responses might be: the arts, folk tales, legends, areas of the world, people's heritage, nationalities, families, clubs, and groups. You could discuss each response, elaborating on how we view others' appearance and thinking. This could take a portion of a period or a week, with the children writing their responses, etc.
- Once you have come to a common agreement about the meaning of



Wearing traditional clothing and performing an ethnic dance, this student teaches fellow schoolmates about a different culture. *Photo provided by authors.*

the term "culture" as it deals with a particular people, you could ask, "What components help to define a culture?" Some of the answers might be climate, geography, native food products, topography, customs, religion, clothing, environment, music, native or cottage industry, literature, language, festivals, and celebrations. Again, you have a wealth of material to discuss. Think of all of your colleagues on the faculty and within the community that could have input. Think of the family members of your students who could also be a resource.

- Finally, you could ask the students to research how dance fits into a particular culture and when these

dances might be performed. Some of the responses to this question might be rites of passage, religious ceremonies, joyous occasions or social occasions.

The three previous questions could be part of a "pretest" to determine what the students know or think about culture. Ideally, the project would be built into the curriculum at all levels and modified to meet the educational needs and abilities of each grade level. Next comes the hands-on part of the activities. The children, in small groups, should determine which culture or ethnic group they would like to identify and/or explore. Some might feel more comfortable with their own ethnic group. Others might like the challenge of finding out about someone else's background. They could research

many of the topics identified in the answers to the three questions and come up with a "fact" sheet about their topic. They also could use traditional research techniques, interviews, and museum visits, or they could use these techniques in combination or alone. History, social studies, library studies, and literature teachers could add to the depth of this part of the project.

When it comes to designing or choreographing a dance to fit a particular occasion, they could bring in authentic, traditional music or make their own music using traditional instruments, with the music teacher being a valuable resource for this part of the project. The children could also bring in costumes or traditional dress or they could work with the home economics teacher and art teacher in designing and making their own costumes and accessories. The children could also wear their own clothes but in the colors of the flag of the topic country.

Some end results of the Ethnic Dance Project could be a "Sharing Day" or festival where students could bring in recipes and food. The recipes could be printed in a booklet and sold to raise funds for future projects. Parents and/or people who helped with their research and community members could be invited to attend the festival. This could be done class by class or as an exhibition with contributions from all the students who participated in the project from all levels. Students could also teach "their" dance to others. Imagine the excitement this generates as everyone becomes involved. You could even arrange for them to perform at other schools and teach their dances, bringing in an element of community service and advocacy. How better to get publicity for your program.

The second activity, Create-A-Culture, has a more creative aspect to it but covers the subject of cultures. The students again divide into small groups. This time, armed with the knowledge of what factors go into the making of a culture, they invent their own. They would go through the same process as before, but they would be inventing a fictitious ethnic group. They would determine what factors made them act a certain way.

One example of a fictitious culture is the Land of Crayolas. The head is the BIG crayon. The work of the people is

to create new colors. The climate is hot so they can melt and meld easily and they celebrate in dance when a new color is born. The "fact" sheet has all the pertinent information . . . like the fact they eat a variety of berries in order to enable them to find new colors. They form circles and intertwine their arms and legs. They flow together and suddenly stand strong when they birth a new color. See what their imaginations can do?

Another example takes a completely different turn. This group decided that they were in Backwards Land. They started on the floor as death and then went from old age to middle age to young adult and on to finish with birth. They danced to celebrate the life cycle. All their moves were backward. It was like watching a movie in reverse. They, too, created a fact sheet from which they took all their leads.

As part of Create-A-Culture, the audience can guess at the topic. There is no better way to hone observation skills than to make a game of guessing what they are viewing. This activity can be worked in one period or an elaborate unit can make use of the development and creation of scenery, props, costumes, and music. The choreography can be as short as 25 counts or a 3- to 4-minute piece.

After you have worked with either or both of these two projects you can try these:

- Make up a visual art collage based on the information and ideas formed in the above activities. Have the children look at the collage. Discuss what a movement collage would be.
- Have the children discuss their ethnic background. Recall movements from ethnic dances and teach it to the others.
- Assemble the movements from all the backgrounds into a collage.
- Make and color drawings of national flags. Cut these finished flags into abstract shapes. Create an abstract design with these pieces.
- Create a floor pattern from the abstract shapes. Invent locomotor movements to represent those shapes. Make a dance, practice and memorize the movements, and call it "B."

- Put the shapes into the actual flag design. Create a floor pattern from the flag design. Choose locomotor steps for the floor pattern. Make a dance and practice and memorize it. Call it "A."
- Combine "A" and "B" in choreographic format such as ABA.

The variety you can have with these two projects can be a semester's worth of lesson plans. The more input you have from the children and your colleagues, the better. Celebrate diversity, celebrate integrated studies, celebrate imagination . . . just celebrate!

tspe

Susan McGreevy-Nichols has been teaching at Roger Williams Middle School in Providence, RI since 1974 and is the founder/director of its nationally recognized dance program. She has lectured nationally on the logistics of setting up dance programs in public schools, teaching dance and choreography as a nondancer, and dance assessment and grant writing. She is president-elect of the National Dance Association and the coauthor of Building Dances: A Guide to Putting Movements Together, published by Human Kinetics.

Helene Scheff, a registered dance educator, is currently executive director of the nationally recognized "Chance to Dance" program. She is director of ballet at the Kingstown Dance Center, North Kingstown, RI; dance consultant at Roger Williams Middle School in Providence, RI; and a resident choreographer for South County Players' Children's Theater. Ms Scheff is a former Joffrey dancer. She has lectured nationally on subjects related to dance and choreography, fund-raising, and administration and is the coauthor of Building Dances: A Guide to Putting Movements Together, published by Human Kinetics.

Marty Sprague is a teacher, performer, and choreographer. She holds a BFA in dance from Boston Conservatory and a MA in dance education from Teachers College, Columbia University. Marty is a state of Rhode Island certified teacher in dance (pre-K through 12) and is teaching at Roger Williams Middle School in Providence, RI. Marty is also artistic director for "Chance to Dance," a statewide, in-school dance education program. She is currently performing as a member of Fusionworks Dance Company.



Strength Training Tips for Adolescents

by Len Saunders

As parents, we want our adolescents to be healthy and fit. We might not want our kids pumping iron like Arnold Schwarzenegger, but we do want our adolescents to receive some form of daily exercise.

Should adolescents lift weights and perform calisthenics? Many parents are concerned that if their adolescents strength train, the exercises might result in bone development damage or improper growth patterns. Research from respected individuals and organizations, such as the National Strength and Conditioning Association (NSCA), suggests that strength training is safe for adolescents when properly completed under adult supervision.

The truth of the matter is, if your adolescents work their muscles correctly, they can show significant gains in strength over a period of time. Injury protection and recovery, improved self-image, and improved motor performance are all additional benefits when adolescents strength train.

Through the years, there has been some controversy over weight training for adolescents. Some experts agree there are certain risks involved when a youngster lifts a weight. Damage can occur to the area of the bone surrounding the growth plate that has not yet achieved its mature strength; this is called an acute musculoskeletal injury. A similar problem, called chronic musculoskeletal injury, can occur from overuse of a specific body part, leaving that area weak and once again, prone to injury.

Experts in the fitness industry, such as the NSCA and Dr. Ken Cooper (the father of aerobics), have simplified the correct principles of weight training for adolescents. The NSCA, in a position paper on strength and weight training for prepubescent children, states that there is evidence that strength can be enhanced through training even in a very young child, and concludes that strength training can begin at any age. Cooper suggests that prepubescent children can significantly increase their muscle power and strength by systematic strength training, including

closely supervised workouts with weights and other apparatus.

When introducing an adolescent to weight training, it is recommended that an extremely light load or resistance be used initially. It is important that the adolescent be properly supervised at all times while lifting a weight. Once the adolescent has mastered the weight, gradual loads can be introduced in increments of two and a half to three pounds. It is important that the adolescent perform high repetitions and sets and use lower loads.

