

INDIANA

Volume 27, Number 3

Convention Issue

Fall 1998



Indiana Association
for Health, Physical
Education, Recreation
and Dance



Affiliated with American Alliance for HPERD

A
H
P
E
R
D

JOURNAL

Indiana Journal

for Health, Physical Education, Recreation and Dance

Volume 27, Number 3

Fall 1998

Indiana Association for
Health, Physical Education, Recreation and Dance

Indiana AHPERD 1997-98

EXECUTIVE COMMITTEE

President Karen Hatch
Past President Nikki Assmann
President-Elect Vern Houchins
Regional Coordinators Bobbi Lautzenheiser
Secretary Cathy Huntsinger
Executive Director (ex officio) Nick Kellum

ELECTED DIRECTORS

Director of P.E. Elementary Jan Miller
Director of P.E. Middle Diane Scales
Director of P.E. Secondary David Langley
Director of Health Jean Henninger
Director of Recreation Mike Fratzke
Director of Dance Yaakov Eden
Director of Sport Mark Urtel
Director of Aquatics Gwen Robbins
Director of Adapted P.E. Kim Duchane
Director of Higher Education Alan Lacy
Director of Research Rafel Bahamonde
SAC President Rox Ann Krahn
SAC President-Elect Heather Curtess
Regional Chairs 1-Rita Nugent; 2-Elise Smith;
3-Clare Knopp; 4-Janet Miller; 5-Janice Davis;
6-Ira Judge; 7-Charlee Schwenk;
8-Mary Jo McClelland; 9-Regina Wright
JRFH Coordinator Elise Studer-Smith
Past President's Council Rep Nikki Assmann
SAC Faculty Rep. (ex officio) Ed Schilling
Conference Coordinator (ex officio) Tom Sawyer
Publications/Membership (ex officio) Tom Sawyer
DOE Representative (ex officio) Sue Foxx
DOH Representative (ex officio) Barb Levy
Governor's Council Rep. (ex officio) Brian Brase
Technology Betty Jones, Casey McIntyre
Youth Fitness David Hoffa
Fitness Coalition Dolores Wilson & Doreen St. Clair

Contents

Message from the President	
HEALTHY ME — HEALTHY YOU	
HEALTHY COMMUNITY	1
NOTIONS From YOUR EDITOR	2
State of the Profession	
SUMMER SHORTS	5
Websites to Visit	13
NASPE Releases First Ever Physical Activity	
Guidelines for Children	14
HISTORY OF JUMP ROPE FOR HEART	16
Reviewed Article	
The Indiana Fun and Fitness Day	17
CHALLENGING EDUCATORS	
FOR THE NEW MILLENNIUM	21
1998 INDIANA AHPERD POSTER CONTEST WINNERS	24
Useful Safety Resources	30
CALENDAR OF EVENTS	30
From the Trenches	
USING MULTI-MEDIA TECHNOLOGY	
IN PHYSICAL EDUCATION	33
Reprinted Article	
Throwing, Catching, and Dodging	40

Views and opinions expressed in the articles herein are those of the authors and not necessarily those of the IAHPERD. Non-profit organizations or individuals may quote from or reproduce the material herein for non-commercial purposes provided full credit acknowledgments are given.

The **Journal** is published three times a year (Fall, Winter, Spring) by the Indiana Association for Health, Physical Education, Recreation and Dance, 901 West New York Street, Indianapolis, IN 46202-5193, telephone 812-237-2186. Third class postage paid at Indianapolis, Indiana. The Indiana Association for Health, Physical Education, recreation and Dance is a professional organization serving education in these four and related fields at the elementary, secondary, college, and community levels. Membership in IAHPERD is open to any person interested in the educational fields listed above. Professional members pay annual dues of \$20.00. Students pay \$10.00. Institutional rate is \$65.00. Make checks payable to IAHPERD Treasurer, c/o IUPUI, School of Physical Education, Indianapolis, Indiana 46202-5193.

Although advertising is screened, acceptance of an advertisement does not necessarily imply IAHPERD endorsement of the products, services or of the views expressed. IAHPERD assumes no responsibility for and will not be liable for any claims made in advertisements.

CHANGE OF ADDRESS

In order to receive the **IAHPERD Journal**, your change of address must be mailed to P. Nicholas Kellum, 901 West New York Street, Indianapolis, Indiana 46202-5193. A change of address sent to the Post Office is not adequate since **Journals** are **not** forwarded. When individuals fail to send changes of address, a duplicate copy of the **Journal** cannot be mailed unless the request included funds in the amount of \$5.00 to cover postage. Requests for missed issues will be honored for eight weeks following publication date.

POSTMASTER: Send address change to P. Nicholas Kellum, 901 West New York Street, Indianapolis, Indiana 46202-5193.

Typesetting and Printing by Stone Printing, West Terre Haute, IN, (812) 533-0200.

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! By now, the school is in full swing and all of us are “back in the saddle again” (unless you are retired and have lots of “free” time). I trust your year is off to a great start and you are ready for all the challenges of the “new faces” in your classrooms.

Looking back, a very successful Fitness Festival was held at Ball State University in May. Special thanks go to Doreen St. Clair, Dolores Wilson, Janelle Davis, Bill Thompson and the Ball State students for all their hard work. Thousands of Indiana students and professionals took part in ACES - All Children Exercising Simultaneously as well as promoting National Physical Education and Sport Week the first week in May.

Summer found two communities hard at work: mini-grants worked to standardize and simplify procedures for mini-grant applications and advocacy compiled materials to distribute to Indiana professionals to address advocacy. There will also be an advocacy session at the Fall conference.

In addition, Elsie Smith, Tracy Ruda and myself represented IAHPERD at the American Heart Association School Site Conference for Jump Rope For Heart and Hoops For Heart in San Diego. JRFH’s twentieth anniversary is in 1999 and the theme is “A JRFH/HFH events. Sessions on advocacy were held as well as on HeartPower - both designed to improve the health of our youth. Time was also available to develop strategies and then to outline action plans. More information on both JRFH/HFH will be forthcoming at the Fall conference.

Thanks to those members who took time out of their busy summers to serve as state reviewers for the 1999 Health textbook adoptions. Those of you who are involved in health education will be selecting new textbooks during the spring of 1999.

I would like to take this opportunity to thank everyone who has had a part in making my year as president go smoothly and successfully - members of the Executive Committee and

Board of Directors as well as all who served on committees and as presenters and presiders for the conference. Great job!!

In my winter article I issued several challenges and would now like to review/reflect on these as I close out my year as IAHPERD president. First, I issued the challenge for each of you to join the “Walk the Talk” program. A number of you accepted this and completed the initial forms. **NOW - a further challenge:** For those of you who have already undertaken the “Walk The Talk” challenge, the 1998 challenge is to do something involving health: plan a Health Fair, write curriculum, be innovative in the health classroom, serve on a health committee either for textbook adoption or worksite health programs, etc. Submit this at fall conference registration and receive special recognition for your efforts in promoting health in Indiana.

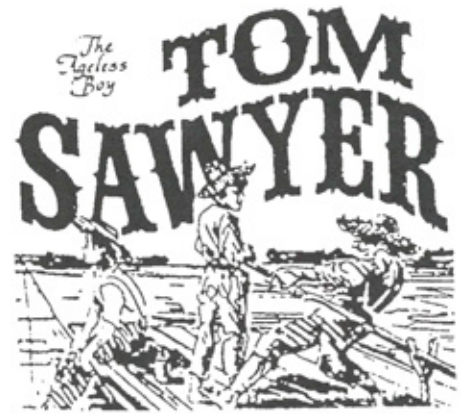
A second challenge was to “go outside your comfort zone”. I trust this was rewarding and you will continue to do these activities as you expand your own personal comfort zone.

The third challenge was to “go on the offense” and become an advocate for your profession. With the many opportunities available each year, I would hope your advocacy would continue and that our profession would grow. In the spring JOURNAL, editor Tom Sawyer cited an article “Kid’s health isn’t the schools’ responsibility”. How did you feel about that? Your program isn’t “that bad” so you’re not worried or your program is stagnant and boring or your program is a growing, changing one that keeps kids “comin’ back for more”? Spend some time thinking about and reviewing your program and its objectives and outcomes.

A number of sessions at the fall conference will have new and innovative ideas to spice up your program. Plan now to attend - November 19-21 at the University Place Conference Center on the IUPUI Campus. I’m looking forward to greeting old friends as well as making new ones. **Healthy Me - Healthy You - Healthy Community: Let’s each do our part to accept the challenges.**

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



Making Time for Teacher Professional Development

Does professional development for teachers have a place in school improvement?

For many years, teachers and other educators have used district-sponsored staff development or university course work to improve individual skills, qualify for salary increases, and meet certification requirements. Professional development rewarded educators with personal and professional growth, greater job security, and career advancement. Schools benefited primarily at the classroom level through whatever added value the learning experience gave to an individual teacher's practice. However, in recent years we have seen growing appreciation for the potential impact of professional development on the overall school, not just individual classrooms.

Awareness of professional development's value in advancing school improvement is evident in several state and national reports, as well as in research reports on school restructuring initiatives. The 1994 National Education Commission on Time and Learning (NECTL) report, *Prisoners of Time*, indicates that what teachers are expected to know and do has increased in amount and complexity. A National Governors' Association report (Corcoran, 1995) notes that systemic reforms place many demands on teachers—improving subject-matter knowledge and pedagogical skills; understanding cultural and psychological factors that affect student learning; and assuming greater, and in some cases new, responsibilities for curriculum, assessment, outreach, governance, and interagency collaboration. In an Indiana Department of Education report, Bull, Buechler, Didley, and Krehbiel (1994) point out that meeting these demands may be particularly stressful for America's aging teaching force, which averages 14.5 teaching years. For the most part, these teachers received their training at a time when teaching did not routinely require many of the skills that are needed to function effectively in restructured schools. Redefinition of teacher work has led to reconceptualizing professional development and to increased regard for its role in many quarters, particularly when large-scale systemic reform initiatives are launched (Kentucky Education Association, 1993).

Teachers, researchers, and policymakers consistently indicate that the greatest challenge to implementing effective professional development is lack of time. Teachers need time

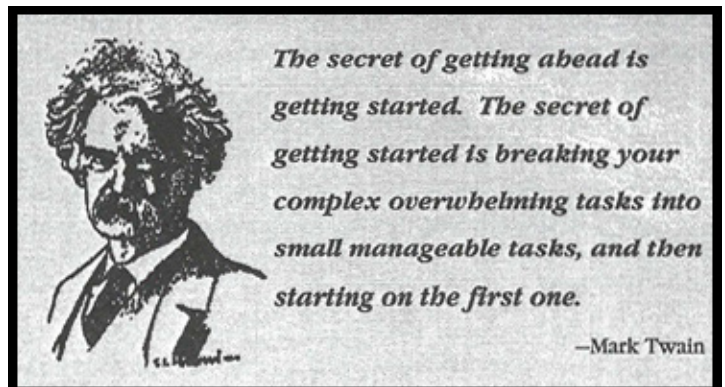
to understand new concepts, learn new skills, develop new attitudes, research, discuss, reflect, assess, try new approaches and integrate them into their practice; and time to plan their own professional development (Cambone, 1995; Corcoran, 1995; Troen & Bolles, 1994; Watts & Castle, 1993). Cambone (1995) points out that teachers, as adult learners, need both set-aside time for learning (e.g., workshops and courses) and time to experience and digest new ideas and ways of working.

This Digest outlines what research and best practice tell us about effective professional development for teachers working in restructured, learner-centered schools. It considers the implications of traditional scheduling patterns for implementing effective professional development and shares some approaches that various schools and districts have taken to finding time for professional development.

What are some characteristics of effective professional development?

Effective professional development addresses the flaws of traditional approaches, which are often criticized for being fragmented, unproductive, inefficient, unrelated to practice, and lacking in intensity and follow-up (Bull et al., 1994; Corcoran, 1995; Professional Development, 1994). Effective professional development:

- is ongoing;
- includes training, practice, and feedback; opportunities for individual reflection and group inquiry into practice; and



- coaching or other follow-up procedures;
- is school-based and embedded in teacher work;
- is collaborative, providing opportunities for teachers to interact with peers;
- focuses on student learning, which should, in part, guide assessment of its effectiveness;
- encourages and supports school based and teacher initiatives;
- is rooted in the knowledge base for teaching;
- incorporates constructivist approaches to teaching and learning;
- recognizes teachers as professionals and adult learners;
- provides adequate time and follow-up support; and
- is accessible and inclusive.

Do typical school schedules support effective professional development programs?

A major theme in *Prisoners of Time* (1994), the NECTL report, is that U.S. students and teachers are victims of inflexible and counterproductive school schedules. Professional development and collaboration generally must take place before or after school or in the summer, thus imposing on teachers' personal time; during planning or preparation periods, which cuts into time needed for other tasks; or on the limited number of staff development days. Teachers who sacrifice personal time or preparation time often experience burnout from trying to fulfill competing demands for their time.

Professional development has not been widely seen as an intrinsic part of making teachers more adept and productive in the classroom (Watts & Castle, 1993); thus, school schedules do not normally incorporate time to consult or observe colleagues or engage in professional activities such as research, learning and practicing new skills, curriculum development, or professional reading. Typically, administrators, parents, and legislators view unfavorably anything that draws teachers away from direct engagement with students. Indeed, teachers themselves often feel guilty about being away from their classrooms for restructuring or staff development activities (Cambome, 1995; Raywid, 1993).

A number of researchers have contrasted this pattern with the approach found in foreign countries, particularly in China, Japan, and Germany where time for collegial interaction and collaboration are integrated into the school day (NECTL, 1994). For example, in many Asian schools, which generally have larger class sizes than U.S. schools, teachers teach fewer classes and spend 30-40% of their day out of the classroom, conferring with students and colleagues or engaged in other professional work. Donahoe (1993) suggests that such set-aside time is particularly important when significant school improvement plans are underway and advises states or school districts to formally establish "collective staff time," just as they set minimums for class time and teaching days.

How do schools and districts make more time for professional development?

In a study of regional and national innovative school groups, Raywid (1993) found three broad approaches to finding time for teachers to collaborate: (1) adding time by extending the school day or year, (2) extracting time from the existing schedule, and (3) altering staff utilization patterns. Given below are examples of the five types of time created for teacher

development that Watts and Castle (1993) identified in a survey of schools involved in National Education Association initiatives.

Freed up time—using teaching assistants, college interns, parents, and administrators to cover classes; regularly scheduled early release days.

Restructured or rescheduled time—lengthening school day on four days, with early release on day five.

Better-used time—using regular staff or district meeting for planning and professional growth rather than for informational or administrative purposes.

Common time—scheduling common planning periods for colleagues having similar assignments.

Purchased time—establishing a substitute bank of 30-40 days per year, which teachers can tap when they participate in committee work or professional development activities.

Block scheduling can also make it easier to carve professional development time from the school day (Tanner, Canady, & . etti , 1995). For example, Hackmann (1995) describes a middle school block schedule that frees one-fourth of the day to plan or engage in other professional work during each period of the day. At least one day a week, teachers in the Teaching and Learning Collaborative in Massachusetts have no teaching duties. They can use this Alternative Professional Time to pursue personal interests or alternative roles, such as writing curriculum, conducting research, supervising student teacher interns, or teaching college classes. This arrangement is facilitated by the presence of full-time teaching interns and team-teaching. (Tanner & . etti 1994). Newer technologies, such as Internet and video conferencing, can give teachers access to instructional resources and collegial networks (Professional Development, 1994).

There may be opposition to some of the above mentioned strategies. Adding more pupil-free professional development days can be costly and may provoke opposition from financial managers or legislators. Cambone (1995) points out that schools do not exist in a vacuum, isolated from the larger community. Extending the school day and school year to accommodate more professional development time can upset parents' child care arrangements and family vacations. If schools remain open during the summer and teenagers are not free for summer jobs in places like amusement parks, the local economy can be affected and commercial interests may object to such a schedule change. School maintenance agendas, which often schedule big projects over the summer, may also be affected by extending the school year.

Perhaps the most formidable challenge to institutionalizing effective professional development time may be the prevailing school culture, which generally considers a teacher's proper place during school hours to be in front of a class and which isolates teachers from one another and discourages collaborative work (NECTL, 1994). It is a culture that does not place a premium on teacher learning and in which decisions about professional development needs are not usually made by teachers but by state, district, and building administrators. Paradoxically, implementing a more effective pattern of teacher professional development requires struggling against these constraints, but it may also help to create a school climate that is more hospitable to teacher learning.

References

References identified with an EJ or ED number have been abstracted and are in the ERIC database. References followed by an SP clearinghouse number were being processed at the time of publication. 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 also be ordered through the ERIC Document Reproduction Service: (800) 443-ERIC.

Bull, B., Buechler, M., Didley, S., & Krehbiel, L. (1994). *Professional development and teacher time: Principles, guidelines, and policy options for Indiana*. Bloomington, IN: Indiana Education Policy Center, School of Education, Indiana University. ED384112

Cambone, J. (1995). Time for teachers in school restructuring. *Teachers College Record*, 96(3):512-43. EJ505811

Corcoran, T.C. (1995). *Transforming professional development for teachers: A guide for state policymakers*. Washington, DC: National Governors' Association. ED384600

Donahoe, T. (1993). Finding they way: Structure, time and culture in school improvement. *Phi Delta Kappan* 75(4): 298-305. EJ474290

Hackmann, D.G. (1995). Ten guidelines for implementing block scheduling. *Educational Leadership*, 53(3): 24-27.

Kentucky Education Association, & Appalachia Educational Laboratory. (1993). *Finding time for school reform: Obstacles and answers*.