The NSCA suggests that adolescents perform six to 15 repetitions per set. Training sessions should be performed three times per week, with a rest day between sessions. The NSCA recommends a 90-minute workout session consisting of a warm-up, 30 minutes of weight training, 20-30 minutes of distance running, 20-30 minutes of participation in a specific sport, and a cooldown. Strength training can include using the adolescent's body weight as a resistance in exercises such as pull-ups, sit-ups, chin-ups, and push-ups. Exercises using maximal weights with great intensity should not be done until the growth of all long bones are completed, around 17 years of age.

Adolescents should avoid powerlifting with heavy weights at all costs. Strength training with light weights is a safer, more effective way for adolescents to gain in strength. Cooper recommends that an adolescent strength train with a simple, safe calisthenics program involving push-ups, sit-ups, and chin-ups. Initially, the adolescent should be given a test to see how many repetitions of each exercise can be done. The number of repetitions in a set is determined by taking 50 percent of the maximum number the adolescent is able to do. For example, if an adolescent achieves a test score of 40, each set should be 20 repetitions.

Training consists of doing one set of push-ups, resting 30 seconds, one set of sit-ups, resting 30 seconds, and one set of chin-ups. When this becomes too easy, the adolescent should go through the routine a second time, and then a third time when that becomes too simple. If three sets becomes easy, the adolescent should be retested to see what the new maximum of each exercise is.

For many years, it has been reported that gains in strength can occur with a resistance training program for adults. Until recently, it has been inadvisable to attempt strength training with adolescents. Organizations such as the

Position of the National Strength and Conditioning Association on Youth Resistance Training

It is the current position of the NSCA that:

1. A properly designed and supervised resistance training program is safe for children.
2. A properly designed and supervised resistance training program can increase the strength of children.
3. A properly designed and supervised resistance training program can help to enhance the motor fitness skills and sports performance of children.
4. A properly designed and supervised resistance training program can help to prevent injuries in youth sports and recreational activities.
5. A properly designed and supervised resistance training program can help to improve the psychosocial well-being of children.
6. A properly designed and supervised resistance training program can enhance the overall health of children.

Reprinted, by permission, from *A Position Paper and Literature Review of Youth Resistance Training* (Colorado Springs, CO: National Strength and Conditioning Association, 1996), p. 1.

NSCA Youth Resistance Training Guidelines

1. Each adolescent should be physiologically and psychologically ready to participate in a resistance training program.
2. Adolescents should have realistic expectations. Remind adolescents that it takes time to get in shape and learn a new skill.
3. The exercise environment should be safe and free of potential hazards.
4. The exercise session should include 5 to 10 minutes of general warm-up exercises (e.g., low intensity aerobic exercise and stretching) followed by one or more light to moderate specific warm-up sets on the chosen resistance exercises.
5. The exercise equipment should be in properly sized to fit each adolescent.
6. All training sessions must be closely supervised by experienced fitness professionals.
7. Careful and competent instruction regarding exercise technique, training guidelines, and spotting procedures should be presented to all adolescents.
8. Weight room "etiquette" (e.g., returning weights to proper place and respecting physical differences) should be taught to all adolescents.
9. Start with one set on several upper and lower body exercises which focus on the major muscle groups. Include single-joint and multi-joint exercises in the training program. Begin with relatively light loads (e.g., 12-15 RM) to allow for appropriate adjustments to be made.
10. The resistance should be gradually increased as strength improves. A 5 to 10% increase in overall load is appropriate for most adolescents.
11. Progression may also be achieved by gradually increasing the number of sets, exercises, and training sessions per week. Depending upon the goal of the training program (i.e., muscular strength or local muscular endurance), 1 to 3 sets of 6 to 15 repetitions performed 2 to 3 nonconsecutive days per week is recommended. Throughout the program, observe each adolescent's physical and mental ability to tolerate the prescribed workout.
12. Each adolescent should feel comfortable with the prescribed program and should look forward to the next workout. If a adolescent has concerns and/or problems with a training program, the fitness professional is expected to make the appropriate modifications.
13. Specific multijoint structural exercises (bench press, squats, leg press) may be introduced into the training program based upon individual needs and competencies. When performing any new exercise, start with a relatively light weight (or even a broomstick) to focus on learning the correct technique while minimizing muscle soreness.
14. Advanced multijoint structural exercises (e.g., Olympic lifts and modified cleans, pulls, and presses) may be incorporated into the program provided that appropriate loads are used and the focus remains on proper form. The purpose of teaching advanced multijoint lifts to adolescents should be to develop neuromuscular coordination and skill technique. Coaching guidelines and instruction regarding resistance training and weight lifting exercises are available through the NSCA.
15. If an adolescent seems anxious about trying a new exercise, allow the adolescent to watch a demonstration of the exercise. Teach the adolescent how to perform the exercise and listen to each adolescent's concerns.
16. Incorporate the concept of periodization into the adolescent's training program by systematically varying the resistance training program throughout the year.
17. Discourage interindividual competition and focus on participation with lots of movement and positive reinforcement.
18. Make sure that each adolescent enjoys resistance training and is having fun. Do not force an adolescent to participate in a resistance training program.
19. Instructors and parents should be good role models. Showing support and encouragement will help to maintain interest.
20. Adolescents should be encouraged to drink plenty of fluids before, during, and after exercise.
21. Encourage adolescents to participate in a variety of sports and activities.

Age-specific training guidelines, program variations, and competent supervision will make resistance training programs safe, effective, and fun for adolescents. Instructors must understand the physical and emotional uniqueness of adolescents and, in turn, adolescents must appreciate the potential benefits and risks associated with resistance training. Although the needs, goals, and interests of adolescents will continually change, resistance training should be considered a safe and effective component of youth fitness programs.

Reprinted, by permission, from *A Position Paper and Literature Review of Youth Resistance Training* (Colorado Springs, CO: National Strength and Conditioning Association, 1996), pp. 16-17.

National Strength and Conditioning Association have publicly stated that under proper design and supervision, adolescents can start strength training at any age.

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Len Saunders has been teaching physical education for 15 years in New Jersey. He has received local, state, and national awards for his efforts in the field of children's fitness. Len is best known for creating Project ACES (All Children Exercise Simultaneously), which has been getting millions of children exercising on the first Wednesday of May since 1989.

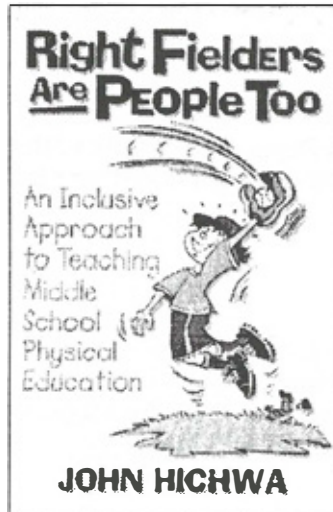
Family Walking Log



Name _____

	A.	B.	C.	D.
Date	Number of Friends/Family Who Walked	Time Walked (in minutes)	Total Time Walked (A x B)	Total Distance Walked (C/60 x 3 mph or 4.8 km/hr)
TOTAL				

Contact: Marydell Forbes
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RIGHT FIELDERS ARE PEOPLE TOO

An Inclusive Approach to
Teaching Middle School
Physical Education

John Hichwa

Pub Date: February 1998

MAKE EVERY CHILD A WINNER IN PE CLASS

CHAMPAIGN, IL—In the '60s, Peter, Paul, and Mary's song "Right Fielders are People Too" brought to light the angst some children feel when they can't perform sports as well as others. Thirty years later, as a new book from Human Kinetics, **RIGHT FIELDERS ARE PEOPLE TOO** now provides a way for PE teachers to get all students involved in physical activity. Teachers also learn how to foster an appreciation for exercise that students will retain for the rest of their lives.