Frankfort, KY: Author. ED359181

National Education Commission on Time and Learning [NECTL]. (1994). *Prisoners of time*. Washington, DC: Author. ED359181 [Available on-line: gopher://gopher.ed.gov:70/00/publications/full_text/PoTRsearch/5;http://www.ed.gov/pubs/PrisonersOfTime/index.html]

Professional development: Changing times. (1994). *Policy Briefs, Report 4*. Oak Brook, IL: North Central Regional Educational Laboratory. ED376618

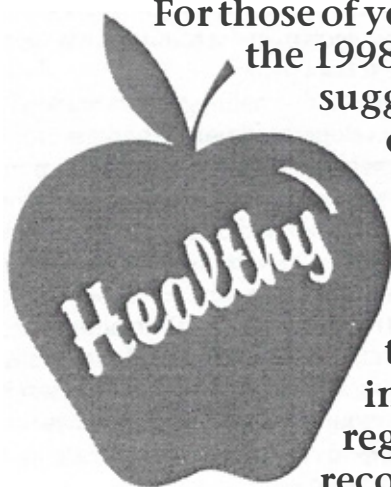
Raywid, M.A. (1993). Finding time for collaboration. *Educational Leadership*, 51(1): 30-34. EJ468584

Tanner, B., Canady, R.L., & Rettig, R.L. (1995). Scheduling time to maximize staff development opportunities. *Journal of Staff Development*, 16(4): 14-19. EJ522303

Troen, V., & Bolles, K. (1994). Two teachers examine the power of teacher leadership. In D.R. Walling (Ed.), *Teachers as leaders. Perspectives on the professional development of teachers* (pp. 275-86). Bloomington, IN: Phi Delta Kappa Educational Foundation. ED379283

Watts, G.D., & Castle, S. (1993). The time dilemma in school restructuring. *Phi Delta Kappan*, 75(4): 306-10. EJ474291

“WALK THE TALK” 1998 HEALTH CHALLENGE



For those of you who have already completed “Walk the Talk” forms, the 1998 challenge is to do something in the health area. Some suggestions are: plan a Health Fair; write a health curriculum; be innovative in the classroom and share this through a journal article or in a discussion with other colleagues; be a presenter or presider at the conference; serve on a committee for health textbook adoption; work with a community health organization to have a program, etc, etc. The object is to be involved in health-related activities. Submit your information at registration for the fall conference to receive special recognition for promoting health in Indiana.

State of the Profession



SUMMER SHORTS

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

HEALTH EDUCATION AND PHYSICAL EDUCATION STANDARDS

On May 21, the Indiana Professional Standards Board met to give final approval for six (6) sets of standards. Health Education and Physical Education Standards were included in that approval process. In the process Editing Team Representatives provided the Standards Board information as to how they edited the standards using the input which was provided by the stakeholders. In the case of the Health Education and Physical Education Standards, the editing team received 213 responses, mostly positive, which they reviewed. They then clarified confusing sections and in many cases changed the standards in order to make a better document.

Following the Editing Teams' Presentations, the Standards Board and audience were able to ask questions and share concerns. In the case of Health Education and Physical Education, only one question was asked and the overall feeling was that the standards were outstanding. That overwhelming positive response to the standards demonstrates that the advisory committee and editing team took the charge very seriously and turned out an excellent document. It is hopeful that it will bring excellence to our teacher training in Health Education and Physical Education.

PRE SCHOOL THROUGH HIGH SCHOOL PHYSICAL EDUCATION PROFICIENCIES

Sue Foxx, Health Education and Physical Education Representative of the Indiana Department of Education, has called together a group, both college and public/private school physical educators, to begin the revision of the state proficiencies for physical education. This writing team has begun the process and at the last meeting the regulated formatting was discussed and models of other state's proficiencies were reviewed. It was decided that the seven (7) content standards published by NASPE will become our core standards.

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
 2. Applies movement concepts and principles to the learning and development of motor skills.
 3. Exhibits a physically active lifestyle.
 4. Achieves and maintains a health-enhancing level of physical fitness.
 5. Demonstrates responsible personal and social behavior in physical activity settings.
 6. Demonstrates understanding and respect for differences among people in physical activity settings.
 7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
- The first draft will be discussed in July.

LICENSING

So far there is nothing official about licensing. The Licensure Committee presented their report to the Board on the 16th of June. The next step in the process will be to enlist focus groups to provide input on the recommendations. This should begin in the fall. Those of you, who want to be included in this process, contact me since I am on the list. I will send you the materials.

ASSESSMENT

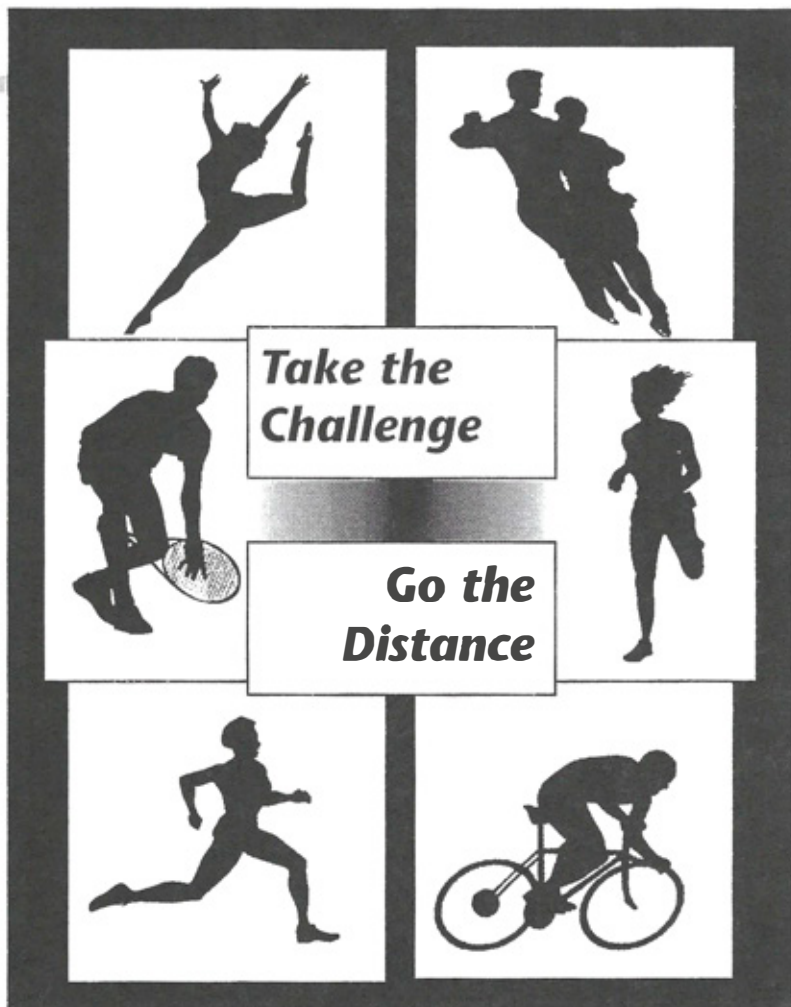
This committee is still in progress. Probably, information on the type of assessment required in the Pre Service Preparation (college education) and the Extended Clinical Preparation (two year internships) will also be coming in the fall.

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.

Generation X and the Decline in Attendance of Professional Athletic Events: A Marketing Dilemma

by

Jessica Mironick, M.S.

Thomas H. Sawyer, Ed.D., Professor
Department of Recreation and Sport Management
Indiana State University
Terre Haute, IN 47802

812/237-2186, fax 812/237-4338, pmsawyr@scifac.indstate.edu

ABSTRACT

This study focused on interests, needs, and wants of Generation Xers and the reasons why they do not attend professional sporting events. The researcher sought to answer the following questions: (1) what factors inhibit Generation Xers from attending professional sporting events, (2) how they choose to spend their free time, and (3) what are the most appropriate mediums marketers need to employ to attract the Generation Xers to the stadiums and arenas. A 16-item questionnaire was completed by 150 Generation Xers, born between 1965 and 1979. The results were statistically analyzed. The results supported the hypotheses, that (1) Generation Xers have limited free time and (2) Generation Xers have limited discretionary money. Further, Generation Xers have too many opportunities to choose from to spend their limited time. Finally, the location of the professional sporting events had an influence as to whether or not Generation Xers would attend.

There were many similarities found in this study that were supported by other research, such as, limited free time and lack of discretionary money available to Generation Xers. Past research supported the present research in that Xers have more options as to where to spend their time and money. Many of the same ideas and thoughts did surface in this study with a few minor differences, which may be attributed to the sample used.

Introduction

The label "Generation X" has been attached to 45 million young adults born between 1962 and 1978 since the early 1990's (Shani, 1997). Unfortunately, the characteristics which have been identified with the Generation X (Xers) are somewhat less appealing than the characteristics for the 77 million Baby Boomers (Losyk, 1997). These characteristics have created marketing dilemmas, especially for marketing professionals in the sports industry trying to retain and increase attendance.

The early observations of Xers, as well as, the current more positive characteristics have forced the marketing industry to design new tools to attract this subculture, especially to traditional sporting events (i.e., auto racing, basketball, base-

ball, football, and ice hockey). It is these new strategies and marketing modifications which have professional marketers optimistic in their efforts to retain some Xers and spark an interest in others (Shani, 1997). Humor, irony, and sarcasm have been effective in attracting this generation. Too much hype and information turns an Xers head in another direction. Although it has been shown, both generations attend sporting events for the same reasons — loyalty to the team and the game. Unfortunately, the numbers of attendees are still dropping.

Before marketing professionals can decide which marketing strategy to utilize, it is essential for them to segment the market and determine what is keeping them from professional sporting events. Could the market be saturated with too

many sports? Could the prices be too high? Could the mediums used to attract Xers be inappropriate? Could the interests of this particular population be changing?

Statement of the Problem

There have been several studies (Pavelka, 1993; Spethmann, 1994; Benzera, 1995; Bunker, 1995; Copperman, 1995; Freeman, 1995; Harrington, 1995; McLeod, 1995; Miller, 1995; Rice, 1995; Ritchie, 1995; Zill & Robinson, 1995; Matzer, Marla, & Benzera, 1996; Tulgan, 1996; Turco, 1996; Collingswood, 1997; Curry, 1997; Jensen, 1997; Losyk, 1997; Kennett, Sneath, & Erdmann, 1997; Morrison, 1997; Shani, 1997; Smith & Clurman,

Chart 1

Boomer & Xer Comparison Chart

	<u>Baby Boomers</u>	<u>Generation X</u>
Work Ethic	40+ hours	Just 40 hours
Ideals	Candied Optimism	Harsh Reality
Discretionary Income	High	Low
Employment History	One or Two Jobs	Three or more jobs
Education	Higher Graduation Rate	More students, less graduation rate
Leisure Attitude	Will take time if is available	Will make time for leisure
Entertainment	Expensive	Inexpensive
Music	Rock & Roll	Alternative
Cars	Fancy & Expensive	New
Population	Homogenous	Diverse
Economic Future	Plan for Today	Plan for Tomorrow
Advertising Catch	Materialism	Honesty & Humor
Participation in Sport	Traditional Sports	High Risk Sports
Television Exposure	Not Much	Too Much
Effectted by....	Print Media	Visual Images
Motto	Just Do It	Just Say No

1997) regarding marketing challenges for attracting Generation Xers. In the research that has been performed, researchers have acknowledged that there is a generation gap between Generation Xers and Baby Boomers (see Chart 1). Researchers may have discovered characteristics describing Generation Xers, but, do they know their needs, interests, and wants? Many of their marketing attempts failed because they have not uncovered the reasons for the absence of Xers from professional sporting events. The purpose of this study was to (1) determine the interests, needs, and wants of Generation Xers, and (2) uncover the reasons why Generation Xers do not attend professional sporting events.

Hypotheses

The following were the hypotheses for this study:

- Generation Xers do not attend professional sporting events because of limited disposable income.

- Generation Xers do not attend professional sporting events because they have limited spare time.

Research Questions

The research questions that focused this study were:

- What factors inhibit Generation Xers from attending professional sporting events?
- How Generation Xers choose to spend their free time?
- What are the most appropriate mediums marketers need to employ to attract Generation Xers to the stadiums or arenas?

Significance of the Study

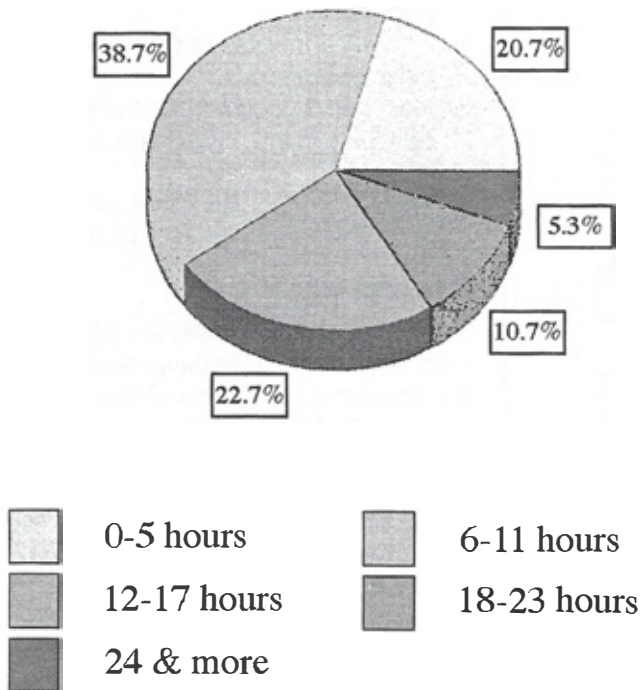
In the past six years, professional sport marketers have tried to determine appropriate ways to reach and attract Generation Xers. They were quick to assign labels and put members of this

generation into specific groups by performing only minimal research. They have tried several marketing strategies to keep Generation Xers interested in professional sports, but their techniques did not catch the attention of Generation Xers. None of the research seemed to ask members of this group what their needs, interests, and wants were. It seems as though only a few marketing professionals have a grasp on Generation Xers and understand that they are not "slackers" and uninterested. Their interests have changed along with their lifestyles, as compared with the Baby Boomers.

The significance of this study was to determine of the needs, interest, and wants of Generation Xers in regard to professional sports. With this information, marketers can form marketing and advertising campaigns that will attract the Generation Xers to stadiums and arenas. Once professional marketers design these campaigns Generation Xers may become more interested in attending professional

Graph 1

How Much Free Time Do You Have?



were a few questions regarding demographic information. Most of the questions referred to the subjects, interests, needs and wants, as well as questions referring to why, they do not attend professional sporting events. The research instrument was validated through a pilot study with 25 subjects.

Procedure for Data Collection

The procedures used by the researcher to collect the data were as follows:

- The subject was greeted by primary researcher in several locations, from malls to athletic facilities.
- The study was briefly explained, as well as the survey.
- If the subject

Xers in regards to professional sporting events, and the reasons why they do not attend professional sporting events.

Results of the Study

The results of this study were centered around the three research questions. The answers found to these three questions were:

Research Question 1 — What factors inhibit Generation Xers from attending professional sporting events?

Thirty-nine percent of the respondents had 6-11 hours of free time they could spend on entertainment, 12-17 hours (23%), 0-5 hours (21%), 18-23 hours (11%), and spent 24+ hours (6%) (Graph 1). Over 73% enjoyed professional sporting events. The sport of greatest interest to the respondents was, football (42%) followed by basketball (21%), ice skating (16%), ice hockey (9%), baseball (8%), tennis (2%), and soccer (2%). They do not attend professional sporting events because of the location of the events (69%), too expensive (60%), no time (59%), televised (53%), no tickets available (41%), transportation (21%), and not interested (13%) (Graph 3).

Research Question 2 — How they choose to spend their free time?

sports.

Methodology

The purpose of this study was to (1) determine the interests, needs, and wants of Generation Xers, and (2) uncover the reasons why Generation Xers do not attend professional sporting events. The following describes the population, instrument, procedure for data collection, and data analysis.

Population

The sample used in this study were men and women between the ages of 18 and 29. The sample formed included Generation Xers in Terre Haute, Indiana and New Haven, Connecticut. The people were chosen randomly and asked to volunteer a few minutes of their time. The sample size was 150 subjects from Terre Haute (75) and New Haven (75).

The Instrument

The instrument for this study was a 16-item questionnaire. The questionnaire consisted of, closed ended questions. Some of the questions asked the subjects to rank and scale their answers. There

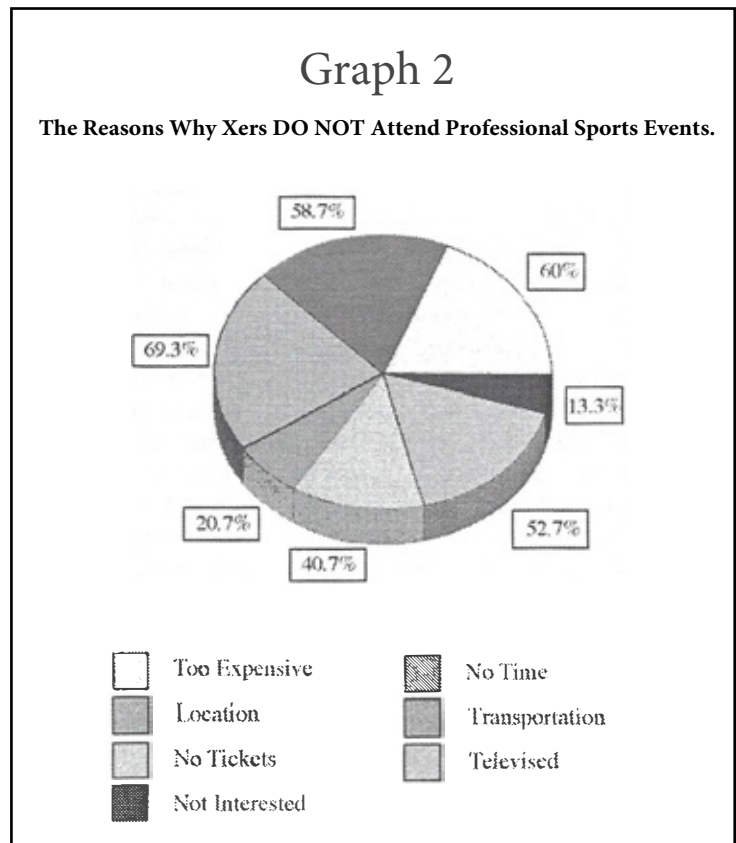
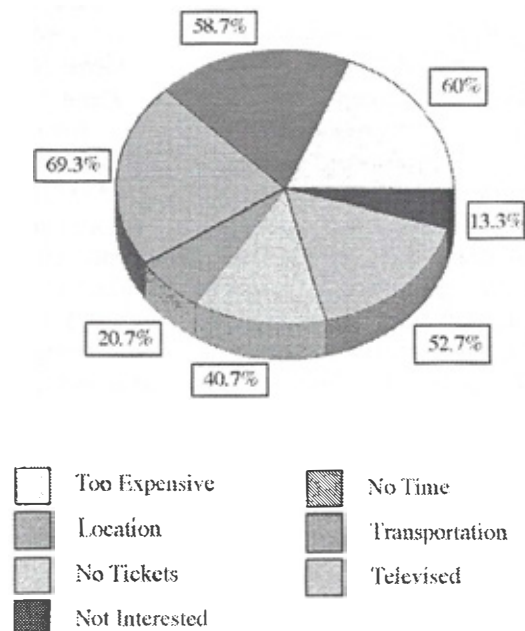
agrees, and fits the age requirement, then the subject was provided a few minutes to complete the survey.