Author John Hichwa, 1993 NASPE Middle School Physical Education Teacher of the Year, shares the successful strategies he developed for maintaining a positive learning environment that allows students to work to their full potential. Hichwa also provides insights into the challenges of teaching middle school physical education and shares examples from his 35 years of teaching, offering a perspective not available in textbooks.

RIGHT FIELDERS ARE PEOPLE TOO includes more than 100 innovative games and activities for developing physical skills, cooperative behaviors, and problem-solving abilities. Musical push-ups, the rolling river raft, and school rugby are just a few of the activities featured. Plus, the entire book is connected to the NASPE National Standards for Physical Education and follows developmentally appropriate guidelines. The book's friendly, teacher-to-teacher format and nearly 150 unique drawings make the methods and activities easy to understand.

The format of the book resembles a doubleheader baseball game. Game 1 discusses various characteristics of middle school children and describes an effective middle school physical education program. Readers will learn how to

- motivate students by helping them track their own progress;
- integrate the teaching of respect, responsibility, and resourcefulness into the curriculum;
- obtain feedback from students about their concerns, feelings, and understanding of the material presented;
- develop new teaching skills, such as debriefing and involving students in the grading process;
- involve parents in their children's physical education.

Game 2 offers specific suggestions for planning day-to-day activities. All games and exercises are inclusive and developmentally appropriate.

RIGHT FIELDERS ARE PEOPLE TOO is a key reference for K-8 physical education teachers, especially those in middle school. It also serves as a text for PE pedagogy faculty and middle school PE student teachers and as a reference for physical education directors.

CONTENTS

Play Ball: Game #1

1st Inning: To Know Them Is to Love Them • 2nd Inning: Planning • 3rd Inning: Including the Three Rs in Physical Education • 4th Inning: Grading in Physical Education • 5th Inning: Writing in Physical Education • 6th Inning: Monitoring Student Progress • 7th Inning: Debriefing • 8th Inning: Parent Involvement • 9th Inning: The E + I + P = A Theory

Play Ball: Game #2

1st Inning: Effective Warm-Ups • 2nd Inning: Upper-Arm—Strength Activities • 3rd Inning: Keep-Away Activities • 4th Inning: Teaching Children How to Play Team Games Through the Grid System • 5th Inning: For-the-Fun-of-It Activities • 6th Inning: Exercises With the Magic Rope • 7th Inning: Line Dances • 8th Inning: Striking Skills • 9th Inning: International Games

ABOUT THE AUTHOR

John Hichwa taught physical education in grades K-8 for 35 years. Now an education consultant, Hichwa continues to influence the field of physical education. In the summer of 1997, he taught physical education activities to young Japanese children at the American School in Japan Summer Day Camp, located just outside of Tokyo. He remains a popular featured presenter at conferences, conventions, and workshops.

Hichwa has received numerous awards over the course of his career, including 1993 Middle School Physical Education Teacher of the Year, presented by the National Association for Sport and Physical Education, and the 1997 CAHPERD Honor Award, presented by the Connecticut Association for Health, Physical Education, Recreation and Dance. In 1981, he started a Project Adventure program at the John Read Middle School in West Redding, CT. The program, which became an integral part of the school curriculum as well as Project Adventure's model for middle school adventure programs, was featured on national television in 1987.

ABOUT THE ILLUSTRATOR

Pedro Leitão is an illustrator for the Portuguese versions of *Sesame Street Magazine* and *Elle* and a cartoonist for *IPAMB*, a monthly educational newsletter for the Portuguese Institute for Environmental Awareness. *Leitão* illustrated *O Casamento da Gata* (The Kitten's Wedding), a 24-page, full-color children's book authored in verse by a well-known Portuguese writer of children's literature. He also was an artist in residence at the Stivers Middle School of the Arts in Dayton, OH, from 1991 through June 1992.



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STRATEGIES
A JOURNAL FOR PHYSICAL AND SPORT EDUCATORS

A HISTORICAL DEVELOPMENT OF GIRLS INVOLVEMENT IN STATE SANCTIONED HIGH SCHOOL ATHLETIC CHAMPIONSHIPS

By

Clare Hunter, MS

and

Thomas H. Sawyer, Ed.D., Professor
Coordinator of the Sport Management Graduate Program
Department of Recreation and Sport Management
Indiana State University
Terre Haute, IN 47809

812/237-2186 or 8456; FAX 812/237-4338; pmsawyr@scifac.indstate.edu

Abstract

This project was designed to study the history and status of girls involvement in sanctioned high school state athletic tournaments. A survey, developed by the investigator, was used to obtain information from executive directors of state high school athletic associations. In addition to completing the questionnaire, each state was asked to provide any other relevant information they may have regarding the history and development of high school girls' state tournaments and athletics.

The response rate was 56%, with 28 out of the 50 state associations responding. Using the data, the status of current tournament participation was noted, comparisons were made with pre-and post-Title IX championships, and information from individual states was also included.

The statistical information, as well as the historical information, provided by the respondents revealed many interesting developments and trends in the evolution of state championship tournaments for high school girls. Sports for girls showed increased participation at the state level following the implementation of Title IX. This was especially evident in the sport of track and field. Three sports are currently at 100% state championship participation, with two additional sports at 93% participation. Individual states vary on participation and tournament structure. Finally, of the states surveyed, only one, New York, has a female executive director. Increasing growth and participation in sports at the state sanctioned championship level was evident throughout this study.

INTRODUCTION

The WIAA prohibited interscholastic basketball for girls from the 1930's until the 1970's. Prior to that time and particularly in the 1920's some schools played girls basketball. Eventually, however, the activity was prohibited, primarily because many people - including women physical education teachers - believed the activity was not proper for females.

-Wisconsin Interscholastic Athletic Association (p. 4).

This point of view by the Wisconsin Interscholastic Athletic Association (WIAA) parallels the view of female participation in sports during this time period. Beginning in the 1920's and early 1930's leaders in physical education held the view that

participation in sports could be physically and emotionally harmful to girls. Mabel Lee (1924) claimed that females would be prone to physical straining rather than physical training by participating in competitive sports.

Competition for girls in interscholastic sports was extremely limited from this time until the late 1960's. It was in 1964 that the National Federation of State High School Associations acknowledged the need for including athletics for girls in the high school systems. The Federation formed a committee to study the feasibility of implementing athletic programs for girls. State high school associations would become the promoters of programs for girls by governing the athletic programs and establishing state tournaments.

A concern of the Federation was that sports for girls would

not be taken seriously or possibly exploited, therefore they establish a separate but equal guideline for state associations. This guideline followed the philosophies of the Federation, that boys and girls earn the right or privilege to participate in activities, and by "encouraging girls to participate on boys' teams does a disservice to the educational programs" (Forsythe, 1977, p. 44). The Federation pledged itself to cooperation and support of programs for girls, and by no means advocates girls' activities as second class to boys' activities. This philosophy provided girls' interscholastic athletics with an importance and independence of its own. Keeping sports separate but equal has allowed girls' interscholastic athletics to develop and be what they are today.

There have definitely been great strides made in girls' interscholastic athletics since the 1960's. The information gathered in this study will further demonstrate the development of high school girls' athletics, particularly regarding championships. The study will provide sport specific development and/or decline along with state specific historical information and policies as they are available.

REVIEW OF LITERATURE

"No person . . . shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

-Title IX
Education Amendments, 1972

Known as Title IX of the Education Amendments of 1972, this one piece of legislature would dramatically impact girls/women's athletics. Research in this area indicates that since the passage of Title IX, in 1972, girls/women's sports have shown their greatest growth in development. Since the passage of Title IX girls and women have the opportunity to participate in interscholastic and intercollegiate athletics with comparable monies and facilities as men. These factors have contributed to the steadiest growth in girls/women's sports in history.

Sports for girls and women date back as early as the 1800's. With states like Iowa and Kentucky offering state championship tournaments for girls in the sport of basketball (Beren, p.4). This however, was not a very common practice. Most competitive sports for girls and women consisted of "play days" rather than state championship tournaments.