Data Analysis

The data was analyzed using averages, means, and percentages. The answers to all responses were tabulated and averages, means, and percentages were figured for comparison. Graphs were designed to make the data more comprehensible to readers. The results were used to determine what interests, needs, and wants the Generation

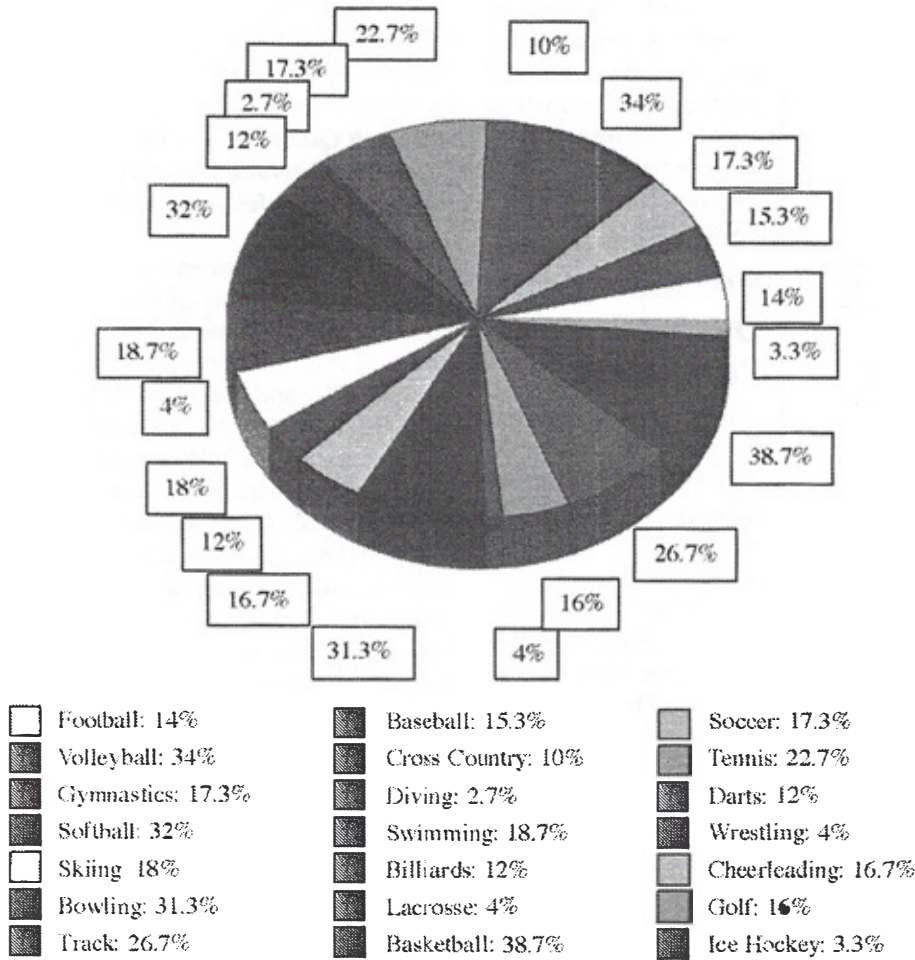
Graph 2

The Reasons Why Xers DO NOT Attend Professional Sports Events.



Graph 3

Sports Participated in by Generation X



The Generation Xers spent the majority of their time with — single Xers, friends (89%) married Xers, families (85%), followed by watching television (68%), going to movies (60%), attended sporting events (54%), and cleaning the car, house or yard (51%). They enjoyed participating in the following recreational sports in this priority order: basketball, volleyball, softball, bowling, track, tennis, swimming, skiing, gymnastics, soccer, cheerlead-ing, golf, baseball, football, billiards, darts, cross country, wrestling, lacrosse, ice hockey, and diving (Graph 3).

The Generation Xers attended professional sporting events for the following reasons in priority order: relaxation, the game, as a guest, social aspects, environment, team loyalty, contest awards, food, fun, souvenirs, and work (Graph 4).

Research Question 3 — What are the most appropriate mediums marketers need to employ to attract the Generation Xers to stadiums and arenas?

The Generation Xers indicated the most appropriate mediums marketers need to employ to attract them to stadiums and arenas are advertisement at the events (48.7%), television (41.3%), and printed mediums (5.3%) (Graph 5). Just under 5% of the respondents felt that advertising on the Internet would encourage them to attend a professional sporting event.

General findings

The following were general findings relative to demographics of the generation:

- Forty-seven percent of the Generation Xers attend or have attended college.

- Twenty-seven percent of the Generation Xers have graduated from an institution of higher education.
- Twenty-six percent did not attend college.
- Sixty-two percent lived in average sized communities of less than 40,000 population.
- Over 60% have more than one job to make ends meet.
- Nearly 33% spend more than 6 hours per week on a computer and the Internet.
- This sample population was composed of 54% females and 46% males.

Discussion

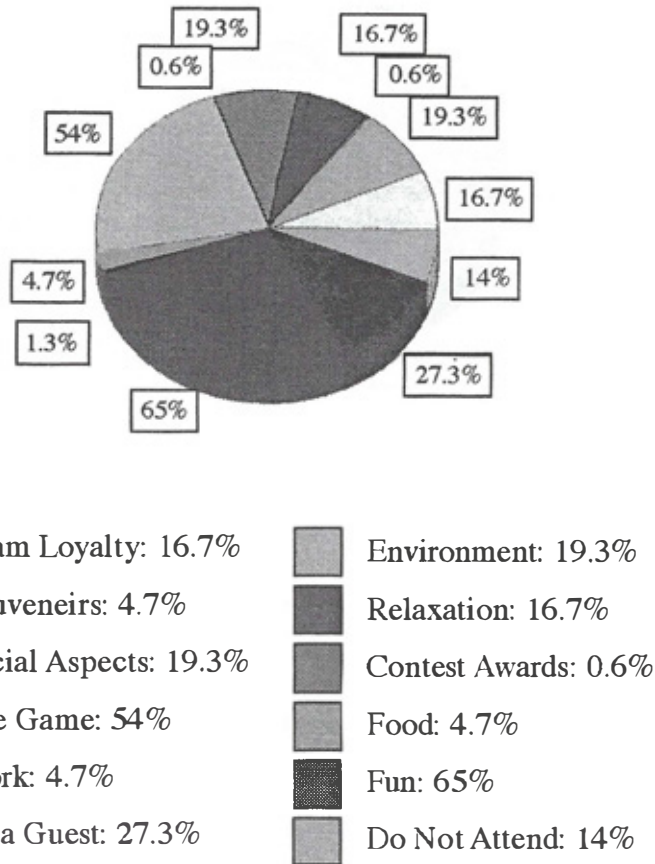
The two hypotheses for this study were supported by the data collected by the researcher. It was found that a large majority (82.1%) of the Generation Xers have limited time (0-17 hours) for leisure activities including all forms of entertainment. Further, it was found that the Generation Xers have a limited amount of money to spend on entertainment.

More than 47% of the Generation Xers' attend or have attended college, and 27% have graduated from an institution of higher education. Less than 26 % stopped prior to college. Zill and Robinson (1995) noted that collegiate graduation rates were falling. This results of this study cannot verify that trend.

The Generation Xers come from average sized communities, have limited free time, and limited money for entertainment. Pavelka (1993), found that Generation Xers generally held 2-3 low - paying jobs while in college. This contributes to the lack of free time Xers have for leisure activity. Further, he found that the events chosen by Xers were inexpensive. This is shown to be true when 68% of the Xers watch television and spend time with friends or family. Other inexpensive activities such as attending the movies and cleaning were priorities for their leisure time. Generation X has many interests and opportunities from which they can choose to spend their time and money, from exercise to movies and reading to attending sporting events. It just so happens that the sporting events rank lower on their scale of things to do. Athleticism has been part of their lives whether through school or community recreation. They have not just participated in the traditional four sports (i.e., basketball, baseball, football and ice

Graph 4

Why Does Gen X Attend Professional Sports Events?



hockey), but have participated in volleyball, soccer, bowling, track, darts, billiards, and racquet sports. This present study and Lefton (1997), support Pavelka (1993) results.

Generation Xers choose football as their #1 sport, and they would enjoy attending an event but end up watching the game on television. They responded by saying that they did not attend many events because of the location, cost, and time. When they do attend, they enjoy the skill and spirit of the game. They usually do not spend more than \$50 on an event. Ritchie's (1995) research indicated that the Xers have little time and money, therefore, choose their leisure activities carefully.

In regard to marketing and marketing sport to Generation Xers, Ritchie (1995) stated that they do not like hype. They are living at home longer to keep expenses low. This research shows that they do not make much money. Further,

there are many activities to choose from. They look for inexpensive activities and activities that have value. Both Ritchie and this study indicated that Xers would like to attend more activities, but need to choose thoughtfully, because of limited resources. Bunker (1995) confirms that Xers do like computers and technology. The results in this study showed that 32% of Generation Xers' free time is spent on the Internet.

Tulgan (1996) suggested marketers should use technology to market. This study showed that 32.7% of the population use computers in their spare time, not to mention what is spent at the two or three jobs they work.

Generation Xers do take in all the media and tend to make choices of what they think is important to them and is cost sensitive. They like to choose visual events, like movies (60.7%). They are a diverse population, motivated by many different interests. Turco (1996) supports the idea

that Generation Xers have many opportunities open to them and that they are choosing the visual arts over sports events.

Kennett, Sneath & Erdmann (1997) showed that most of Generation Xers were loyal to one team with the product of the game being second. In this study, it was just the opposite. Generation Xers preferred the product of the game over the team loyalty (54%, 16.7% respectively).

The Generation Xer Profile

This study and past research found similar results and can offer the following profile:

A Generation Xer has limited time for leisure or entertainment activities and limited money for leisure or entertainment, but many opportunities to choose from. They spend a tremendous amount of time watching television and using the computer. Generation Xers prefer to become educated prior to getting married and raising a family. They base their decisions by weighing the value of each choice. They maintain a strong sense of values and morals. The married Xer prefers to spend time with the family, whereas, a single Xer prefers inexpensive activities with a few friends.

Generation Xers would like to spend more time attending sporting events, but as this study showed, the location, expense, and time do not allow them to make that choice. They are a diverse population that must choose what they do with their time carefully. This generation prefers to view games and quick results on the television and the Internet.

Conclusions

The following conclusions can be drawn from this study:

- Generation Xers have more than one low-paying job to maintain an acceptable standard-of-living.
- They get married and start families later in life.
- While they are single, they choose activities that cost a minimal amount of money.
- When they do marry, the value of their money becomes greater and focused on the family.
- In regard to the marketing sports to Generation Xers, especially the four traditional sports, like basketball, base-

ball, football, and ice hockey, there needs to be a value associated with the product. They need to know that it is worth their money. For families, they need to know that it can be a family event. Many professional teams have family days, but they are never advertised. If the single Generation Xers do not have much money, the families will not either. Therefore, a value for the family needs to be associated with the game. It has to be a family event with family .

- Sports marketers need to define the value of sport and they must be able to advertise that value to this mass market. Past research shows that Generation Xers have become major consumers in society, but as it has been stated they are choosing different products and activities. The present research supports and shows that there are a number of interests that attract Generation X. Many sports officials are concerned with the big television contracts because so many sports are on television, a person and family can sit at home for free and watch 4 or 5 different events without the hassle of the long drive and traffic out of the parking lot.
- Past research shows that there are more opportunities for Generation Xers with half the money. They choose wisely for entertainment and activities. They choose activities that are filled with excitement, humor, honesty, and technology. Professional sports events can give this to them if marketers and sports officials can show Generation Xers that it is worth spending their limited time and resources attending sporting events.

Recommendations

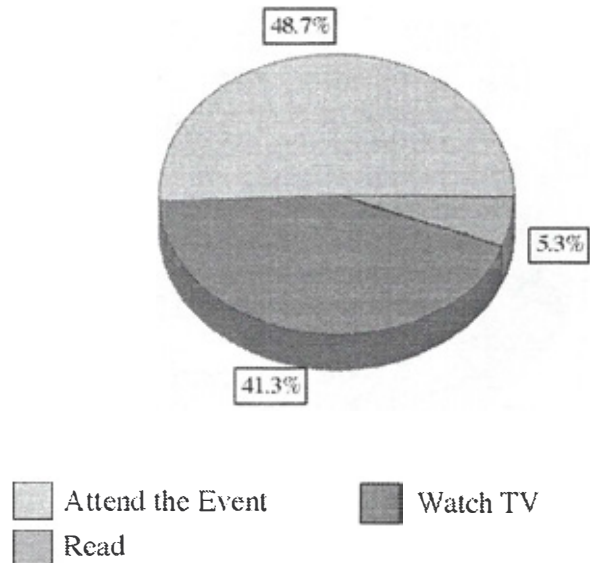
The following were the recommendations for further research:

1. Marketing campaigns that have attracted Generation Xers to professional sports should be studied to find what does attract this population.
2. A comparison between Generation Xers that are married with those Xers that are single.

References

- Benzera, Karen. (1995, May 15). Don't mislabel generation X. *Brandweek*, 36, 32-34.
- Bunker, Ted. (1995, May 15). Don't try to

Graph 5
How Would Gen X like to Hear about Professional Sports Events?



- reach generation X. *Brandweek*, 36, 38.
- Collingwood, Harris. (1997, May). The sport. *Working Women*, 22, 24-29.
- Cooperman, Karen. (1995, February 6). Marketing to generation X. *Advertising Age*, 66, 27.
- Curry, Corina. (1997, October 11). Gen Xers. *Tribune Star*, pp. D1, D3.
- Freeman, Laurie. (1995, February 6). Advertising's mirror is cracked. *Advertising Age*, 66, 22.
- Harrington, Sherri. (1995, February 6). In between young, old, and foolish. *Advertising Age*, 66, 28.
- Jensen, Jeff. (1997, February 17). NY Islanders go after Xers with splashy web site. *Advertising Age*, 66, 22.
- Kennett, P. A., Sneath, J. Z., & Erdmann, J. W. (1997). Market segmentation in sports industry: does generation X really exist. *International Sports Journal*, 1(1), 54-62.
- Lefton, Terry. (1997, January 27). Surf's up. *Brandweek*, 38, 4.
- Losyk, Bob. (1997, March/April). Generation X: what they think and what they plan to do. *The Futurist*, 31, 29-44.
- Matzer, Marla, & Benzera, Karen. (1996, June 17). Pop music: pepsi, ticket master ink x-promo deal. *Brandweek*, 37, 1-2.
- McLeod, Heather R. (1995, Spring). The sale of generation. *American Prospect*, 21, 93-99.
- Miller, Cyndee. (1995, January 2). Researcher reaches Xers with her focus groups. *Marketing news*, 66, 30.
- Morrison, David Ashley. (1997, March 17). Beyond the generation X label. *Brandweek*, 38, 23-27.
- Pavelka, Joe. (1993). Into generation X. *Recreation Canada*, 51 (4), 30-32.
- Rice, Faye. (1995, June 26). Making generational marketing come of age. *Fortune*, 131, 110-112.
- Ritchie, Karen. (1995, April). Marketing to generation X. *American Demographics*, 17, 34-39.
- Ritchie, Karen. (1995). *Marketing to generation X*. NY: The Free Press.
- Ritchie, Karen. (1995, May 15). Why generation X buys brand X. *Brandweek*, 36, 22-31.
- Shani, David PhD. (1997). A framework for implementing relationship marketing in the sport industry. *Sports Marketing Quarterly*, 6 (2), 9-15.
- Smith, J.W., & Clurman, A. (1997, April). Generational marketing. *Inc.*, 19, 87.
- Spethmann, Betsy. (1994, December 12). A-B, et al. Reach generation X afield. *Brandweek*, 35, 12.
- Tulgan, Bruce. (1996, December). Common misconceptions about generation X. *The Cornell Hotel and Restaurant Administration Quarterly*, 37, 46-54.
- Turco, Douglas M. PhD. (1996). The Xfactor: marketing sport to generation X. *Sport Marketing Quarterly*, 5 (1), 21-26.
- Zill, Nicholas, & Robinson, John. (1995, April). The generation X difference. *American Demographics*, 17, 24-29.

Websites to Visit

This fall take the opportunity to visit these interesting web sites with information about education, fitness, health, and the environment.

American Academy of Pediatrics
<http://www.aap.org>

American Alliance for Health,
Physical Education, Recreation and
Dance
<http://www.aahperd.org>

American Cancer Society
<http://www.cancer.org/frames.html>

American College of Sports Medicine
<http://www.acsm.org/sportsmed>

American Council on Exercise
<http://www.acefitness.org>

American Diabetes Association
<http://www.diabetes.org/custom.asp>

American Heart Association
<http://www.amhrt.org>

American Medical Association
<http://ama-assn.org>

American Public Health Association
<http://www.apha.org>

American Running and Fitness
Association
<http://www.arfa.org/index.htm>

American School Health Association
<http://www.ashaweb.org>

Arthritis Foundation
<http://www.arthritis.org>

Association for Worksite Health
Promotion
<http://www.awhp.com>

Bicycle Federation
<http://www.bikefed.org>

Bicycle Federation - Pedestrian Issues
<http://www.prowalk.org>

Centers for Disease Control &
Prevention Programs That Work
<http://www.cdc.gov/nchswww/textoc.htm>

Center for Livable Communities
<http://www.lgc.org/clc>

Center for Neighborhood Technology
<http://www.cnt.org>

The Coalition for Healthier Cities and
Communities
<http://www.healthycities.org>

Combined Health Information
Database
<http://chid.nih.gov>

Cooper Institute for Aerobics Research
<http://www.cooperinst.org>

Fitness Links
<http://www.fitnesslink.com>

Fitness World
<http://www.fitnessworld.com>

Global Health Network
<http://www.pitt.edu/HOME/GHNet/GHNet.html>

Grant Foundation Center
<http://fdncenter.org/2index.html>

Harvard Medical School Health
Publications
<http://www.medmatrix.org/index.asp>

Health Promotion on the Internet
<http://www.monash.edu.au/health/health.htm>

Health Promotion Internet
Connections
<http://www.welltech.com/netconnect/index.html>

Intermodal Surface Transportation
Efficiency Act (ISTEA)
<http://www.istea.org>

International Food Information
Council (IFIC)
<http://ificinfo.health.org>

International Health, Racquet &
Sportsclub Association
<http://www.ihrsa.org/index.html>

International Life Sciences Institute
<http://home.worldweb.net/ilsi.na.html>

International Medical, Health and
Environmental Network
<http://www.nlm.nih.gov>

International Medical, Health and
Environmental Network Medline
<http://www.nlm.nih.gov>

KidsHealth
<http://KidsHealth.org>

Melpomene Institute for Women's
Health Research
<http://www.melpomene.org>

National Association of Governor's
Councils on Physical Fitness and
sports
<http://www.fitnesslink.com/GovCouncil>

National Civic League
<http://www.ncl.org>

National Coalition for Promoting
Physical Activity
<http://www.a1.com/ncppa>

National Fitness Leaders Association
<http://wellness.uwsp.edu/nfla/>

National PTA-Building A Healthy
Child
<http://www.pta.org>

National Recreation and Parks
Association
<http://www.nrpa.org>

The Physician and Sports Medicine
<http://www.physsportsmed.com>

Physician-based Assessment and
Counseling for Exercise (P.A.C.)
<http://shs.sdsu.edu/pace>

Rails to Trails Conservancy
<http://www-personal.umich.edu/-mkkawamo.michig/rtc.html>

Shape Up America
<http://www.shapeup.org>

Tools for Livable, Sustainable Towns
and Cities
<http://www4.ncsu.edu/unity/users/p/pchung/WWW/urban.html>

Transportation Action Network
<http://www.transact.org/home.htm>

U.S. Army Center for Health
Promotion & Preventive Medicine
<http://chppm-www.apgea.army.mil>

Weight-Control Information Network
<http://www.niddk.nih.gov/NutritionDocs.html>

Wellness Councils of America
<http://www.welcoa.org/about.htm>

World Health Organization
<http://www.who.org>

NASPE Releases First Ever Physical Activity Guidelines for Children

Elementary school children are encouraged to be physically active at least 60 minutes, and up to several hours per day. That is among the recommendations of the first physical activity guidelines specifically designed to meet the developmental needs of children, released in conjunction with National Physical Fitness & Sports Month, at The National Press Club in Washington, D.C. Lead authors of the new Physical Activity for Children: A Statement of Guidelines, which were developed by NASPE's Council on Physical Education for Children (COPEC), were Charles B. Corbin and Robert P. Pangrazi of the Department of Exercise Science and Physical Education, Arizona State University, Tempe.

The purpose of this document is to provide physical education teachers, classroom teachers, youth physical activity leaders, administrators, parents, physicians, and all others dedicated to promoting physically active life-styles for children with guidelines about appropriate physical activity for preadolescent children.

Summary Guidelines

Among the recommendations are the following:

- An accumulation of more than 60 minutes, and up to several hours per day of age and developmentally appropriate activities is encouraged for elementary school children.
- Some of the child's activity each day should be in periods lasting 10 to 15 minutes or more and include moderate to vigorous activity. This activity will typically be intermittent in nature involving alternating moderate to vigorous activity with brief periods of rest and recovery.
- Extended periods of inactivity are not appropriate for normal, healthy children.
- A variety of physical activities of various levels of intensity is recommended for elementary school children.

According to NASPE Executive Director Judy Young, Ph.D., "Because children are not small adults, these activ-



ity recommendations are based on the characteristics of children. For instance, children develop skills through involvement in physical activity. Only through involvement in physical activity. Only through devoting time to these skills will they become a regular part of a healthy life-style. Inactive children and youth are much more likely to be sedentary as adults than children and youth who are active."

Concepts Relating to Physical Activity for Children

Several important concepts outlining the unique characteristics of children are outlined.

- Young animals, including humans, are inherently active.
- Children have short attention spans compared to adults.
- Children are concrete rather than abstract thinkers.
- Children are active intermittently and need frequent periods of recovery.
- Physical activity is a significant medium for learning. Many, if not most, of the skills used in adult physical

activities are learned during the school years.

- Just as children and youth learn the habit of regular activity involvement, they may learn to be inactive if they are not given opportunities to be active when young.
- Children and youth who have active parents and family members and who do physical activities with them are more likely to be active than those who are not active with family members.

Rationale

Extensive evidence, including information from the Surgeon General's Report on Physical Activity and Health, has documented the health benefits of regular physical activity. The report also indicates that Americans become increasingly less active with each year of age. Inactivity among children has now been linked to sedentary living among adults. For this reason, efforts to promote active life-styles among children have been targeted by the Centers for Disease Control and Prevention (CDC) as well as other groups interested in the health and well-being of all Americans. To be effective in

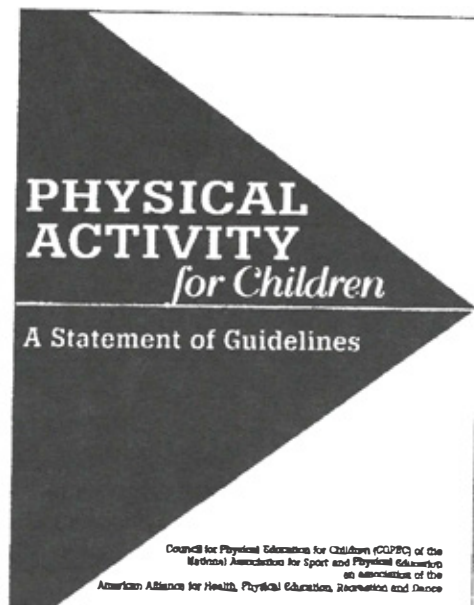
promoting lifetime activity habits early in life, developmentally appropriate guidelines for activity of elementary school children are outlined. A more detailed rationale for the recommendations is included in the comprehensive report.

Guidelines for Promoting Physical Activity in Schools and Physical Education

- Provide Time for Activity in the School Setting
- Individualize Activities
- Expose Youngsters to a Variety of Physical Activities

- Focus Instructional Feedback on Process, not Product
- Continue to Teach Physical Skills
- Be an Active Role Model
- Care about the Attitudes of Students
- Teach Positive Approaches to Lifetime Activity
- Promote Activity Outside the School Environment
- Consider Activities that can be Done throughout Life

Copies of the full document are available by calling 1-800-321-0789. The cost is \$10 for NASPE/AAHPERD members, and \$13 for non-members. Stock number is 304-10175.



AAHPERD National HQ Staff is here for you. Call us.

Dial 1-800-213-7193 or 703-476-3 plus extension or find us on the web <http://www.aahperd.org>

Office

Extension

Internet

Executive Vice President	404	evp@aahperd.org
Address Changes	490	membership@aahperd.org
American Association for Active Lifestyles & Fitness	430	aaalf@aahperd.org
American Association for Health Education	437	aahe@aahperd.org
American Association for Leisure and Recreation	471	aalr@aahperd.org
Archives	423	archives@aahperd.org
Office of Special Services	489	constsvc@aahperd.org
Jump Rope for Heart/Hoops for Heart	429	constsvc@aahperd.org
Information	400	info@aahperd.org
Journal of Health Education	422	johed@aahperd.org
Journal of Physical Education Recreation and Dance	477	joperd@aahperd.org
National Association for Girls and Women in Sport	450	nagws@aahperd.org
National Association for Sport and Physical Education	410	naspe@aahperd.org
National Dance Association	436/421	nda@aahperd.org
Research Consortium	415	research@aahperd.org
Research Quarterly for Exercise and Sport	484	rques@aahperd.org
	or 504-388-3548	rmagill@isu.edu
Update	479	update@aahperd.org
FAX	703-476-9527	

Reviewed Article

The Indiana Fun and Fitness Day

William C. Thomson and Janelle Davis
Ball State University

William C. Thomson, EdD
HP 222-C, School of Physical Education
Ball State University
Muncie, IN 47306
BThomson@wp.bsu.edu
765-285-2637

On Saturday, May 2, 1998, approximately 135 fifth graders brought by 10 physical educators from around the state of Indiana arrived at the Ball State University campus to take part in the Indiana Fun and Fitness Day sponsored by the Indiana Association of Health, Physical Education, Recreation, and Dance. In supporting this event every other year, IAHPERD promotes the importance of physical activity in our state's young people and reinforces the fact that movement, activity, and exercise can be fun. All who participated - children and adults - had a great time. What follows is a review of the event.

Beginning at 9:00 am, participants checked in, received identification name tags and wrist bands of various colors, stored their belongings, and began taking part in various pre-event activities on the large gym floor of the main activity area. These activities engaged the children immediately and set the tone for the Fun and Fitness theme of the day. The activities chosen required little or no prior experience on the part of the participants, could be explained quickly, did not necessarily depend on strength or highly developed motor skills, and could accommodate fluctuating numbers of participants. Included were:

- 1) Jump rope - Individual, Longrope, and Double Dutch. Kids were shown and allowed to try various jumping tricks. Most popular were the challenges such as, "How many kids from your school can jump a longrope at one time?" At one rope station nine children made five jumps in a row. Another station saw five kids make three jumps in a row on Double Dutch ropes!
- 2) Cupstacks - This eye hand activity involved the stacking of twelve plastic cups in pyramids of three, six, and three cups each, then unstacking them, all done as fast as one can. This is an activity which can be used by individuals or by teams in a relay style event.
- 3) Juggling using scarves and beanbags. Tricks using one, two, and three bags were demonstrated to the children who were allowed to practice as they chose. Many children who said they had tried to juggle with balls but had not been successful were able to keep three scarves in the air at a time.

- 4) Low level cooperative initiatives (e.g., stand up, yurt circle, all aboard, knots, lean on me, human spring, and others). These activities got kids into groups of two, three, four, or more and could only be "solved" by working together. For example, in the stand up activity, two partners sit back to back, interlock arms at the elbows, and using their legs to push cooperatively try to stand up without touching the ground with their hands. Once a pair can successfully do this two or three times, they join with another pair, and the four participants try to accomplish the task together. Other groups are then joined together. One of the student groups which successfully stood up contained twelve kids, which showed not only cooperation but determination as well!

Children were allowed to move to any of these stations at any time, staying as long as they wanted. Observing 150 children in a gym all moving, all having fun, all making noise, and nobody fighting or arguing was a wonderful sight. These activities started the Fun part of the event - next we began to get into the Fitness portion of the day.

At 9:30, the Group Warm Up began. Fitness and dance educator Marge Hobley lead the students in various total body movements which got the blood flowing and heart rates up. With upbeat music and dynamic personality, no child could resist marching with Marge.

At 9:45, students formed into 6 groups based on the color of the wristband they were given at check in (Red, Yellow, Blue, Green, Orange, and Purple). Following student volunteers from Ball State University, they were transported to the activity assigned to their group. The activities which the children participated in this year were Tai Chi, "FunGames", "Fitball", "Fun-Dance", Disability-Inclusion Activities, and the Heart Adventure. A brief synopsis of each activity follows. Figure 1 displays the event schedule used.

Tai Chi - Computer systems expert Bizhan Nasseh owns black belts in several martial arts and was an Army boxing champion and intelligence officer during his service in the army of Iran during the reign of the former shah. Having moved to the states in the latter 1970's, he has been teaching tai chi and

martial arts for self-defense and exercise for more than twenty years. He took the children through a unique experience which focused on understanding the goals and purposes underlying tai chi. These center on respect for others, for the art, and for the world. Learning basic movements and breathing, the children experienced such themes as "centering" and "universe". A few children may have felt slight disappointment when they found they were not going to break any boards, but they all did acquire new insight to and respect for this ancient form of meditative exercise. Comments from those who participated in tai chi were very positive. The only "criticism", which was given by several, was: "The period wasn't long enough - we wished we could do it MORE!" (In fact, this could be said of all the activities and events.)

FunGames - Becky Dietrich introduced the children to a variety of activities using some very unique homemade equipment. Cut out milk cartons became scoops for throwing, catching, and passing from one to another in the field & base game of Frogball. Large bands made of elastic lycra material cut in approximately 12 foot long by 3 foot wide strips had been sewn together to form a circle. These became "scramblers" for the children to cooperatively move about in. She also lead a game using the large but very lightweight OmniKin ball. Many of the kids found it hard to believe this ball was so light and lively. The event organizers found it hard to believe that the adult teachers who could not resist getting into the scrambler didn't hurt themselves while in it, but it was good to see the kid come out in them!

Fitball - Jerre McManama introduced the children to some fitness-infused skill development activities leading up to fitball. Fitball uses rules and strategies from soccer, flag football, and basketball in a game requiring teamwork and lots of movement to advance the ball down the court or playing field to score. Running, throwing, catching, and communicating were prime skills used in this fast paced game. Jerre was a master at getting kids to quickly huddle together to develop strategies for offense and defense, yet keeping the game flowing. If you have not seen him teach kids about "Team Team Team" you've been missing something.

Fun Dance - Dance educator Terry Bailey lead the children through an aerobic dance workout using some traditional as well as nontraditional movements. Many fifth grade boys, and girls for that matter, can be shy and hesitant in this setting. In fact, Ms. Bailey recalled how fifth grade children had traditionally been her toughest audience. However, with her winning personality and fun music, Terry got everyone involved from the outset and kept them going right up to the end of the lesson. Good natured challenges occurred between her and several participants who made dates to arm wrestle her at the end of the day!

Inclusion Activities - Ron Davis, an educator with an extensive background in adapted physical education, designed a lesson in which children not only were active, but became more aware and appreciative of individuals with disabilities. For example, participants experienced some of their activity while blindfolded, and moved themselves about using wheelchairs during other parts of the lesson. Goalball (a sport played recreationally and at the international Paralympics) and a re-

lay race using wheelchairs, blindfolds, and OmniKin balls highlighted this session. Adapted specialist Randy Minnich and four college students minoring in adapted PE made sure everyone kept rolling safely along.

The Heart Adventure - Valerie Wayda took the children on a trip through the human heart. Assisted by senior Physical Education major Megan Stimmel, children traveled from the right atrium to the right ventricle, to the lungs to pick up oxygen (red playground balls), through the left atrium and ventricle and around the body. Movements such as traveling through the pulmonary artery [accomplished by pulling oneself along a rope the length of a basketball court while on a scooter] with blood cells depleted of oxygen (represented by a blue playground ball) proved challenging and fun at the same time. Marilyn Buck provided overall technical expertise, and senior PE major Adam Havice consulted on the gym layout and directed the set up of the area the night before the event. Going through a heart the size of a gymnasium was an experience many kids said they would never forget.

Participant groups attended three of the six classes during the three class periods of the event. Periods lasted for 35 minutes, and children were transported to the next activity scheduled for their group during a five minute passing period. After the third and last period, all students returned to the main activity area by 11:50 am for a corporate cool down, again lead by Marge Hogley. With low level movements and stretches, the participants (finally) had a chance to catch their breath and reflect on the day's events. Student volunteers worked with small groups of participants to record their observations and evaluations of the event. The children were asked to rate their enjoyment of the event and its' activities on a 1-to-5 scale (1 = not enjoyable; 5 = very enjoyable). The average rating given by students was 4.52 ($\bar{s} = .59$) indicating a very favorable response to the event. Additionally, students were asked, "What would you change to make the day better?" Some of their overwhelmingly positive comments are represented here:

"the day should be longer!"
"let's do more activities!"
"do all the activities!"
"more wheelchairs!"
"get to do more activities!"
"do more of the obstacle course!" (Heart adventure)
"do more Tai Chi!"
"do more dance with the dance lady!"
"play Fitball longer!"
"play more Frogball!"

And the number one most repeated comment?

"Have it on a school day!" (Well, what did you expect?)

The Fun and Fitness Day also provided an opportunity for teacher education majors to gain special event experience as student volunteers who worked with the participants and event teachers. These college helpers, many of whom were majoring/minoring in Physical Education, were chosen from various teaching methods and activity courses taken by Ball State teaching majors. They attended one orientation meeting

Figure Caption
 Figure 1. Fun and Fitness Day Schedule, May 2, 1998

Indiana Fun and Fitness Day Schedule

Ball State University

May 2, 1998

Registration/Entry/Preliminary events	9:00-9:30
FunTime Activities	9:10 - 9:30
Group Warm Up (Marge)	9:30-9:45
IG main floor	

Session Periods

(35 minutes each; 5 minute passing periods)

	1	2	3
	<u>9:50-10:25</u>	<u>10:30-11:05</u>	<u>11:10-11:45</u>
Tai Chi (Bizhan) IG 108	Red	Yellow	Purple
Frogball & Other Games (Becky) IG Main floor	Green	Red	Yellow
Heart Adventure (Valerie) IG 200A	Blue	Green	Red
Fun-Fitness Dance (Terry) IG 200D	Orange	Blue	Green
Fitball (Jerre) Field Sports Bldg	Purple	Orange	Blue
Inclusive Fitness Games (Ron) Field Sports Bldg	Yellow	Purple	Orange
Cool down (Marge) IG Main floor	11:50 - 12:00 noon		
Program evaluation	immediately following cool down		
Participants Leave - Equipment storage and clean up			

prior to the event, as well as a pre-event meeting at 7:30 am the morning of the event at which time they received a final event schedule and were assigned to a group or an area (some students had been preassigned to either the heart adventure or inclusion activities areas). Last minute procedures were discussed, and all volunteers got to experience the heart adventure. They then went to help the presenters prepare the activity areas. To make them more visible to the children the volunteers were given a bright red T-shirt with the IAHPERD logo.

These volunteers had several main responsibilities. Besides set up for the activities, they worked as "funnelers",

FunTime activity leaders, transporters, and role models. Funnelers were volunteers who greeted the students, teachers, and parents as they arrived. They helped facilitate vehicular traffic, and funneled the kids into the building and down to the registration area, making sure no one got lost in the process. The FunTime activity leaders were those students responsible for leading the juggling, jump rope, cupstack, and cooperative pre-event activities previously described. When the Group Warm Up began, they moved equipment out of the way and then mixed in with the kids while taking part in the warm up. They were told they should serve as role models, and they re-

ally helped encourage all the children to get moving.

During the event they transported their assigned group (Reds, Yellows, Blues, etc.) to the designated activity area for each class period. They were able to take part in the activity during the period as long as their participation did not prevent any of the kids from participating and as long as the activity teacher gave them permission. When the period ended, these volunteers were responsible for transporting their group to the next assigned activity area, or taking their children back to main floor activity area for the Group Cool Down after the last class period.