The development of competitive sports for girls and women could best be described as a roller coaster. In early times, sports for girls and women provided exercise, which was considered positive. Next came a "down-swing" with the involvement of physical educators who decided that the exertion required for sports was harmful both physically and mentally. Lumpkin, in her research, quotes Mable Lee as stating, "girls and women would be apt to get more physical training than physical training from sport competition." (p. 3) Research on physical training continued, and it revealed that the results of exercise were positive, even for women! Once this became accepted, girls and women's sports began to experience a period of growth in participation.

The next obstacle came in the form of opportunities for participation. Since men's athletics had historically been fully

developed and with women just now entering the scene, there was much skepticism as to the participation of girls and women in a male dominated activity. An example of the dominance of males in sports at the high school level comes from Lumpkin's research which states: "The National Federation of State High School Associations was established in 1922 to supervise boys' interscholastic athletics. Although this organization did take over girls' programs, because of their insignificance compared with boys' competitions, it published no female participation statistics until 1971. The National Federation like the AAU and other sport organizations illustrated male dominance." (p. 8) Such unfairness led to the development of Title IX, which would open the door for the successful growth of girls and women's sports. Through Title IX girls and women were now provided with much needed resources to allow for the growth of their activities.

The passage of Title IX provided the simplest things such as the opportunity to participate in competitive sports. With the enactment of Title IX girls and women would now have the opportunity not only to compete at an even level as their male counterparts, but they would also have the opportunity to develop a history of their own. Even though Title IX was made a federal mandate; still, not all is equal in sport. This piece of legislature, however, has provided girls and women with a strong tool to develop a history, all their own.

THE STUDY

Purpose of the Study

The purpose of this study is to evaluate the history and status of girls involvement in sanctioned high school state championships. It will give a historical development for states regarding sanctioned state tournaments as well as provide other insight relative to that development.

Hypotheses

This investigator will assume the following hypotheses exist for this study:

1. There will be an increase in state sanctioned championships for girls.
2. The development of sanctioned championships will be related to the development of sports for girls and women.
3. There will be sport specific trends that will explain increases or decreases in state championships.

Research Question

This study will answer the following question:

1. What are the trends in high school sanctioned state championships for girls?

Significance of the Study

The significance of the study is that there is limited information regarding state sanctioned championships for girls. This study will provide baseline data, identify trends and suggest future research directions.

Assumptions

The following assumptions were made by the researcher prior to the study:

1. Increased state championships after Title IX.
2. All responding states would have at least some type of state sanctioned championship.

Delimitation

This study is restricted to state high school athletic associations. The total number of associations is 50. Each state athletic association will be included in the study.

Limitations

The limitations of this study are:

1. The availability of accurate historical records regarding girls' state championships.
2. There has not been any previous research and/or literature directly related to this topic.

METHODOLOGY

Subjects

Fifty state high school athletic/activity associations were the subjects in this study. This is total number of state high school associations. The investigation did not include the District of Columbia, Puerto Rico, or Guam.

Research Tool

The data for this study was obtained through the use of a questionnaire. The survey instrument (questionnaire) was mailed to the executive directors of the state high school interscholastic athletic associations.

The survey asked for a complete listing of sports offered for girls at the state championship level. The respondent was asked to list specific years of establishment of championship tournaments; the year(s) in which the tournament might have been dropped; and the year(s) in which the tournament was reinstated, for each sport offered for girls in their state. The survey was reviewed by a panel of experts consisting of the researchers research committee, two high school athletic directors, and one associate commissioner of high school athletic association.

Date Collection

A questionnaire was sent to all 50 associations accompanied by a cover letter. The cover letter was addressed to the state association's director. The cover letter explained the purpose of the study as well as asked for any available historical information, about their state, that might be beneficial to this study. A two week deadline for the return of the questionnaire and information was set by the investigator. Following the first deadline, the investigator did a follow-up phone calls requesting the same information.

Statistical Analysis

Once the survey material was returned the information was tabulated using simple statistics. First, a simple percentage of participation, for 1991, for each sport was calculated and graphed (see Table 1). Next a percentage of participation was calculated and graphed for the sports of basketball, soccer, track, tennis, golf and gymnastics. These statistics were compiled from the first recorded state championship through 1991. Lastly, the percentage of participation from 1970 was compared to that of 1976. This was done to explore the impact of Title IX (1972) on girls' state championships.

Procedures

The data for this study was obtained through the use of a survey. The survey was mailed to the executive directors of State High School Athletic Associations (overall sample size = 50).

Update

Since this study was completed (1991), a phone call was made to each of the original responding states to see if any additional championship opportunities were available for the girls in their state. This phone call was made in early spring of 1997.

The results of that phone call are shown in Tables 1 and 2.

ANALYSIS OF DATA

Questionnaire Response Rate Analysis

The investigator sent 50 cover letters and surveys to the Executive Director of each state high school athletic association. The initial mailing resulted in the return of 24 questionnaires (48%). A follow-up phone call was given to each of the non-responding states resulting in an additional response of five questionnaires, for a total response of 29 states (58%). Several states that were not able to respond cited either poor timing with current state activities that did not allow them time to gather the desired information, or lack of historical information regarding their girls' state championships.

Each state was assigned a number for statistical calculations. The responding states are indicated by a "*" immediately following the state:

- | | | |
|-------------------|---------------------|------------------|
| 1. Alabama | 24. Mississippi* | 47. Washington* |
| 2. Alaska | 25. Missouri | 48. W. Virginia* |
| 3. Arizona | 26. Montana* | 49. Wisconsin* |
| 4. Arkansas* | 27. Nebraska* | 50. Wyoming* |
| 5. California* | 28. Nevada | |
| 6. Colorado | 29. New Hampshire* | |
| 7. Connecticut* | 30. New Jersey* | |
| 8. Delaware | 31. New Mexico* | |
| 9. Florida* | 32. New York | |
| 10. Georgia | 33. North Carolina* | |
| 11. Hawaii | 34. North Dakota* | |
| 12. Idaho | 35. Ohio* | |
| 13. Illinois* | 36. Oklahoma* | |
| 14. Indiana* | 37. Oregon* | |
| 15. Iowa* | 38. Pennsylvania | |
| 16. Kansas* | 39. Rhode Island | |
| 17. Kentucky* | 40. South Carolina | |
| 18. Louisiana | 41. South Dakota | |
| 19. Maine* | 42. Tennessee | |
| 20. Maryland | 43. Texas | |
| 21. Massachusetts | 44. Utah* | |
| 22. Michigan* | 45. Vermont | |
| 23. Minnesota | 46. Virginia* | |

Analysis of Data

The first area of analysis is the current participation of girls at the state championship level. According to the 1991 respondents, 21 different sports have been offered to girls at the state sanctioned championship level. Data revealed, from the respondents shows that three sports are at 100% state championship participation. These three sports are basketball, cross country, and track. Respondents also show two sports, tennis and volleyball that are at 93% state championship participation. Sports showing less than 5% participation at the state championship level include; badminton, six-player basketball, bowling, cheerleading, drill team, fencing, lacrosse, and the pentathlon.

It is important to remember that even though a high school may offer these sports, state associations may not recognize these sports at the state championship level (see Chart 1).

The growth or decline of particular sports was also revealed through this survey. Basketball, soccer, track, and tennis have shown the most significant increases in participation (see Charts 2-5). Soccer has shown the steadiest growth in the last decade (see Chart 3). Six-player basketball has been on the decline, with only Oklahoma and Iowa offering state championships in 1991. Both states have added five-player championships and are in the final process of phasing out the six-player game. Golf and gymnastics are two more sports that have shown a decline in participation, with gymnastics having the most significant decline (see Charts 6-7). The final area to explore includes the growth rate between 1970 and 1976, which saw the implementation of Title IX. The data revealed that the most significant growth rate for high school girls' state sanctioned championships occurred during this time period (see Chart 8).

DISCUSSION

This study has developed a time line for girls' high school state sanctioned championships. It revealed that as sports have evolved for girls and women, so have the opportunities for girls to participate in high school state sanctioned championships. As women were becoming more involved in a variety of activities during the 1920's, so began the first championships for high school girls, in basketball and swimming. States, like Iowa and Kentucky, have been in the forefront of state tournament development, and have continuously offered girls the opportunity to participate at the state championship level.

From the 1930's through the 1970's there was a time of lapse in physical activity for girls and women. The fear that harm might come to those who participated in physical activity limited the states approval and/or sponsorships of sports and state championships for girls. As times changed research revealed that participation in physical activity did not present health dangers for females, an increase in the participation of interscholastic sports for girls would begin.

Basketball, track and field, volleyball, and tennis have been the forerunners for participation by states at championship levels. Soccer has been the sport that has shown the most dramatic growth in the past decade, as it has become a more popular sport in the United States.

Sports, like archery, badminton, bowling, and fencing, have been decreasing in popularity, as girls have felt the acceptance of participating in faster paced and more physical sports, like basketball and volleyball. Some sports have regional popularity and are extremely competitive and popular in their own areas. Skiing, for example, is extremely popular in Colorado and on the east coast. Field Hockey, even though declining in overall participation, is still strong in the mid-east and eastern states.

Gymnastics is the one sport that has shown a significant decrease in participation over the past decade, especially at the state championship level. Three reasons were revealed through this study as to why there has been such a sharp decline. First, the cost for insurance for gymnastics has gotten out of reach for many high school athletic departments. Second, the lack of interest of younger girls directly affects the number of partici-

pants at the high school level. Last, with the decline in interest in gymnastics, there is a shortage of qualified coaches and officials to help guide the sport.

This study also revealed that, states are following the separate but equal clause, outlined by the Federation. Several states are allowing participation of girls in boys' sports if an equal sport is not offered for girls. For example, in the New Hampshire Interscholastic Athletic Association's handbook there is a ruling on this type of participation:

"Interscholastic athletics involving mixed (boys/girls) competition is prohibited except in those instances where the member school does not offer equivalent (same) activities for girls. . . . This policy recognizes past inequities created by the traditional male domination of sports opportunities and the need to encourage and protect the development of girls athletic programs" (p. 13).

Similar policies in other states have provided girls with new sports opportunities. Girls in Florida have the opportunity, and currently play football, weight lift, and wrestle on boys' teams.

Many states have also adopted policies to establish more state championships. These policies take into consideration the percentage of interested schools in holding a state championship. For example, Maine will establish a state championship in a sport if fifteen or more schools petition for one. New Hampshire will consider establishing state tournament guidelines for a sport if 20% or more of its members schools are participating in that particular sport.

SUMMARY

It should now be more evident through this research, that there have been definite trends and patterns in the development of state championship tournaments for high school girls. Most trends that have developed are a result of the popularity; or lack there of, for particular sport(s). As more girls are participating in competitive sports, state athletic associations are taking action to acknowledge and provide a championship tournament for these sports.

CONCLUSIONS

The data obtained through this study confirms that there has been an increase in the participation of girls state high school championships. This increase in participation is a result of the growing popularity of sports for girls and women, and significant growth was seen after the implementation of Title IX, in 1972. Unfortunately, many states still do not have an accurate history for their girls' sports, but most states seem to be working on establishing and/or completing a history.

The data also revealed what the researcher assumed in regards to the trends in development. Certain sports, like soccer, have seen a recent growth. This growth parallels the general growth in popularity of soccer overall. Sports, like badminton and gymnastics have shown declines, as these sports have declined in popularity as discussed earlier. There are also sports that are regionally popular, like skiing, field hockey and lacrosse.

Overall the growth in sports has appeared to be quite positive and the researcher expects and hopes to see this growth continue. There is always hope that girls state championships will reach an equal plane to the boys high school championships. It is quite obvious that Title IX has played a key role in

moving girls' sports in this direction.

Finally, this research has provided the beginning for a complete historical development of such tournaments. As time progresses and funds and resources become available to high school associations, this researcher is hopeful that each state will be able to provide a published comprehensive history about their girls' state championship histories. This researcher is also hopeful that those states, not providing support to the development of athletics for girls, will see a need for such development through the examples of other states successfully supporting their high school girls' athletics. If the states become more accountable for their histories, this researcher would like to see more involvement from the Federation in compiling a more complete history of high school sports for girls.

RECOMMENDATIONS

The following recommendations are made regarding further study in this area:

1. Replicate the study after five years and compare the changes since 1996 to ascertain the progress being made for opportunities for girls to participate in championship series at the secondary level.
2. Modify the study to gather data about the gender of assistant, associate, and commissioners of high school athletic or activity associations to establish a benchmark.
3. Modify the study to gather data regarding the changes being made in the offerings of girls sports at the secondary level to establish a benchmark.