As noted previously, after the Group Cool Down the student volunteers recorded the participants' reactions to the day by asking questions in small group settings (6-10 students) and then using the student responses to fill out evaluation forms about the event. Then it was time to help the visiting elementary school teachers collect their students, again manage traffic, and help kids get to and on buses, and to make sure no one ran across the street or wandered off. While half of the volunteers worked as "reverse funnelers" the other half began the clean up process, returning equipment to its' proper place, and cleaning up all activity areas. By this time they may have been motivated by the thought that only after every child had gone and all the equipment put away could they retire to the hospitality room for the post-event luncheon!

Why was this event so well received by the students and teachers? Success began with input and advice from previous event directors Dolores Wilson and Doreen St. Clair. Discussion with them allowed for a great deal of (apparently successful) planning by the event co-directors Janelle Davis and Bill Thomson. Facilities had to be reserved, teachers and volunteers recruited, meetings organized, and paperwork submitted and updated; the list goes on and on. Dolores got the word out to schools. Doreen submitted the budget to the IAHPERD executive committee and ordered shirts for participants, volunteers, and teachers. Without them there would have been no event. Without the financial support of IAHPERD there could have been no event. Further, picking top quality presenters had an immeasurable impact on the fun the kids had while on campus. The veteran teachers who worked with the children and the student volunteers who shepherded them around displayed wonderful attitudes, caring words, and contagious enthusiasm. Without them, the event could not have been

well received by the children or their accompanying teachers. Finally, sincere appreciation must go out to those teachers who brought their students: Steve Parsons and Karen Frey of Prairie Heights Middle School, Mike Potee of West View Elementary, Kevin Knotts and Margaret Marken of Fayette Central Elementary, Jan Miller of Everton Elementary, Bryan Jennings of Orange Elementary, Ron Buck of Frankton Elementary, John Jones of Lincoln Elementary, and Peg Gordan of White Lick Elementary. Without your time and commitment to the promotion of physical activity among Indiana's youth this event could not have happened.

In summation, we felt proud to be a part of this event and hope we were helpful to all our visiting guests who had traveled to be at the event. Remembering this was the FUN and FITNESS Day, we tried to have fun with the kids and adults, and enjoy providing a service for them. Given the written and oral comments about the event, and our own observations during the day, it is strongly felt that this was a very positive, upbeat, successful experience for all those who were involved.

Author Notes

This event was made possible by a grant of the Indiana Association of Health, Physical Education, Recreation, and Dance. Our sincere appreciation is extended to everyone who made this event possible. Thanks to Karen Hatch and Nikki Assmann, IAHPERD president and past president, respectively, for attending and supporting the event. Thanks to Doreen and Dolores who showed us the idea and let us run with it. Thanks to the event teachers: Becky from Grissom Elementary, and Bizhan, Jerre, Marge, Randy, Ron, Terry, and Valerie from Ball State for all your efforts. Thanks to the student volunteers from Ball State University: Troy Barker, Jen Brown, Beth Davis, Hannah Higgins, Julie Holcomb, Michael Hughes, Andrew Keener, Robin Lawhorn, Sarah Lee, Tommy Mascari, Jennifer McCune, Jenny Norris, Shelly Panning, Chelsea Peckham, Matt Reeve, Rachelle Rush, Cheryl Santos, Wendi Simon, Megan Stimme^l, Ben Yates. Special thanks to Ms. Jessica Bayer, coordinator of student volunteers. Kudos to Beth Dwyer for the fabulous lunch spread, and the people at Marsh, Domino's, and Mancino's for their donations. Also appreciated are Tom Morrison, Craig Schmottlach, and the recreation personnel of BSU for coordinating the facility usage.

Looking for a Chance to be Published?

THE IAHPERD JOURNAL IS REFEREED.

Students — Graduate Students — Teachers At All Levels



CHALLENGING EDUCATORS FOR THE NEW MILLENNIUM

RESTON, VA, June 4, 1998— As keynote speaker, Chuck Corbin of Arizona State University will be presenting “Promoting Lifelong Physical Activity: Education’s Challenge for the New Millennium” at the National Conference on Promoting Lifelong Physical Activity. To be held October 8-10 at the University of Utah in Salt Lake City, the purpose of the conference is to promote and provide innovative strategies to enhance physical activity at the college, university and secondary levels.

Featuring lecture and activity sessions, the conference will include presentations on advocacy, instruction, guidelines, administration and physical activity (50 percent). Scott Kretchmar of Penn State University and Larry Hensley of the University of Northern Iowa are featured presenters.

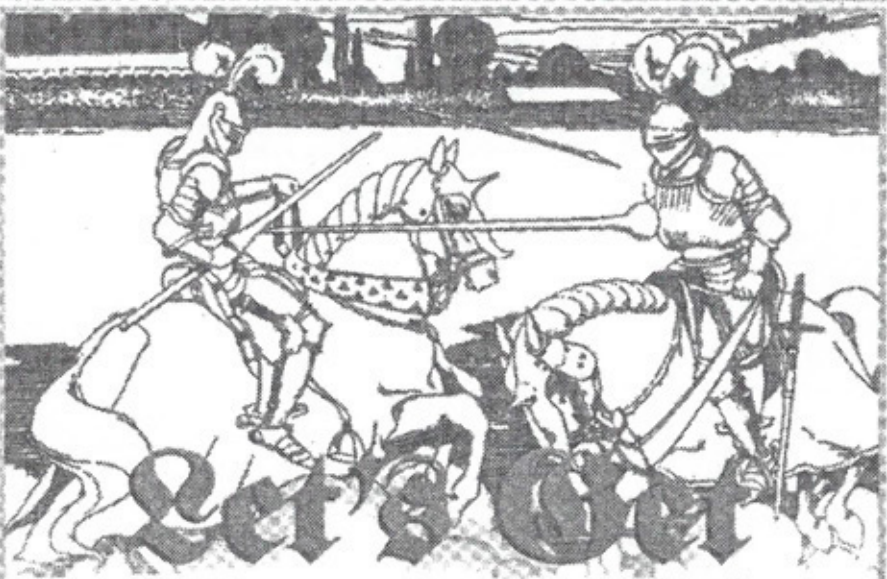
Sponsored by NASPE, this one of a kind conference is cosponsored by the College and University Physical Education Council (CUPEC), Middle and Secondary School Physical Education Council (MASSPEC), Southwest District Association for Health, Physical Education, Recreation and Dance (SWAHPERD) and Utah Association for Health, Physical Education, Recreation and Dance (UAHPERD).

You may register on the web at www.aahperd.org/naspe/naspe.html or call 1-800-213-7193, ext. 414. The preregistration deadline is September 18. For NASPE/AAHPERD members, preregistration fee is \$135 and \$185 after September 18.

Share your Journal with a Colleague
TODAY!

*Mark your Calendar Today
for the Fall Convention*

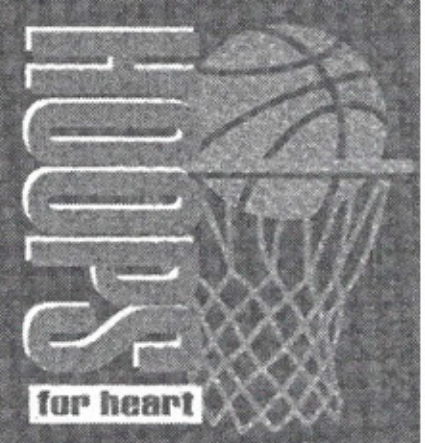
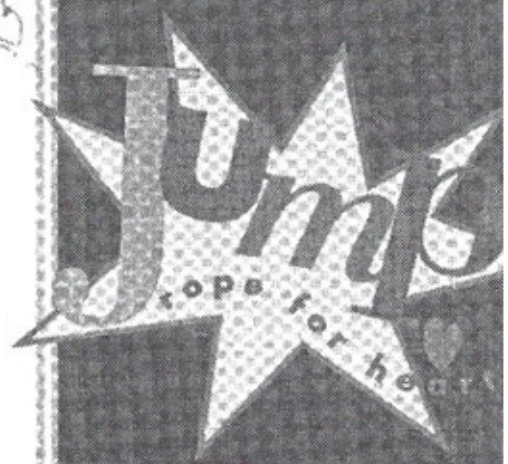
November 19-21, 1998 • Indianapolis



Let's Get Armored!

Hart disease is a dangerous killer! — and it's not just a disease of the elderly. Heart disease attacks all ages, even children. Teaching children about heart healthy habits is like providing them with a shield to protect against America's no.1 killer: heart disease and stroke. As a JUMP ROPE FOR HEART or HOOPS FOR HEART coordinator, you have given a precious gift to your students: a gift of knowledge about exercise and the prevention of heart disease and stroke. Equally impressive, the money your school raised will support vital cardiovascular research—research that could save lives. The American Heart Association thanks you and your stuets for joining the fight against heart disease and stroke—by supporting research, by educating your community, by getting *involved*. Your involvement is part of the armour against heart disease and stroke.

American Heart Association
Fighting Heart Disease and Stroke



INDIANA ASSOCIATION HPERD



Watch for new
software to be released
August 1998

FITNESSGRAM[®]

You should be using *FITNESSGRAM* Here are the reasons why:

- Each test item was selected to assess an important aspect of health-related fitness.
- *FITNESSGRAM* and its partner, *PHYSICAL BEST*, provide the only total fitness education program available.
- Students are compared to health-related standards, not to each other.
- *You Stay Active* – the new recognition system, encourages regular exercise behavior which is the secret to becoming and staying physically fit for a lifetime.
- Students receive objective feedback, positive reinforcement and suggested activities to improve or maintain fitness.

Developed by The Cooper Institute for Aerobics Research, *FITNESSGRAM* recognizes that educating our youth about physical fitness – with an emphasis on the benefits of exercising throughout life – is the most important objective.



**The Cooper Institute for Aerobics Research
12330 Preston Road, Dallas, Texas 75230
972-341-3200 • (FAX) 972-341-3224
www.cooperinst.org**

1998 IN AHPERD CONTEST

Congratulations! Each of selected as a winner of the Contest. The theme for 1998 was HEALTHY YOU, HEALTHY COMMUNITY. The contest was developed by Karen Halpern. Identify the winners from the list below. Send a note of appreciation to the contest coordinator.

The state winners have received a Winner T-shirt. In addition, the contest received a Certificate of Appreciation judged well over 1000 times.

As a committee, we would like to thank the members of IAHPERD for their involvement with the project annually, usually in the fall. The contest is displayed at the Youth Fun Fall State Contest.

Bobbi Laut
IAHPERD Poster

REGION 1



GRADE 8

Winner: Parents: Mr. & Mrs. Lavern Knapp
Travis Knapp Teacher: Mr. John Kensck, Art Education
School: North Daviess Junior High School
City: Elnora

REGION 4



GRADE 7

Winner: Parents: Mr. & Mrs. Ron Simon
Zach Simon Teacher: LuCinda Bishop, Physical Education
School: Custer Baker Middle School
City: Franklin

REGION 2



GRADE 6

Winner: Parents: Mr. & Mrs. John Smith
Cassie Smith Teacher: Lisa Lock, Physical Education
School: Galena Elementary
City: Floyds Knob

REGION 4



GRADE 8

Winner: Parents: Mr. & Mrs. Mike Ramsey
Kari Ramsey Teacher: LuCinda Bishop, Physical Education
School: Custer Baker Middle School
City: Franklin



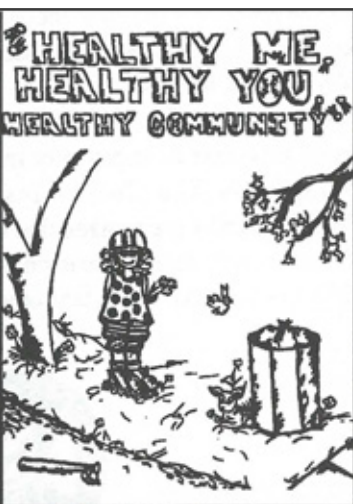
REGION 4



GRADE 6

Winner: Parents: Mr. William D. Keller
Kevin Keller Teacher: LuCinda Bishop, Physical Education
School: Custer Baker Middle School
City: Franklin

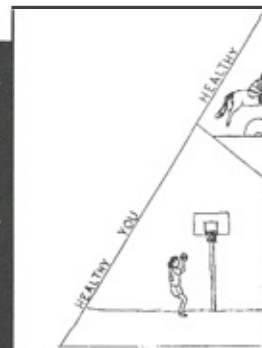
REGION 4



GRADE 7

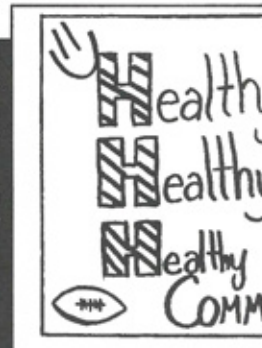
Winner: Parents: Neita VanEngelenhoven
Shannon Van Engelenhoven Teacher: Jennifer Meo, Art Education
School: Kekionga Middle School
City: Fort Wayne

REGION 5



Winner: Teacher: Lis
Elizabeth Halsmer School: Ro
City: Ro

REGION 5



Winner: Teacher: Lis
Julie Miller School: Ro
City: Ro

INDIANA POSTER WINNERS

the posters pictured was a spring IAHPERD Poster 1998 was HEALTHY ME, COMMUNITY. The theme is health, our current president, your region and send that information for taking part in the contest.

received an IAHPERD Contest award, each participant in the contest received a Certificate of Participation. We received 200 posters.

We would like to encourage ALL students to support and encourage their classmates. The contest takes place in the spring. Posters are then displayed at Health and Fitness Days and the IAHPERD Conference.

Barbara Zenheiser
Contest Chair

REGION 8

GRADE 6

Winner: Joseph Dreyer

Parents: John Dreyer
Teacher: Jennifer Meo, Art Education
School: Kekionga Middle School
City: Fort Wayne

REGION 6

GRADE 7

Winner: Kellie Belinsky

Parents: Mr. & Mrs. Robert Belinsky
Teacher: Phyllis Nimetz/Ms. Funkhouser, Physical/Art Education
School: Hobart Middle School/Hobart

REGION 6

GRADE 8

Winner: Chrissy Rich

Parents: Mr. Freddie Rich
Teacher: Phyllis Nimetz/Ms. Funkhouser, Physical/Art Education
School: Hobart Middle School/Hobart

GRADE 8

Winner: Lisa Davis

Parents: Lisa Davis, Physical Education
School: Nashville Schools
City: Nashville



REGION 4

GRADE 7

Winner: John Blevins

Parents: Regina Blevins
Teacher: Ms. Sutherlin
School: Thomas A. Edison Middle School
City: Indianapolis

REGION 7

GRADE 6

Winner: Lindsey Goodpaster

Parents: Barbara Goodpaster
Teacher: Connie Hunter, Art Education
School: Eisthower Elementary
City: Warsaw

GRADE 7

Winner: Lisa Davis

Parents: Lisa Davis, Physical Education
School: Nashville Schools
City: Nashville

REGION 8

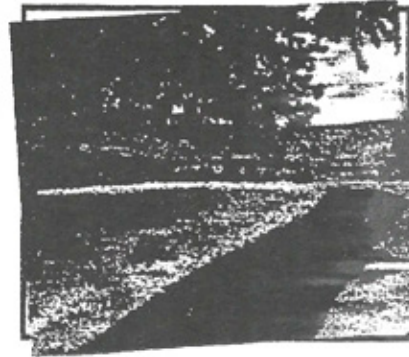
GRADE 8

Winner: Dawn Lauer

Parents: Mr. & Mrs. Alan Lauer
Teacher: Bobbi Lautzenheiser, Physical Education
School: Manchester Junior High School
City: North Manchester

Steps to Our Future

Step to the forefront of your colleagues to further AAHPERD's mission. *How?*



Purchase one or more engraved bricks to honor or memorialize someone, a group, or an event. Get your name, or your group's name, etched into one of the bricks that will pave the walkway to AAHPERD's National Headquarters, in Reston, VA.

Your name will pave the way for our future professionals—the revenue from this initiative will assist future professionals, improve headquarters' technology and provide for future programming.

YES, SIGN ME UP FOR THE STEPS TO OUR FUTURE PROGRAM, USE ONE FORM FOR EACH BRICK:

- ➔ A 4"x8" brick, \$100, 14 characters* on one line.
Text on brick (type exactly as it should appear on your brick with spaces & punctuation):

- ➔ A 12"x12" brick**, \$1000, 14 characters* on up to four lines (56 characters)
 - Pay \$1,000 now, or
 - Pay only \$350 now, \$325 for each of the next two years.
 Text on brick (type exactly as it should appear on your brick with spaces & punctuation):

* spaces and all punctuation (periods, dashes, etc.) count as one character ** precise brick size may vary

Your Name: _____
 Organization: _____
 Address: _____
 City, State, Zip: _____
 Home Phone: _____
 Work Phone: _____
 Fax: _____
 e-mail: _____

Mail form with payment to:	
AAHPERD Steps to Our Future	
P.O. Box 79550	
Baltimore, MD 21279-0550	
Call 1-800-213-7193, ext 405 for info.	
For office use only	
Dep Dt:	_____
Ck#:	_____
Ck. Dt:	_____
Amount:	_____

Billing Information:

- Check enclosed, made payable to AAHPERD
- Credit card, circle one: Visa MasterCard American Express

Account # _____ Expiration Date: _____

Signature: _____

Thank you for supporting AAHPERD & its future. You are a true visionary who will help us make *Steps to Our Future!*



Become a member
of AAHPERD
today!

Enjoy AAHPERD
benefits.

Complete the
membership
application and
mail it TODAY!

Membership
Benefits Include:

Joining AAHPERD means you become a member of any two of the following associations — or you may join just one, if you prefer.

The Six Associations of AAHPERD

American Association for Active Lifestyles and Fitness (AALF): Coordinates the activities of numerous groups involved with adapted physical education, measurement and evaluation, aging and adult development, outdoor education, aquatics, fitness, and safety.

American Association for Leisure and Recreation (AALR): Promotes school, community, and national programs of leisure services and recreation education.

Association for the Advancement of Health Education (AAHE): Promotes health education in the schools, the community, and the work place.

National Association for Girls and Women in Sport (NAGWS): Works for equity and increased leadership opportunities for girls and women in sport.

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

National Dance Association (NDA): Promotes policies affecting dance education.

Outstanding Periodicals

AAHPERD members automatically receive the newsletter, Update, throughout the year, and they also have a wide choice of professional journals:

- JOPERD, The Journal of Physical Education, Recreation and Dance (9/yr)
- Journal of Health Education (6/yr)
- Research Quarterly for Exercise and Sport (4/yr plus a supplement)
- Strategies: A Journal for Physical and Sport Educators (8/yr)

Conventions and Conferences

Members of AAHPERD enjoy significant discounts on the AAHPERD national convention, its six district conventions, and numerous local conferences held each year.