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Chart 1

Percentage of Participation: 1991

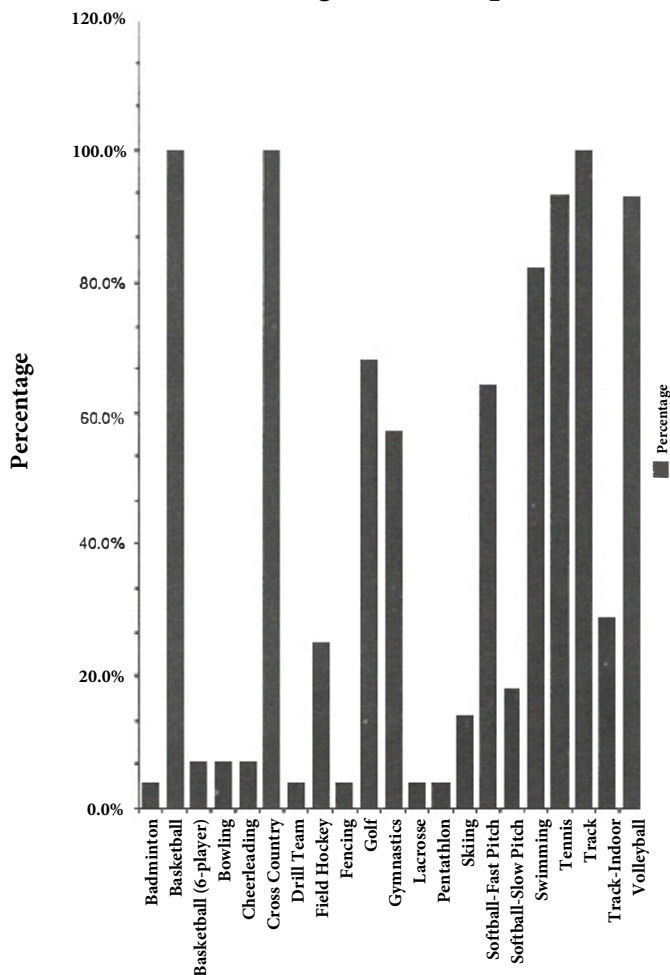


Chart 2

Basketball Participation: 1920-1990

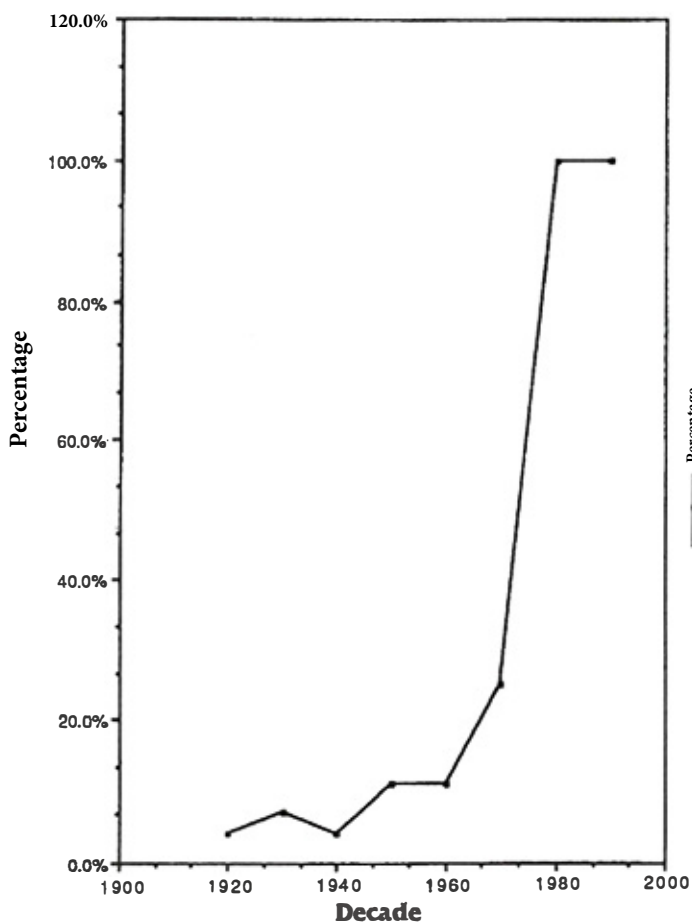


Chart 3
Soccer Participation: 1977-1991

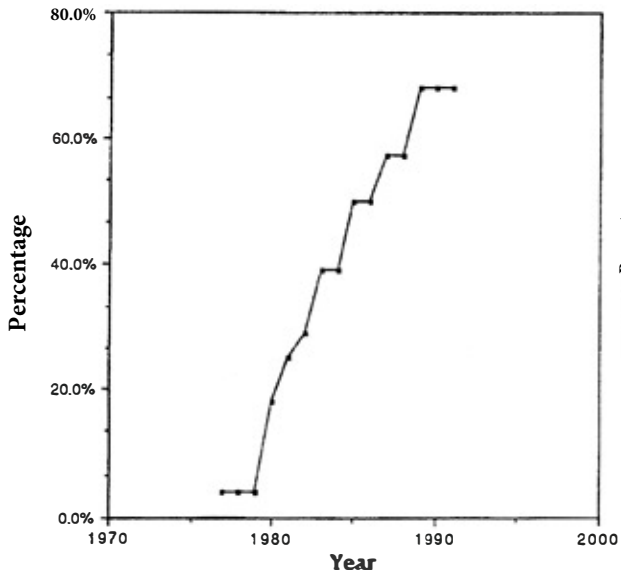


Chart 4
Track Participation: 1920-1990

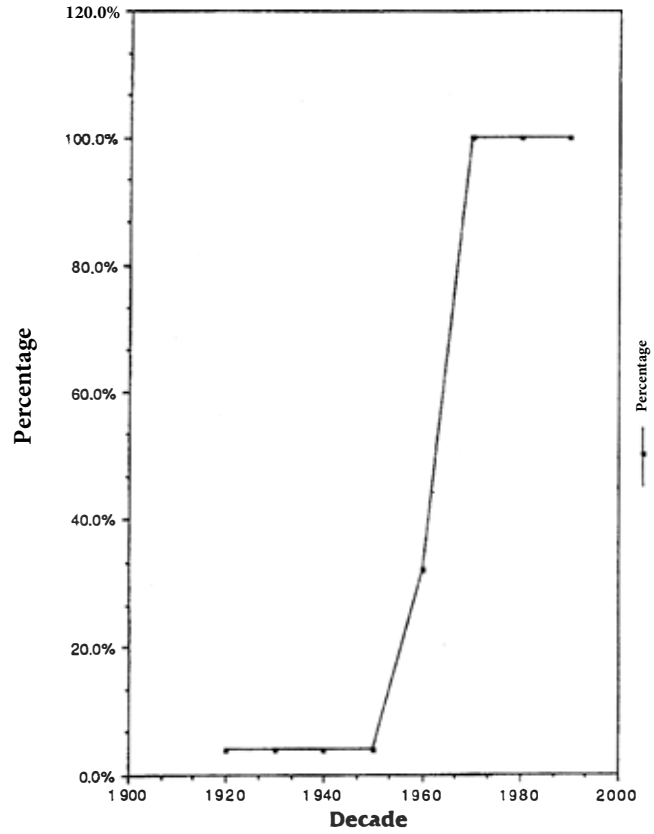


Chart 5
Tennis Participation: 1920-1990

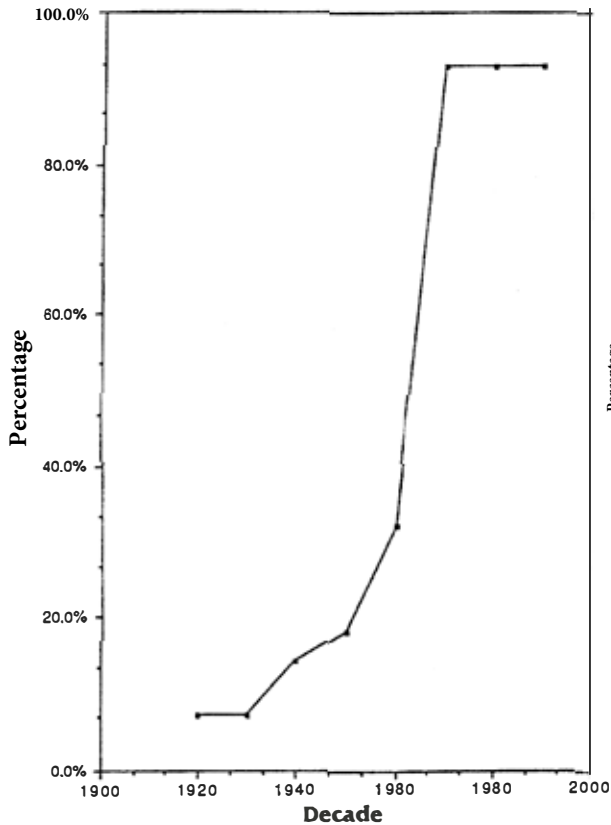


Chart 6
Golf Participation: 1930-1990

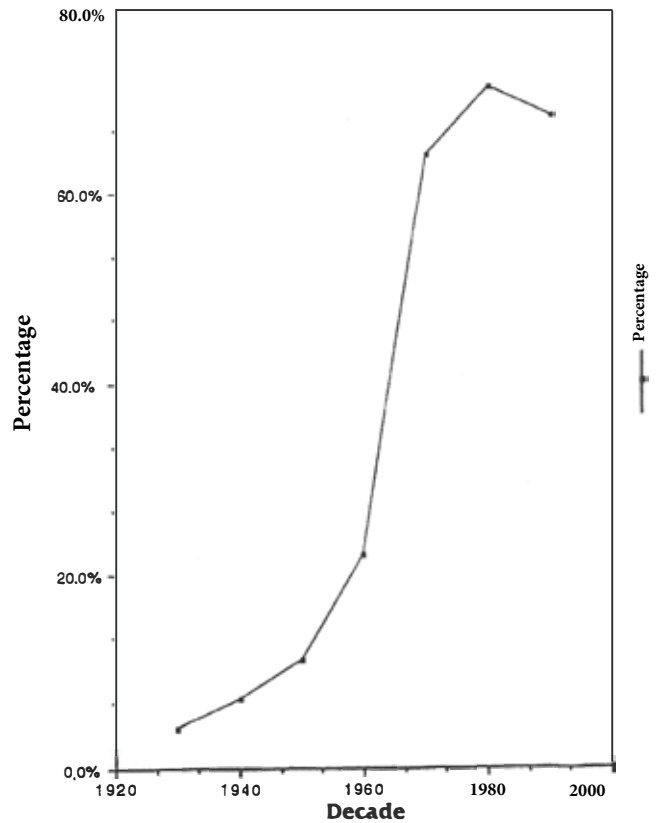


Chart 7
Gymnastics Participation: 1960-1990

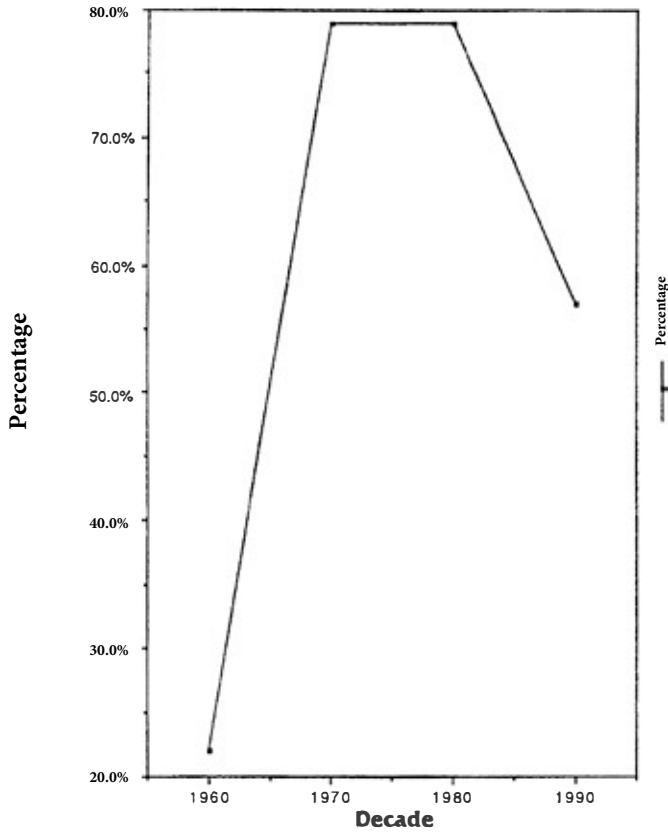


Chart 8
Participation: 1970 vs. 1976

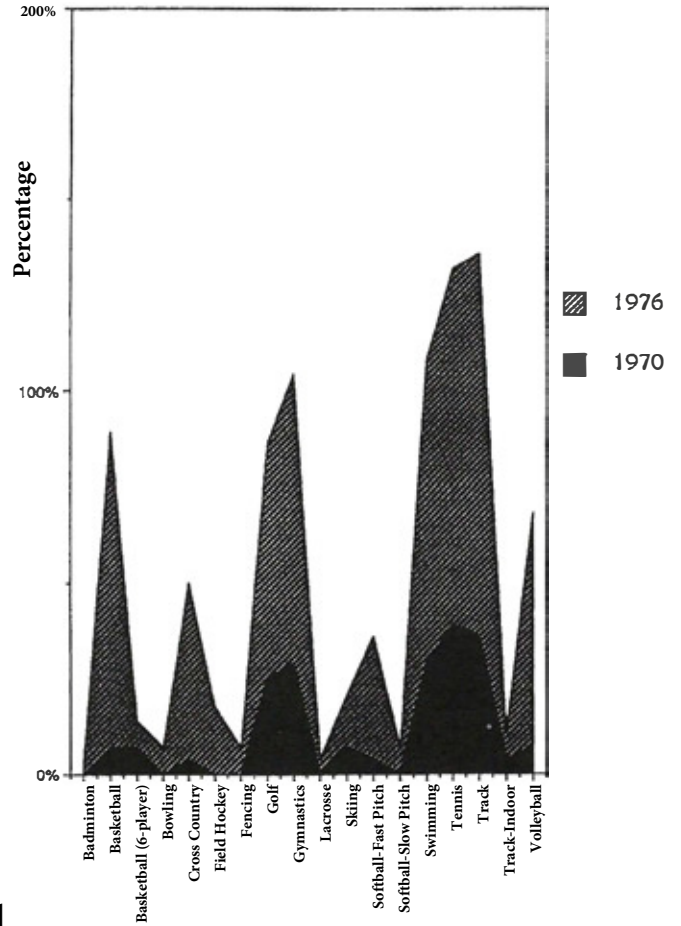


Table 1
1991 Championships by State & Sport

State	AR	BB	BW	CR	DR	FH	GO	GY	LA	SB-F	SB-S	SKI	SO	SW	TE	T/F	VB	XC
AR		X					X	X	X					X	X	X	X	X
CA		X														X	X	X
CT		X				X		X		X			X	X		X	X	
FL		X					X			X	X		X	X	X	X	X	X
IL	X	X	X			X	X	X		X			X	X	X	X	X	X
IN		X					X	X		X				X	X	X	X	X
IA		X*					X	X		X				X	X	X	X	X
KA		X					X	X		X				X	X	X	X	X
KY		X					X	X			X			X	X	X	X	X
ME		X				X	X	X		X		X	X	X	X	X		X
MI		X					X	X		X		X	X	X	X	X	X	X
MS		X									X		X		X	X		X
MT		X					X	X		X				X	X	X	X	X
NE		X					X	X					X	X	X	X	X	X
NH		X				X	X	X		X					X	X	X	X
NJ		X	X				X	X	X	X				X	X	X	X	X
NM		X					X	X		X				X	X	X	X	X
NC		X					X				X		X	X	X	X	X	X
ND		X				X	X							X	X	X	X	X
OH		X					X			X			X			X	X	X
OK		X					X			X	X		X	X	X	X	X	X
OR		X				X	X			X			X	X	X	X	X	X
UT		X			X		X	X		X			X	X	X	X	X	X
VA		X			X		X			X					X	X	X	X
WA		X				X	X			X			X	X	X	X	X	X
WV		X		X						X					X	X	X	X
WI		X					X	X		X			X	X	X	X	X	X
WY		X					X	X				X	X	X	X	X	X	X

Table 2
1996 Championships by State & Sport

State	AR	BB	BW	CR	DR	FH	GO	GY	LA	SB-F	SB-S	SKI	SO	SW	TE	T/F	VB	XC
AR		X					X	X	X	XY			XY	X	X	X	X	X
CA		X					XY			XY			XY	XY	XY	X	X	X
CT		X				X	XY	X		X			X	X	XY	X	X	XY
FL		X					X			X	X		X	X	X	X	X	X
IL	XZ	X	X			X	X	X		X			X	X	X	X	X	X
IN		X					X	X		X			XY	X	X	X	X	X
IA		X*					X	X		X			XY	X	X	X	X	X
KA		X					X	X		X			XY	X	X	X	X	X
KY		X					X	X			X		XY	XY	X	X	X	X