Many Other Benefits and Services Available

Services and benefits from AAHPERD membership include: discounts on professional literature and education kits for sale through our Publications Catalog, professional placement service, and low-cost insurance and financial programs.

Join today and receive our New Member Kit with complete details on these and many other programs.



American Alliance for Health, Physical Education, Recreation and Dance
1900 Association Drive • Reston, VA 22091 • (703) 476-3400

MEMBERSHIP APPLICATION

Yes, I want to join AAHPERD!

New Renew ♦ Membership **MUST** Be In An Individual's Name

Membership # _____

Name (Mr.) (Ms.) _____

Address _____

City _____

State _____ Zip _____

Phone H () _____ W () _____

Fax () _____ Internet _____

I select membership in the following association(s) of AAHPERD. (Circle two numbers, indicating your first and second choices. You may select one association twice. Students receive one association choice.)

- 1 2 American Association for Active Lifestyles and Fitness
- 1 2 American Association for Leisure and Recreation
- 1 2 Association for Advancement of Health Education
- 1 2 National Association for Girls and Women in Sport
- 1 2 National Association for Sport and Physical Education
- 1 2 National Dance Association

Research Consortium: For those interested in research.
(A check here does not affect your association affiliations.)

I wish to receive the following periodicals:

- Update (An automatic benefit of membership)
- Journal of Physical Education, Recreation & Dance
- Journal of Health Education
- Research Quarterly for Exercise and Sport
- Strategies

Return form with payment to:

AAHPERD

P.O. Box 79550 • Baltimore, MD 21279-0550

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

<input type="checkbox"/> Professional	1-year	2-year	3-year
Update plus:	membership	membership	membership
Any 1 periodical*	<input type="checkbox"/> \$100.00	<input type="checkbox"/> \$180.00	<input type="checkbox"/> \$240.00
Any 2 periodicals*	<input type="checkbox"/> \$125.00	<input type="checkbox"/> \$230.00	<input type="checkbox"/> \$315.00
Any 3 periodicals*	<input type="checkbox"/> \$150.00	<input type="checkbox"/> \$280.00	<input type="checkbox"/> \$390.00
Any 4 periodicals*	<input type="checkbox"/> \$175.00	<input type="checkbox"/> \$330.00	<input type="checkbox"/> \$465.00

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

Update plus:	Graduate	Undergraduate
Any 1 periodical*	<input type="checkbox"/> \$30.00	<input type="checkbox"/> \$29.00
Any 2 periodicals*	<input type="checkbox"/> \$55.00	<input type="checkbox"/> \$54.00
Any 3 periodicals*	<input type="checkbox"/> \$80.00	<input type="checkbox"/> \$79.00
Any 4 periodicals*	<input type="checkbox"/> \$105.00	<input type="checkbox"/> \$104.00

Life Membership - \$1,500 - payable in 4 payments within the years.

I am remitting my dues

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

Card Number:

(please write numbers carefully)

Signature _____

Exp. Date _____

* Add \$8.00/yr for each periodical, including Update, mailed outside the U.S. or Canada. All payments must be in U.S. dollars. Checks must be drawn on a U.S. bank. Unesco coupons not accepted.

Amount Paid: \$ _____

Emergency Action Plans

The basketball game was a hotly contested match between two rival schools. The game was marked by heavy physical contact which resulted in several confrontations among the players as well as strong verbal involvement among the spectators. During the second half, two players were ejected from the game for fighting. The two combatants joined their respective groups in the bleachers and continued to taunt and threaten one another throughout the remainder of the game. As the spectators spilled out of the gym and into the lobby after the game, Rodney, an assistant coach, noticed that the two combatants were now engaged in another pushing match in the midst of their friends who were becoming increasingly agitated and vocal. Fearing that the situation might turn into a brawl between the two schools. Rodney raced across the lobby and slammed into the nearer of the two boys in order to separate them. Rodney's impact drove the young man into a nearby wall, rendering him unconscious and fracturing his shoulder. The entire scene descended into chaos, the police had to be summoned and, ultimately, a lawsuit was filed by the injured student.

The scenario is not the product of someone's vivid imagination. It is based upon the facts of an actual case. More importantly, for our purposes, it represents exactly the type of problem that can arise when there is a failure to develop, implement and routinely practice carefully detailed **emergency action plans**. When supervisors have not been trained in advance to deal with problem situations, their reactions often tend to be visceral and counterproductive.

WHY BOTHER?

While the constant vigilance of qualified supervisors prevents many emergencies, we must accept the fact that some problems will, nevertheless, occur. For this reason, those responsible for programs of sport and physical activities must develop and regularly practice effective emergency procedures. In many emergency situations, seconds can make the difference between life and death or between a simple unexpected problem and a chaotic fiasco. Not

only must you understand your role in the situation, you must physically and mentally rehearse your actions so that, when the need arises, you can act without hesitation or error. Only preparation and the confidence gained from successful repetitive practice can prevent panic. The time to decide "what you will do if...?" is before it happens.

WHAT KINDS OF EMERGENCIES MIGHT ARISE?

There are three primary categories of emergencies which must be considered and planned for.

Obvious emergencies include: fires, fights, confrontations, life threatening injuries, non life threatening injuries, poor weather conditions and severe weather conditions.

The second category includes those emergencies that only happen to other people. We realize that they can occur but never expect them to happen to us and,

thus, fail to adequately prepare for what is, in fact, a distinct possibility. Emergencies that tend to be viewed in this manner include: demonstrations, suspicious persons, injuries with blood, and fatalities.

Finally, there are those emergencies that rarely enter our minds. Emergencies in this category can and do occur, but because they are so alien to our usual lifestyle or manner of operation, we simply fail to recognize them as a threat and are rarely prepared for their occurrence. Examples in this category include: bomb threats, persons with weapons, intoxicated persons, power outages, security breaches and serious structural problems.

COMPONENTS OF AN EMERGENCY PLAN

Each emergency action plan must be individually developed, taking into consideration the nature of the emergency, the program, the population, the fa-

cility and the personnel involved. You cannot borrow plans developed by another organization, or for a different site and expect them to be of any practical value. If any one of your controlling factors varies from those of the selected model, you plan must either reflect that variation or be doomed to failure. It is, however, possible to identify several basic elements that should form the basis of all emergency plans.

Who does what?

You must identify, by position title, those individuals who will be involved in handling the problem. The "first person on the scene", or the "person observing the problem", may not be the best first responder and may not even be aware of the steps to be taken.

Next, you must outline the specific responsibilities of each responder. Use simple clear language and be sure to include the full scope of their duties and actions. Leave nothing to chance. It will, almost certainly, be the unplanned elements which cause additional problems.

Consider the elements presented in the emergency plan components chart on page 3 in this phase of the development of your emergency action plans.

What is the sequence of actions?

While no two emergency situations will be identical, it is important to visualize both the emergency and the response as a series of events which must be anticipated and planned for. This is the best way to be sure that all personnel understand their roles in the context of the actions of their co-workers and that a coordinated and effective response is provided.

Graphic representation.

After completing the plan,

develop a flow chart or graphic representation that succinctly displays the anticipated sequence of events and actions. This provides an excellent means of detecting missing pieces and serving as an effective visual reminder after training.

THE DEVELOPMENT PROCESS

1. *Bring together managerial and supervisory personnel.*

Decide on the list of needed action plans.

Make preliminary determination of what should be done in each situation.

Research your needs and your options for each situation.

Incorporate input from other affected agencies (e.g. police, fire, emergency services, risk management).

2. *Develop a final draft of each plan.*
3. *Circulate the final plan to the affected agencies and secure a letter of endorsement from each.*
4. *Take steps to insure that all personnel learn and practice their roles in the various emergency response scenarios.*
5. *Modify individual plans whenever it is found that they are not meeting the needs for which they were designed. All plans should be reviewed periodically and updated as necessary.*

Our goal as professionals is to provide the best and safest experiences that we possible can. To accomplish this we must be ever mindful of our responsibility to act quickly, calmly and effectively no matter what the circumstances. Emergency action plans enable us to deal with a wide variety of foreseeable situations in a manner which will best meet the needs of everyone involved.

Emergency Plan Components

Who does what when?

Who is the designated first responder?

Who assists? How?

Who supervises the rest of the group?

What are the levels of authority?

Emergency Equipment

What is available?

Where is it located?

How will it be accessed?

Communication

How? With what? Where is it?

Who calls whom? Include numbers

When are the calls made?

What is the order of contact of key individuals?

What if one of the people called is not there?

Staff debriefing

Who does what? When?

Forms management

Who completes what forms? When?

How? (best done initially in draft form)

How many copies are sent to whom?

Where are records retained?

How long are records retained?

Follow-up

When any by whom?

What will be done? (e.g. calls or visits to injured persons, checking insurance payments, checking disposition of matter by police.)

Useful Safety Resources

The following textbooks provide a wealth of valuable information for anyone interested in maximizing safety and improving the legal defensibility of their programs and activities. You should realize that, in addition to their value as program development tools, many of these texts, because they have been developed and/or distributed by recognized national organizations, are used by the courts to establish the standard of care expected of a defendant in an activity related liability suit.

American College of Sports Medicine, *ACSM's Health Fitness Facility Standards and Guidelines*, Human Kinetics Publishers, Champaign, IL 1997. (1-800-747-4457)

American Red Cross, *Sport Safety Training Injury Prevention and Care Handbook*, Mosby Lifeline, St. Louis, MO, 1997.

Appenzeller, Herb, (ed.), *Risk Management in Sport: Issues and Strategies*, Carolina Academic Press, Durham, NC, 1998. (919-492-5668)

A Baseball Facility: Its Construction and Care, United States Baseball Federation, Trenton, NJ, 1987.

Borkowski, Richard P., *Safety in School Sports and Fitness*, J. Weston Walch, Publisher, Portland, ME, 1991. (1-800-341-6094)

Camp Fire Inc., *Management of Risks and Emergencies: A Workbook for Program Administrators*, 1993. Available from American Camping Association. (317-342-8456)

Challenge Course Standards, The Association For Challenge Course Technology, Purcellville, VA. (504-668-6634)

Common Practices in Adventure Programming, The Association for Experiential Education, Boulder, CO, 1984.

Dougherty, Neil J., *Outdoor Recreation Safety*, Human Kinetics Publishers, Champaign, IL, 1998. (1-800-747-4457)

Dougherty, Neil J., *Principles of Safety in Physical Education and Sport*, The American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA, 1993 (1-800-321-0789)

George, Gerald S., *AACCA Cheerleading Safety Manual*, The UCA Publications Department, Memphis, TN, 1990.

Guidelines for Moveable Soccer Goals, US Consumer Product Safety Commission, Washington, DC, 1997.

Handbook for Public Playground Safety, US Consumer Product Safety Commission, Washington DC, 1997.

Herbert, David, and William Herbert, *Legal Aspects of Preventive, Rehabilitative, and Recreational Exercise Programs*. Professional Reports Corporation, Canton, OH, 1993. (1-800-336-0083)

McEntyre, Sally et. als., *Safety First Checklist*, MIG Communications, Berkeley, CA, 1997. (510-845-0953)

National Interscholastic Athletic Administrators Association, *Athletic Administration: A Comprehensive Guide*, Kansas City, MO, 1998. (816-464-5400)

USA Gymnastics, Inc., *USA Gymnastics Safety Handbook*, Indianapolis, IN, 1994.

USA Volleyball, *Places to Play*, Volleyball Information Products, Colorado Springs, CO, 1994. (1-800-275-8782)

Webster, Steven E., *Ropes Course Safety Manual*, Project Adventure, Inc., Hamilton, MA, 1989.

CALENDAR OF EVENTS

AAHPERD NATIONAL CONVENTIONS

1999	----- Boston, MA -----	April 20-24
2000	----- Orlando, FL -----	March 21-25
2001	----- Cincinnati, OH -----	March 27-31
2002	----- San Diego, CA -----	April 16-20
2003	----- Philadelphia, PA -----	April 1-5

MIDWEST DISTRICT CONVENTIONS

1999	----- Huntington, WV -----	February 10-13
2000	----- IL (TBA) -----	(TBA)
2001*	----- Cincinnati, OH -----	March 27-31

* Co-Hosted with the AAHPERD National Convention

MIDWEST DISTRICT LEADERSHIP CONFERENCE

1998	----- Angola, IN -----	September 15-17
1999	----- Angola, IN -----	September 23-25

The Management of Clubs, Recreation, and Sport: Concepts and Applications

Thomas H. Sawyer and Owen R. Smith

The Management of Clubs, Recreation, and Sport: Concepts and Applications is a comprehensive compilation of concepts and practical subject matter published for the sport management student, professional, and practitioner. The book focuses on those activities that a club manager, recreational sports manager, or competitive sport manager face everyday on the job.

The content of the book focuses on issues that are the most important for either a club manager, recreation sports manager, or competitive sports manager. Each chapter provides explanations of various management concepts important for the reader to understand and how-to information that applies the concepts to realistic situations.

Topics covered in the text include:

- the management process
- managing human resources
- the budget process
- revenue generation and profitability
- equipment control and purchase
- fund raising and promotions
- programming for success
- managing the marketplace
- public and consumer relations
- facility and event management
- developing a risk management plan

"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."

-John McCarthy, Executive Director of IHRSA

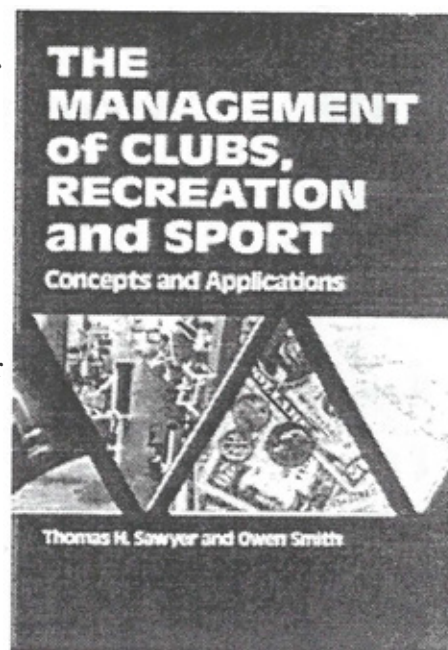


Table of Contents

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
Chapter Nine: Equipment Control and Purchasing
Chapter Ten: Managing the Marketplace
Chapter Eleven: Public Relations
Chapter Twelve: Designing a New Facility
Chapter Thirteen: Facility and Event Management
Chapter Fourteen: Legal Issues in Sport Management
Chapter Fifteen: Risk Management

350pp • \$44.95 • ISBN 1-57167-027-0



Send check or money order to:
SAGAMORE PUBLISHING INC.
 804 N. Neil St., Suite 100
 Champaign, IL 61820

Credit card orders or purchase orders call:
 1-800-327-5557 • FAX (217) 359-5975

Title	Qty	Price	Amount
<i>The Management of Clubs, Recreation, and Sport</i>		\$44.95	
*Illinois residents add 7.25% sales tax	Subtotal		\$
**Shipping and Handling Continental U.S.: Add \$5.00 for 1st book and \$1.00 for each add'l book. Outside Continental U.S.: Add \$6.00 for 1st book and \$1.00 for each add'l book	*Sales Tax		
	*Shipping		
	TOTAL		\$

Name _____

Agency _____

Address _____

City _____

State _____ Zip _____

Phone () _____

METHOD OF PAYMENT:

VISA MC Discover Am EX Check# _____

Acct # - - -

Exp. date _____

Signature _____

For more information, contact Sagamore Publishing at books@sagamorepub.com.

National Conference on “Promoting Lifelong Physical Activity”

October 8-10, 1998
University of Utah, Salt Lake City, Utah

sponsored by
National Association for Sport and Physical Education (NASPE)



Co-Sponsored by:
College and University Physical Education Council (CUPEC)
Middle and Secondary School Physical Education Council (MASSPEC)

Conference Focus: Promoting and providing innovative strategies to enhance physical activity at the secondary and college/university levels.

Target Audiences: Secondary Physical Educators, Administrators, College/University Faculty

Sub-topics:

Advocacy - justification, defense of programs, promotion

Instruction - effective teaching, special populations, student perspectives

Guidelines - K-12 standards, Developmentally Appropriate Physical Education, assessment

Administration - risk management, facilities, staff development, national status, budget issues

Conference Schedule:

(All sessions will take place on the campus of the University of Utah.)

Begin - Thursday, October 8

6:30-8:00 p.m. **Keynote Speaker**, Chuck Corbin, Arizona State University, Tempe, AZ
“Promoting Lifelong Physical Activity: Education’s Challenge for the New Millennium”

Featured Speakers:

Fri.- Scott Kretchmar, Penn State University, State College, PA

Sat.- Larry Hensley, University of Northern Iowa

End - Saturday, October 10

5:00-6:00 p.m. Closing Session followed by evening on your own and optional local tours of Park City, Temple Square and Olympic venues

Departure - Sunday, October 11

Hotel:

Best Western Olympus Hotel: Single/Double \$79.00 per night

Pre-Registration Deadline - September 18, 1998

Cost: \$135 AAHPERD members

Contact:

NASPE/PLPA Conference, 1900 Association Drive, Reston, VA 20191-1598

Phone: 1-800-213-7193 x414 or e-mail to: msaville@aahperd.org for registration information. NASPE is an association of the American Alliance for Health, Physical Education, Recreation and Dance.



From the Trenches

USING MULTI-MEDIA TECHNOLOGY IN PHYSICAL EDUCATION

A "Net Pal" Project Featuring Multi-Media Tasks with Interdisciplinary Teaching Strategies

by
J. Arleen Corson,
Syracuse Elementary School

The Net Pal Project started at Syracuse Elementary School, Syracuse, IN, and September 1997. It links our students and teachers to other schools much as pen pals were used before the Internet was available. The pals are linked to Barneveld Elementary, Barneveld, WI and Washington Elementary, Westfield, IN. Grades 2, 4 and 5 are doing e-mail projects with students in the other schools using the computer in the classroom, school lab or with their own PC. Each student has his or her own net pal.

The Net Pals were arranged by Arleen Corson, project disseminator. Rob Seymour, Westfield, IN and Cindy Kuhrasch, Barneveld, WI assisted her. The information e-mailed is from data collected in gym classes using the Polar Heart Rate Monitors.