ME		X				X	X	X		X		X	X	X	X	X	XY	X
MI		X					X	X		X		X	X	X	X	X	X	X
MS		X					XY				X		X	XY	X	X	XY	X
MT		X					X	X		X			XY	X	X	X	X	X
NE		X					X	X		XY			X	X	X	X	X	X
NH		X				X	X	X		X			XY	XY	X	X	X	X
NJ		X	X				X	X	X	X			X	X	X	X	X	X
NM		X					X	X		X			X	X	X	X	X	X
NC		X					X				X		X	X	X	X	X	X
ND		X				X	X			XY			XY	X	X	X	X	X
OH		X					X			X			X	XY	XY	X	X	X
OK		X					X			X	X		X	X	X	X	X	X
OR		X				X	X			X			X	X	X	X	X	X
UT		X			X		X			X			X	X	X	X	X	X
VA		X					X			X			XY	XY	X	X	X	X
WA		X				X	X			X			X	X	X	X	X	X
WV		X		X			XY			X			XY	XY	X	X	X	X
WI		X					X	X		X			X	X	X	X	X	X
WY		X					X	X		XY		X	X	X	X	X	X	X

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Drug Abuse Prevention: School-based Strategies that Work

Kris Bosworth

Introduction

Use of alcohol, tobacco, and other drugs (ATOD) is common in adolescence. According to an annual survey of high school students, their use of alcohol has remained consistently high for the past 20 years, with about 81% of seniors in 1995 reporting having drunk alcohol at least once in their lives and a little over half (51.3%) reporting alcohol use at least once in the past month. Prior to 1991, use of tobacco and illicit drugs (i.e., marijuana, crack/cocaine, stimulants, inhalants, LSD, heroin) had been decreasing since the peak levels in the late 1970s. Since 1991, however, these rates have increased steadily. In 1995, 39% of seniors reported they had used an illicit drug at least once, whereas in 1991, 29.4% reported ever using an illicit drug. Using a survey time frame of the past 30 days, 23.8% report using one drug in 1995, up from 16.4% in 1991. This increase in use is coupled with a decrease in the belief that drugs are harmful. For example, in 1991, 79% of seniors thought that regular marijuana users were at great risk for harm; only 61% felt that way in 1995. Since a belief in the harmfulness of a drug has been shown to be an important deterrent to use, the sharp decline in the belief in the harmfulness of marijuana adds urgency to ATOD prevention efforts (Johnston, O'Malley, & Bachman, 1996).