Grade levels and classes were chosen as a result of computer accessibility and willingness of the classroom teachers to share the technology project. Syracuse Elementary received a grant from the IDOE to upgrade computers and develop a project using technology. For teachers willing to participate, enough money was available to purchase 56k modems for their computers. The school also received a grant from the IAHPERD, which supplied us with a Polar interface to use in the 5th grade classroom and two additional heart rate monitors. We are now transferring written messages, composed in language arts classes, and working on sending pictures of our classes in action, attachments showing graphs as a result of gym class workouts! Electronic messages whether in the form of internet, intranet or extranet result in communication between classes, school districts and settings outside the school. To synergize this project has been a rewarding experience.

To evaluate the project, a portfolio was developed for each student in the project. The portfolio is mobile making it possible to move it from classroom to the gym. It contains information used to create and compose e-mail messages to the Net Pal such as swimming records, fitness pre and post results, heart rate data from gym performances and test results

based on knowledge. Prior to the project, permission to use the Internet was established. Parent permission is on file for each student using the multi-media equipment.

The portfolio is the responsibility of the student, gym teacher and classroom teacher. Student led conferences is an effective tool for learning. The following are possible topics for questions or statements to be used in e-mail writing or the evaluation process in student led conferences: What is the name of sport or activity performed while wearing the watch? The safe zone for heart exercise is 150-200 beats per minute. Was the performance of activity for at least 30 minutes? (The time limit is noted in a bar at the bottom of the graph) What percent of the time was in the zone, above or below the zone? (This is represented by the curve) What was the total time in and above the zone? (Add the top two percents to reach the answer) The teacher likes us to be in the zone for 50% of our gym time. The stop watch button of control is located on the left side of the watch. Which is my best sport or activity to show improvement?

The classroom teachers accepted responsibility for linking the Net Pal Project. The teachers recognize that multi-media capability gives students experience with technology and will promote electronic processing of skills. Computer and video productions provide excellent opportunity for authentic learning by means of teamwork, team planning and practicing self-management skills within a team framework. Students are asked to create a product for the purpose of communicating and informing a wider audience. (SCANS) The integration of writing skills will give students experience with grammar and spelling. Technology can be a group process that requires students to collaborate, role-play leadership and fellowship positions, fostering self-esteem and the group process allows them to use special strengths and talents. Within the process, Gardner's seven multiple intelligence is tapped: logical/mathematical, spatial, musical, bodily/kinesthetic, interpersonal, intrapersonal and linguistic. One classroom teacher is creat-

ing a database with fields of each category of the project. Another has volunteered to provide data of their class that was not in the project. A correlation of those involved and those not will show students with multi-media opportunities develop sophisticated skills relating to learning skills.

Multi-media technologies allow students to take curriculum content from information, knowledge, and comprehension into situations that demonstrate application, analysis, synthesis and evaluation. (Blooms, 1970) This learning style captures the imagination and curiosity of the student and can be applied in any curriculum.

The multi-media capabilities in physical education and the classroom include using the 2-byte computer watch with transmitter, the computer interface, the computer and VCR. The addition of the network allows students to exchange data from students in surrounding schools. The LCD and portable computer are used in the gymnasium and the procedure is followed up in the classroom. The Internet was made possible in the rooms, of teachers involved in the project, by the IDOE grant. This was an incentive for the teachers who did not already have access to the Internet.

The multi-media facet of curriculum enhances the students learning. This emphasizes to the student that they must be careful and respectful of the equipment. By showing the students the proper procedures as to how to use the technology, students develop respect for the program. The program was designed to be implemented by teachers in both experimental and control groups in their existing classrooms. Student learning was measured by evaluating students' performances. In addition, data were collected from pre-study and post-study questionnaires on knowledge.

A national study by Scholastic Network shows that online use improves student learning. The projects of students with online access were more effective at bringing together different points of view. Students successfully synthesized multiple perspectives and sources of information. The students were rates better in presentation of a full picture, understanding topics and could include all pertinent information. Students were more effective in overall presentation, produced their work in interesting, informative and creative ways, and were able to discern critical facts and could present information clearly.

These multi-media tasks, with network feature orientation, take students from being dependents to interdependence and finally independent stages of development. (Covey) These simultaneous experiences can be introduced at any grade level. You would not introduce dependency at 1st grade, interdependence at 2nd grade or independence at 3rd grade. These behaviors and attitudes amount to a definition of a different role for the teacher from that which he has traditionally assumed. This example of inquiry environment, like any other school environment, is a series of human encounters, the nature of which is largely determined by the "teacher." "Teacher" is here placed in quotation marks to call attention to the fact that most of its conventional meanings are inimical to inquiry methods. It is not uncommon, for example, to hear "teacher's

make statements such as, "Oh I taught them that, but they didn't learn it." There is no utterance made in the Teachers' Room more extraordinary than this. From our point of view, it is on the same level as a salesman's remarking, "I sold it to him, but he didn't buy it"... which is to say it makes no sense. It seems to mean that "teaching" is what a "teacher" does, which, in turn may or may not bear any relationship to what those being "taught" do. (Weingartner and Postman)

Success can be measured in terms of behavioral changes in students; the frequency with which they ask questions; the increase in the relevance and cogency of their questions; the frequency and conviction of their challenges to assertions made by other students or teachers or textbooks; the relevance and clarity of the standards on which they base their challenges; their willingness to suspend judgements when they have insufficient change; the increase in their skill in observing, classifying, generalizing, the increase in their tolerance for diverse answers; their ability to apply generalizations, attitudes, and information to novel situations.

Please be it known that teachers can map the way, by providing activities that keep the heart rate in the target zone. Activities infusing fitness with skill development offer a great variety of experiences, which include all sports that are included in the curriculum. The results are gratifying when the children desire to keep the target zone in the 80-90% for the duration of the allotted time for gym. This is competing with no one but the self. In other words the student is exercising for the physical value of health; not "to keep up with", "go faster than", or "win over" their classmates.

In light of the above evidence, multi-media technology can provide for staff members, from different disciplines, the opportunity to professionally work together in collaborative projects. Interdisciplinary approaches are being fostered. In this evaluation a superior product is being produced. The educational process of students and teachers can produce an enjoyable diminution that can be enriching and fun. Projects using multi-media technologies provide insights into a new type of work. The primary responsibility of education is to prepare students for the 21st century. Preparation towards understanding processing skills of this technological time is vital. Friendly attitudes about technology are being promoted as essential towards student's success. The mission of the Wawasee Community School Corporation, the corporation of which Syracuse Elementary is a part, is to develop the academic, social, and artistic skills of the students so they will be productive, responsible citizens. We believe:

- All children can learn
- All children have strengths that can be developed
- All children can be responsible citizens
- Quality teaching makes a difference
- Quality facilities and equipment enhance the learning environment
- Assessment and accountability are necessary for continued improvement
- Change is expected

In the process of producing responsible citizens we hope

to establish conscientious contributors, lifelong learners, problem solvers, effective communicators and valuable team players.

To increase project evaluation a web page has been established for the physical education program at Syracuse Elementary School. <http://www.fp.kconline.com/joyheart>. The web page is updated with current activities from the program. Students of Syracuse Elementary School in the program are pictured. The Net Pal participants are pictured regularly in groups, or as individuals. The transfer of information by the web page increases the potential for students to communicate their progress with projects and performances.

The web page is an example of extranet being able to correspond by using a finished product. The Internet is valuable for school to school communication and the intranet is the link with the school family.

Records, assessments and evaluations are sent to parents on a 9-week basis. Those with Internet capabilities can see their children performing by way of the web site. Students are able to edit and be a part of the development of web page activities.

To further expand the project we will be working with the capabilities of Digital Visual Displays. (DVD) This will be explored as a future project for our program.

Bibliography

- The 7 Habits of Highly Effective People*, Stephen R. Covey
SCANS: The Secretary of Labor and the Secretary's Commission on Achieving Necessary Skills, 1993
The School to Work Opportunities Act of 1994
What Will Be, Michael Dertouzos
The Road Ahead, Bill Gates
Teaching as a Subversive Activity, Neil Postman and Charles Weingartner
Domain of Educational Objectives, Bloom
Learning Styles, David Gardner
Teaching Students through Their Individual Learning Styles: a practical approach, Rita and Kenneth Dunn
Scholastic Network
Special thanks to the staff at Syracuse Elementary School:
Sue Rathke, Principal
Carrie McQuire, Technology Director
Larry Pletcher, 4th grade
Dr. Robert Cockburn, 5th grade
Cindy Nelson Finney, 5th grade
Julie Hays, 2nd grade
Support Staff:
Larry Welsh, Technical Director
Ron Corson, Economic Input

Association News—NDA

AAALF, NDA, and Very Special Arts

Partnership and Performance

On Thursday, April 7, 1998 at the Reno Hilton, AAALF sponsored an awards breakfast that forged a partnership with AAALF, NDA, and Very Special Arts (VSA). To commemorate the occasion, Charlene Curtiss (founder, dancer, and artistic director of Light Motion dance company) presented an outstanding performance

on original dance technique "front-end chair control" for attendees and special guest, John Kemp, President and CEO of Very Spe-

cial Arts.

Charlene Curtiss founded Light Motion in 1988 to develop the artistic expressions of artists with and without disabilities to enhance community awareness of disability issues through the arts. Curtiss has been choreographing, performing, and teaching wheelchair movement skills and dance since 1985.

The Partnership

AAALF and NDA created the partnership with VSA to develop curriculum, resources, and a series of workshops for professionals teaching dance to individuals with disabilities. The partners are developing the workshops jointly; training sessions will begin in early 1999.

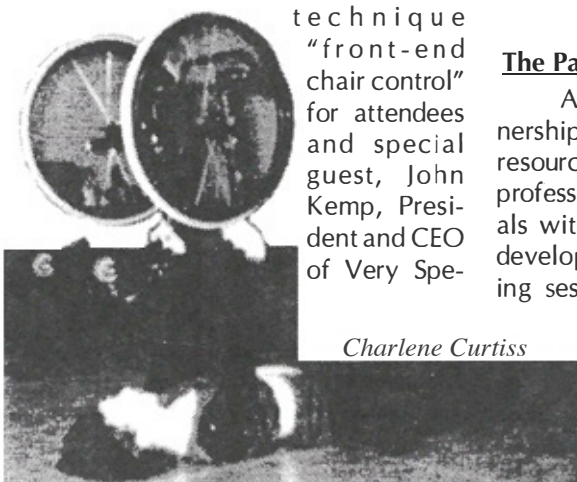
Contact Jan Seaman, AAALF executive director (703-476-3431) or Jane Bonbright, NDA executive director (703-476-3464) to schedule half- or full-day Dance Adapt work-

shops at your next district or state conference.

Dance Adapt Workshops for Districts

The Dance Adapt Training Program is designed to make systematic changes in the way children with disabilities are taught in education (dance or physical education programs), recreation, health, leisure, or special-need environments through offering preservice and inservice training sessions.

Often children with disabilities are not readily or fully included in the dance or creative movement components of the curricula offered in their school or community programs. Those responsible for and who have interaction with these children should be aware of, and trained in, the adaptive techniques that can be used to fully solicit their involvement. Workshops will provide hands-on participation for dance educators, adapted and regular physical educators, recreation personnel, and dance studio teachers. Participants will be members of NDA, AAALF, and VSA volunteers from your district.



Charlene Curtiss

Healthy You, Healthy Me, Healthy Community

1998 INDIANA AHPERD CONFERENCE

November 19 - 21

Conference Location

University Place Hotel
IUPUI Campus
Indianapolis, IN

Conference Inquiries

Contact: Tom Sawyer
Indiana AHPERD Conference
Coordinator
Dept. of Recreation and Sport
Management
Indiana State University
Terre Haute, IN 47809
Phone: (812) 237-2186
FAX: (812) 237-4338
E-mail:
pmsawyr@scifac.indstate.edu

Registration Inquiries

Contact: Nick Kellum
Indiana AHPERD Executive
Director
School of Physical Education
IUPUI, 901 W New York St
Indianapolis, IN 46202-5193
Phone: (317) 274-2248
FAX: (317) 278-2041

Exhibitor Inquiries

Contact: Tom Sawyer
Indiana AHPERD Conference
Coordinator
Dept. of Recreation and Sport
Management
Indiana State University
Terre Haute, IN 47809
Phone: (812) 237-2186
FAX (812) 237-4338
E-mail:
pmsawyr@scifac.indstate.edu



- **Continuous Hands-on Technology Programs**
- **9th Annual Adapted Physical Education Workshop**
- **Participation (wear activity clothes, bring your swimming suit)**
- **Activity Sessions held in IUPUI Gyms and pools**
- **Fitness Activities (aerobics, circuit training)**
- **Dance Gala**
- **Awards Luncheon**
- **Current Health Issues**
- **Jump Rope for Heart Programming Ideas**
- **Be recognized as a professional who “walks the talk”**
- **New topics, New speakers, New issues**
- **Exciting meetings for student professionals sponsored by the Student Action Council (SAC)**
- **Registration - 4:00 - 7:00 pm Thursday, 7:30 -2:30 Friday**

Plan to Attend...Register Today

Healthy You, Healthy Me, Healthy Community

1998 Indiana AHPERD Conference
IUPUI Campus

Conference Program Titles

Tentative Program Listing -- Subject to Change

Elementary Games for K-6 Physical Education * PE is for Every Body * Moola Makers: Fund raisers Revisited * Organizing a Weight Training Program for Your Athletes and Non-Athletes * Using Your Health Curriculum to Foster Decision Making * Are You at Risk: Do You Know the Current Indiana Regulations for your Pool and Instructors? * ABC's of the Web: Adapted Physical Education and Basic Cybernetics * HIV/STD Classroom Activities * U.S.

Aquatic Activities

Bring your suit and plan to participate as new skills and drills are taught

Olympic Divers Developmental Program * Incorporating Wellness into the Physical Education Curriculum * Thematic Units Utilized in Elementary Physical Education * Fitness Standards for Physical Education Majors: Issues

and Answers * Osteoporosis and its Links to Calcium * Tinikling: A Fun Dance for Your Elementary Students * Health Centered Activities for Regular and Adapted Physical Education * Making an Impact: A Required Fitness/Wellness Course that Works * Eating Disorders - A Reality Check * Developing a Wellness Concepts Class for Secondary Physical Education * Pool Management in the Next Millennium * Legal Liability Issues in Physical Education * Job Interview Techniques * Back

to Basics with the Three R's (Readin', Rightin' and Rhythm!) * Rethinking Traditional Drills in High School Physical Education * Systematic Approach for Implementing Adapted Physical Education * DO IT DAILY in Physical Education * Deep Water Running/Non-Swimming Aerobic Games * From the Computer to the Gym: A Practical Strategy to Develop Criteria Based Skill Testing * Props to Enhance Your Adapted Physical Education Class * Stretch Your Limits * Promoting Life Assurance through Active Lifestyles * Women Coaches and Administrators of Women's Sports

Hands-On Computer Sessions

- Review Software
- Learn how to Build a Web Page
- Enhance Word processing skills
- Learn Scanning Techniques
- Visit Web Sites which will enhance your teaching
- Learn to use Power Point

* Healthy Competition in Unified Sports * CPR Challenge Review Course * Parent Involvement in School Health Education: An Essential Partnership * APENS Project:

Adapted Physical Education National Standards and Recognition of Indiana CAPES * The Big Band Theory: Resistance Training to Strengthen all Major Muscle Groups * Challenging the Middle School Student in Physical Education * HPER Software Review * 6 New Kid Tested Activities for Middle School Physical Education * Who and What Runs Aquatics * Planning for Success: Applying the New Health Education Proficiencies * Fitness Activities for Huge Groups * Indiana Colleges' Support of Special Olympics * Using Portfolios for Faculty Assessment and Development * Sports Safety Training and Certification * Mark "Rock" Rothstein: Jump Against Drugs * Indiana Laws and Rules Related to Health and Physical Education * Healthy Lifestyles: How to Teach It and Live It * American Heart Association Jump

Rope for Heart Demo Team * Cardio Round UP * Technology in Higher Education * Scanning Techniques * Beyond the Basics: Word Processing Wizardry * What's "Under the Hood" of your Computer? And Dare You go there? * HU-M-AN: Movement/Mechanical Analysis Software * Web Wonders: Web Sites to Boost Your Teaching * PowerPoint Basics * Technology--But Not Computers * Designing a Web Page * Motivation in Middle School Physical Education * Inclusion in Physical Education * Non-Combative Martial Arts Models for High School Physical Education * Integrating Outdoor Activities into the Undergraduate Physical Education Major: the IUPUI Experience * PETE Student Portfolios Promoting Student and Program Reflection * Success Stories for Healthy Inclusion * Physical Education for a Healthy Body * Adapting Games for a Healthy Community *

Come Ready to Participate

- Audience Participation will be encouraged
- Learn new things by doing them
- Have Fun
- Meet new friends and renew old friendships

Healthy You, Healthy Me, Healthy Community

Special Events

Motivational Speaker

Jean Deeds, at the age of 51, quit her job and spent five months hiking the rugged 2,155 mile Appalachian Trail. She has since shared the story of her adventure in more than 250 speeches. A documentary of her journey was aired on national television, and her book, **There are Mountains to Climb**, has received high praise. In 1997 she climbed to the top of Mt. Kilimanjaro. She now leads groups of women on backpacking expeditions and other adventure trips.

Jean will be the featured speaker at the Awards Luncheon. She will also speak at a session titled, **Stretch Your Limits**, on Friday at 2:15.

Mark "Rock" Rothstein's World of Rope Jumping

Mark will present his **Jump Against Drugs** school assembly on Saturday morning. Mark combines his skills as a professional rope jumper, educator, entertainer and role model to provide a quality program. Each year Mark travels over 60,000 miles, visits 30 states, and 250 cities, towns and villages in the USA.

Jump Against Drugs is a 45-minute program that emphasizes: a drug-free, physically fit lifestyle; resisting negative peer pressure; proper decision making; to always try your best; positive attitudes; polite manners; rope jumping; goal setting; honesty; leadership; teamwork; and motivation.

Participants will receive a free jump rope.

CPR Update and Sports Safety Training

Conference attendees will have the opportunity to update their CPR certifications through a two hour CPR Challenge Course. There is a \$25 fee for the course. Participants will need a current CPR

certification and should bring their CPR books. The course is scheduled for Friday afternoon.

The Sports Safety Training course will be held on Saturday morning. The pre-requisite for the course is current CPR certification. There is a \$15 fee for the course.