Role of the Schools in Prevention

For the past two decades, significant public and private resources have been allocated to prevent youth from using alcohol, tobacco, and other drugs, and from this effort research has identified effective prevention strategies. Thus, 20 years of prevention research and evaluation places educators and other concerned adults in a position to intervene to counter the trend of increased ATOD use by adolescents

(Sussman & Johnson, 1996; Tobler and Stratton, 1997; Dusenbury & Falco, 1995; Hansen, 1992). Since most ATOD use begins before the age of 20, schools are the primary institution with access to this age group. Additionally, the most common prevention strategy has been education, which is compatible with schools' goals (Dryfoos, 1990).

What Works...and Doesn't

Although the research is far from conclusive, there is evidence that some strategies are ineffective. Scare tactics, providing only information on drugs and their effects, self-esteem building, values clarification, large assemblies, and didactic presentation of material have not been shown to be particularly effective in the prevention of ATOD use (Tobler & Stratton, 1997).

Other approaches have been shown to have positive results. No one intervention will be able to prevent use and abuse of drugs for everyone but studies indicate characteristics of curricula and programs necessary for success.

Because the majority of youth experiment with substances, particularly alcohol and tobacco, ATOD prevention needs to target all students. Since risk factors are present years before initiation, prevention activities must start in elementary school and be periodically reinforced as students encounter new social situations and pressures to use substances. Programs designed to meet developmental needs of the students should be offered at each grade level without oversaturating students to the point they discount the information.

Drug Abuse Prevention Curriculum Content

Research has identified that prevention programs need to be comprehensively and have sufficient intensity to reasonably

expect that the skills can be taught (Sussman & Johnson, 1996). Content areas that are necessary for an effective curriculum include:

Normative education. Helps students realize that use of ATOD is not the norm for teenagers. Students generally overestimate the proportion of their peers actively involved in ATOD. Hence, it is easier to be pressured by the myth that "everybody is doing it." Student surveys and opinion polls are used to help students understand actual use rates.

Social skills. Improving verbal skills may help students increase their ease in handling social situations. Decision making, communication skills, and assertiveness skills are particularly important during the late elementary and middle school years when puberty changes social dynamics between young people themselves as well as with the adults in their lives.

Social Influences. Helps students recognize external pressure (e.g., advertising, role models, peer attitudes) to use ATOD and to develop the cognitive skills to resist such pressures.

Perceived harm. Helps students understand the risks of short- and long-term consequences of ATOD use. The message must come from a credible source and be reinforced in multiple settings.

Protective factors. Supports and encourages the development of positive aspects of life as helping, caring, goal setting, and challenging students to live up to their potential and facilitating affiliations with positive peers (Hawkins, Catalano, & Miller, 1992).

Refusal skills. Learning ways to refuse ATOD effectively and still maintain friendships was a strategy heavily relied on in many early curricula. Recent research indi-

cates that it is most relevant in supporting teens who do not want to use drugs and in conjunction with other activities such as social influences and normative education.

Other Factors

Curriculum delivery also has a critical influence on curriculum effectiveness. Successful curricula rely on interactive techniques rather than on lectures or other forms of one-way communication (Tobler & Stratton, 1997). Role plays, simulations, Socratic questioning, brainstorming, small group activities, cooperative learning, class discussions, and service learning projects are strategies that engage students in self-examination and learning (Bosworth & Sailes, 1993). Refusal skills need to be practiced in the classroom through role plays in the context of realistic settings where ATOD might be offered. Videos and multimedia software that are set in real-world environments can be used to provide models of appropriate behavior and to stimulate discussion.

Teacher attitudes and school and classroom climate may also be preventive. Adults in schools need to model the social, decision-making, and communication skills taught in the curriculum. Setting high expectations, open and supportive communication, a value of caring and helping, and the creation of a positive environment may be as important as curricula. Prevention messages can be integrated into general curricula, and literature, movies, songs, or current events that portray substance use/abuse can help students understand social pressures and the personal consequences of ATOD use.

Role of the Community

Because of the complexity of the problem, coordination of prevention messages and activities with other institutions in a youth's life is essential. The community, not the school, is where most teen ATOD use occurs. Schools must be actively involved in planning and coordinating community-wide activities that develop and strengthen anti-drug-use norms in the community and family as well as among peers, including public policy, media-created awareness, advocacy, and enforcement. Communities can be active in changing and supporting

non-use-norms and reinforcing messages given at school. Many curricula have suggestions for integrating parent activities and information sharing (Aguire-Molina & Gorman, 1996).

Implications for Teacher Education

To translate prevention research into classroom practice requires that teachers have the motivation, knowledge, and skills to be effective implementers of ATOD prevention curriculum, create positive and intellectually stimulating classrooms, and be willing to support and work on community prevention efforts. Many of the following suggestions can complement content that is already an integral part of teacher preparation.

If teachers are to present a prevention curriculum, they must understand the serious consequences of ATOD use during the teen years, particularly for young adolescents. Teachers should examine their own ATOD history and current use patterns to identify any bias they may unintentionally convey to students that would contradict the message of the ATOD prevention program. In addition, teachers should be able to counter student remarks that glamorize or minimize the consequences of drug use. Therefore, teacher education needs to provide preservice teachers with statistics on use rates as well as information on predictor variables, mediating factors, and prevention strategies.

Interactive techniques used in ATOD curricula can be used with almost any classroom subject. Both current teachers and teachers in training need exposure to and practice in a variety of such techniques. The regular use of interactive strategies in all content areas will help to increase student involvement in learning, which has an impact on protective factors.

Teachers should be familiar enough with research-based prevention to be able to make informed choices about curricula and other programs. Several guides to effective curricula and programs are available to facilitate selection (Dusenbury, 1996; Bosworth, 1996). Teachers must request information about outcome results and select programs that work, rather than slick but ineffective programs.

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References identified with and EJ or ED number have been abstracted and are in the ERIC database. Journal articles (EJ) should be available at most research libraries; most documents (ED) are available in microfiche collections at more than 900 locations. Documents can be ordered through the ERIC Document Reproduction Service (800-443-ERIC).

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Refereed Articles: Guidelines for Authors

The following information should be used when submitting a manuscript to the **IAHPERD Journal**. Many types of original manuscripts are suitable—theoretical, practical, technical, historical, philosophical, creative, controversial.

Write for the **Journal's** readership and be sure to spell out the implications of the article for the discipline. Use a simple, clear and direct writing style, avoiding the use of first person pronouns and repeated references to one's institution.

Philosophical and historical backgrounds are not usually necessary unless these are the primary purposes of the manuscript. References are not compulsory, but writing ethics dictate that quoted material as well as historical sources be cited in bibliographical style.

When reporting research results, try to maintain non-technical language and to avoid complex tables which are not directly related to the text. Avoid extensive discussion of methodologies and statistical techniques unless they are clearly unique. Concentrate on theoretical framework, reasons for conducting the research, discussion, and applications to the field.

Articles about programs within schools or at workshops, etc., should be written so that readers can use the material as a model to establish such a program in their own schools or benefit in some way from the content of the program. A synopsis of only who did what is only of interest to those who participated.

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