Adapted Physical Education Workshop

The ninth annual Adapted Physical Education Workshop is scheduled for Thursday evening, November 19 from 6:00 - 9:00 pm. There is a \$30 special fee for this workshop. The title of the 1998 workshop is: **Addressing the Needs of Regular Physical Educators Working with Students with Disabilities**

This pre-conference workshop will be dedicated to assessing students with disabilities. Several approaches to assessment will be presented as the pre-conference focusses on the educational placement process. Determination of Least Restrictive Environment will be the central theme to the issues of assessment. The areas of fitness, motor skills, and perceptual motor performance will be addressed as they relate to appropriate physical education programming for students with disabilities. Specific tools will be demonstrated and resource information will be shared.

The workshop will be presented by Drs. Ron Davis, Katie Stanton, Paul Surberg, and Rebecca Woodard.

All Conference Social:

Friday, November 20, 5:30 - 6:30

Plan to Join us

Healthy You, Healthy Me, Healthy Community

1997 Indiana AHPERD Conference Registration Form

Pre-Registration

(must be postmarked on or before Monday, November 2, 1998)

Professional		
Member	\$50	_____
Non-member	\$90	_____
Student *		
Member	\$10	_____
Non-Member	\$25	_____
Awards Luncheon	\$10	_____
(Friday, November 14)		
Workshops (Special Fees)		
Adapted Pre-Conference	\$30	_____
CPR Challenge Course	\$25	_____
Sports Safety Training	\$15	_____
1997-98 Membership Dues		
Professional	\$20	_____
Student *	\$10	_____
Spouse/Significant Other	\$25	_____
Retired Professionals	N/C	_____
Total Submitted		_____

Badge and Membership Information PLEASE PRINT!

Name _____
 County _____
 Street Address _____
 City/State/Zip _____
 School or Business Name _____
 Home Phone _____
 Work Phone _____
 E-mail address _____

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

* Student Rates for undergraduate and full-time graduate students

On-Site Registration: Professional Member \$60
 (Two day only) Professional Non-member \$95

Student Member \$15
 Student Non-member \$30

Hotel Reservations

**University Place Conference
Center, IUPUI Campus**

Single Room \$ 91.00 per night

Double Room \$ 106.00 per night

(Deadline to receive special rates is 5:00 pm OCTOBER 17)

Make reservations by phone. Call Doubletree Inns at 1-800-627-2700

**For Special rates listed above be sure to identify yourself as
attending the IAHPERD Conference**

Reprinted Article

Throwing, Catching, and Dodging

reprinted with permission from the Second Edition of Physical Education Unit Plans for Grades 5-6 (Human Kinetics)

MOTOR CONTENT

Selected from Theme 7—Introduction to Complex Relationships

Relationships

Player placement—Offense: repositioning away from the ball. Defense: backing up the throw to a teammate, and backing up the throw when thrown at the runner

Ball placement—Defense: throwing to base or teammate ahead of the runner.

OBJECTIVES

In this unit, students will (or should be willing to try to) meet these objectives:

- Reposition quickly to receive or to back up a ball thrown at or ahead of a runner or to another player.
- Change speeds and pathways quickly while running away from the ball to avoid being tagged.
- Understand that (a) good defensive play requires quick, accurate passes ahead of a runner and constant repositioning of teammates who do not have the ball in order to back up a throw or to be in a more advantageous position for getting the runner out; and that (b) good offensive play requires the runners and teammates waiting to run to be aware of where the ball is at all times and to run in the opposite direction.
- Work together as a team, passing the ball quickly to those who are closer to the runner and have a better chance of putting the runner out.
- Remember to throw the ball below the waist of the runner and to be sensitive to the force of the throw.

EQUIPMENT AND MATERIALS

One 8- to 10-inch vinyl ball for each group of four to six students; tape to mark bases and restraining lines for each game played. (Place the balls about the room by the wall so they are easily picked up by the students. Divide the gym into two or three sections, depending on the size of the class. You can have two to three games being played at once, giving every student maximum opportunity for participation. See diagram on page 39. This game may be played outside as well.)

LEARNING EXPERIENCES

1.0 Today we are going to practice two skills needed in our game. The first will be throwing the ball ahead of a runner to get the ball to a teammate as close to the runner as possible before trying to tag the runner. Second, we'll

practice backing up each throw at the runner. Fielding team will do this by repositioning a receiver behind the runner in line with the thrower so someone is always in a position to catch the ball if the player with the ball does not tag the runner. In groups of five, six or seven, you will have one runner and four to six fielders. Each runner will throw the ball into the playing field and try to get to the base without being tagged. The player fielding with the ball is going to try to tag the runner below the waist before the runner crosses the safety line. Each person in your group will have a number from one to seven, so they know when it is their turn to become the runner. Number one goes first and so on. Fielders, pass the ball quickly, always keeping it ahead of the runner. Try to tag the runner below the waist. Get in groups of five, six or seven with boys and girls in all groups. You will need one ball per group. Begin.

1.1 Runners, watch where the ball is being passed and run in the opposite direction away from the ball. Try not to be tagged by the person with the ball.

1.2 Fielders, make your pass go as straight as possible to your intended receiver and at a catchable speed by taking a step in the direction of the pass and following through with your hands and arms. Remember, you are working together as a team to put the runner out. You want your passes to be caught easily.

1.3 Throwers, be sure you are throwing the ball into an open space and then running in the opposite direction of your throw to make the fielders pass the ball to the other side of the playing area.

1.4 Everyone in the group be on the move except the person with the ball. Once you have the ball in your hands, you cannot take more than one step. Try to pass the ball straight ahead of the runner to keep the runner from reaching the safety line easily. This pass is the same lead pass you worked on in basketball, soccer, and 'End Ball'.

1.6 Fielders, check your playing area to see that you have all the space covered with players as evenly as you can. Stay on the move and be sure there is always someone ahead of the runner to receive the pass. [Stop the class and have the students hold their places to see if they are covering all the space evenly or if some are too close together. If they are too close together, have them reposition and start again.]

2.0 As you were working on repositioning to have fielders ahead of the runner, how many times did you have to chase the ball after it was thrown to another fielder? Why? Right. No one was behind the runner and in line with the thrower



Working together as a team.

to catch the ball if the thrower missed the runner. Let's see if we can think how to include repositioning to get behind the runner and in line with the thrower so we have no loose balls. [You may have to demonstrate this concept for the students. Have three students get in a line each about eight feet from each other. One student has the ball, the middle student is the runner, and the third student is backing up the throw. Have the student in the middle move and see if the one backing up the throw stays in line with the moving player and the thrower. Again, stop the play and check to see if the students are moving to get in line with the throw by having them stop and check to see if anyone is in line with the runner and the student with the ball.]

2.1 See how many times you can catch the thrown ball and prevent it from going out of your playing area by being in back of the runner and in line with the thrower.

2.2 Runners, be on your toes and watch where the fielders are positioning themselves. If they all tend to go to one side after the ball, run to the empty side. If they have stayed well-spaced, you will have to do some fancy running by starting and stopping quickly to confuse them or throw off the timing of their throw.

2.3 Fielders, you also need to think about backing up your receivers in case they drop the ball. Let's see how many fielders can be quick thinkers and movers and back up the person closest to them when they are receiving a throw.

2.4 Keep thinking and be alert at all times to know where the ball is in relation to the runner and try to anticipate where the runner may be headed so you can throw the ball ahead of that spot.

2.5 Let's be sensitive to the runner when you throw the ball. Try to hit the runner below the waist and consider the force of your throw.

2.6 Let's see which groups can really keep the ball moving in their playing area by backing up every throw made at the runner. If everyone is really being alert and repositioning, no one should have to run after a loose ball.

3.0 We have been working hard on repositioning to back up

a throw and on directing lead passes ahead of a runner. Instead of having one team in an area, we are going to try putting two teams in one playing area to play a game called 'Field Dodge.' In the game of 'Field Dodge,' you have a fielding team and a running team. The running team stands behind the safety line while the fielding team and a running team. The running team stands behind the safety line while the fielding team positions out in the field as we have been doing. The first runner will throw the ball out into the field away from the fielder, run to the base, and back to the safety line, trying not to get touched with the ball. If the runner is touched with the ball, the next runner runs immediately, and the tagged runner goes to the end of the running line. When a runner gets back to the safety line without being touched by the ball, the next runner immediately starts to run to the base and back. Play continues without stopping until everyone on the running team has had a turn to run. All players then exchange places; the fielders become runners, and the runners become fielders. Fielders must hustle to get the ball and try very hard to tag the runner below the waist before the safety line is crossed. One point is scored for each runner who returns to the safety line is crossed. One point is scored for each runner who return to the safety line without being tagged by the ball. Remember, the base is not safe. There is one ball on each playing field where the running team will begin. Quickly get into groups of five, six or seven. You may start as soon as you are ready.

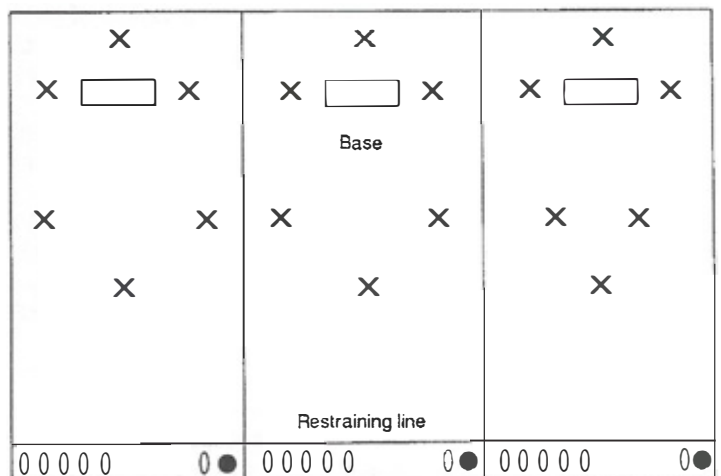
3.1 As you are playing the game, work to improve your ability to throw the ball ahead of the runner to another person on your team. Straight passes are more effective than arching ones because they get to the receiver or tag the runner faster.

3.2 Runners, keep your eye on the ball and try very hard to reposition away from the thrower. Dodge in and out as you run.

3.3. Fielders, keep the ball moving. Don't hold the ball because that gives the runner time to reposition.

3.4. Runners, remember to run in a zigzag pattern. Why do you think this is best? [To elude the thrower.]

3.5. Fielders, try your very best to not let the ball go out of the playing area by repositioning to back up every throw made to another person or at the runner.



A plan for organizing three simultaneous games

National Standards for Physical Education

Judith C. Young

Why Should Physical Education be Taught in the Schools?

Physical education is an integral part of the total education of the child and virtually every state, district, and school in the United States requires physical education for its students (Pate et al., 1995). Quality physical education programs are needed to increase the physical competence, health-related fitness, self-esteem, and enjoyment of physical activity for all students so that they can be physically active for a lifetime (Seefeldt & Vogel, 1986). Knowing that physical activity promotes health is not enough: students must be given opportunities to gain the knowledge and skills needed to adopt active lifestyles.

Physical education teaches students how to add the habit of physical activity into their daily lives by aligning instruction with the National Standards for Physical Education, and by providing content and learning experiences that develop the skills and desire to be active for life.

Values of Physical Activity

Physical activity improves muscular strength and endurance, flexibility, and cardiovascular endurance, as well as serves as a vehicle that helps children establish self-esteem and strive for achievable, personal goals. The Surgeon General's report, *Physical Activity and Health* (1996) concludes that regular moderate physical activity can substantially reduce the risk of developing or dying from heart disease, diabetes, colon cancer, and high blood pressure. The American Heart Association (1995) recommends that all children aged 5 years or older should engage in at least 30 minutes of daily physical activity at a moderate intensity and vigorous physical activity for 30 minutes at least 3 days per week.

Acknowledgement of the contributions of school physical education to health led

to the inclusion of two national objectives that are related to school physical education in *Healthy People 2000*, the U.S. Department of Health and Human Services' national health objectives (1990):

Objective 1.8 Increase to at least 50% the proportion of children and adolescents in grades 1-12 who participate in daily school physical education.

Objective 1.9 Increase to at least 50% the proportion of school physical education class time that students spend being physically active, preferably engaged in lifetime physical activities.

The Surgeon General's report calls school-based physical education "the most widely available resource for promoting physical activity among young people in the United States" (Physical activity and health, 1996; p. 237), and recommends that "every effort should be made to encourage schools to require daily physical education in each grade and to promote physical activities that can be enjoyed throughout life" (p. 6).

National Standards for Physical Education

In 1986, the National Association for Sport and Physical Education (NASPE) appointed its Outcomes Committee to answer the question, "What should physically educated students know and be able to do?" The result of the Outcomes Project was a definition that includes five major focus areas, specifying that a physically educated person:

- has learned skills necessary to perform a variety of physical activities,
- is physically fit,
- participates regularly in physical activity,
- knows the implications of and the benefits from involvement in physical activities,
- values physical activity and its contribution to a healthful lifestyle (National Association for Sport and Physical Education [NASPE], 1995a).

Following the work of the Outcomes Committee, a Standards and Assessment Task Force was appointed to develop content standards and assessment material based on the previous work. The standards document developed by this group had the following purposes:

- to establish content standards for the physical education school program that clearly identify consensus statements related to what a student should know and be able to do as a result of a quality physical education program; and
- to establish teacher-friendly guidelines for assessment of the content standards that are consistent with instructionally integrated orientations toward the role of assessment in teaching and learning.

In *Moving into the Future: National Standards for Physical Education, A Guide to Content and Assessment* (NASPE, 1995a), a general description of each content standard is first presented, followed by presentation of the standards according to grade level: K, 2, 4, 6, 8, 10, and 12. Within each grade level, the standard is further defined, followed by a listing of the key points of emphasis for that grade level. Sample performance benchmarks, which describe developmentally appropriate behaviors representative of progress toward achieving the standard, are also presented. Lastly, a variety of assessment techniques appropriate for assessing student achievement of the specified content standard is described.

The National Standards for Physical Education indicate that a physically educated student:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies involvement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of physical fitness.

5. Demonstrates responsible personal and social behavior in physical activity settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Since 1850, when the first physical training of students in schools began, the emphasis of school physical education has expanded from physical training and calisthenics to performance-related fitness and the development of competitive sports skills. Today the focus of contemporary physical education is on health-related fitness and the behavioral competencies and motor skills needed for lifelong engagement in healthy and satisfying physical activity.

A quality physical education curriculum includes:

- mastery of basic skills and understanding of motor skills related to a variety of physical activities so that each individual can make positive decisions about physical activity choices;
- experiences that encourage children to question, integrate, analyze, communicate, and apply cognitive concepts about motor skill and physical activity;
- opportunities to improve social and cooperative skills, and gain a respect and appreciation for diversity; and
- use of fitness education and assessment to help children understand, enjoy, improve, and/or maintain their physical health and well-being.

Implications for Instruction and Program Support

To maximize the opportunities to learn in physical education, a range of factors must be available. These include time in the schedule, reasonable class size, adequate facilities and equipment, a well-planned curriculum, appropriate assessment procedures, qualified teachers, and positive administrative support (NASPE, 1992a, 1992b, 1992c, 1994a, 1994b, 1995b, 1996).

In the continuing quest to make physical education experiences more personally relevant to children and youth, new developments in learning theories, structuring of subject matter, and new perceptions concerning growth and development must be continuously considered, evaluated, and implemented. The teacher plays the central role in the success of a physical education program and priority must be given to employing qualified elementary, middle, and secondary school physical education teachers to maximize student learning and achievement.

Quality physical education is both developmentally and instructionally appropriate for the specific children being served. Instructionally appropriate physical education incorporates the best known practices, derived from research and experiences in teaching children, into a program that maximizes opportunities for learning and success for all.

Students should also use technology in today's physical education classes to explore fitness and motor skill concepts in ways that personalize the curriculum more than ever before. Heart rate monitors, video and digital photography, computer software, and equipment to measure body composition are a few of the tools made possible by technology.

Teacher preparation is critical to successful school physical education programs. NASPE standards for beginning physical education teachers (1995c) outline standards in nine areas: content knowledge, growth and development, diverse learners, management and motivation, communication, planning and instruction, learner assessment, reflection, and collaboration. These standards provide the basis for guidelines for professional preparation of physical education teachers who have sound knowledge and understanding of kinesiology (the content of physical education) and are also knowledgeable and skillful in the pedagogy that is needed to transmit this knowledge to students.

Conclusion

Quality physical education programs taught by well-trained physical education specialists play a significant role in promot-

ing the health of children and, ultimately, adults. The National Physical Education Standards provide a framework for structuring programs that will develop physically educated children to help the nation to reach its health goals for children and adults.

References

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

American Heart Association. (1995). *Strategic plan for promoting physical activity*. Dallas, TX: Author.

Healthy people 2000: National health promotion and disease prevention objectives. (1990). (DHHS Publication No. (PHS)91-50212). Washington, DC: U.S. Government Printing Office.

NASPE. (1992a). *Program guidelines and appraisal checklist for physical education, middle school*. Reston, VA: Author.

NASPE. (1992b). *Developmentally appropriate physical education, elementary*. Reston, VA: Author.

NASPE. (1992c). *Program guidelines and appraisal checklist for physical education, secondary*. Reston, VA: Author.

NASPE. (1994a). *Program guidelines and appraisal checklist for physical education, elementary*. Reston, VA: Author.

NASPE. (1994b). *Developmentally appropriate physical education, early childhood*. Reston, VA: Author.

NASPE. (1995a). *Moving into the future: National standards for physical education. A guide to content and assessment*. Reston, VA: Author.

NASPE. (1995b). *Developmentally appropriate physical education, middle school*. Reston, VA: Author.

NASPE. (1995c). *National standards for beginning physical education teachers*. Reston, VA: Author.

NASPE. (1996). *Developmentally appropriate physical education, secondary*. Reston, VA: Author.

Pate, R. R., Small, M. L., Ross, J. G., Young, J. C., Flint, K. H., & Warren, C. W. (1995). School physical education. *Journal of School Health*, 65(8), 312-318. EJ520865

Physical activity and health. A report of the surgeon general. (1996). Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention.

Seefeldt, V., & Vogel, P. (1986). *The value of physical activity*. Reston, VA: AAHPERD & NASPE. ED289866

ERIC Clearinghouse on Teaching and Teacher Education
1-800-822-9229 <http://www.ericsp.org> ericsp@inet.ed.gov

Judith C. Young, National Association for Sport & Physical Education (Author)
Mary E. Dilworth, Director
Liane M. Summerfield, Associate Director, HPERD Division

This Digest is in the public domain and may be reproduced.

OERI

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract number RR93002015. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI of the Department.

ERIC

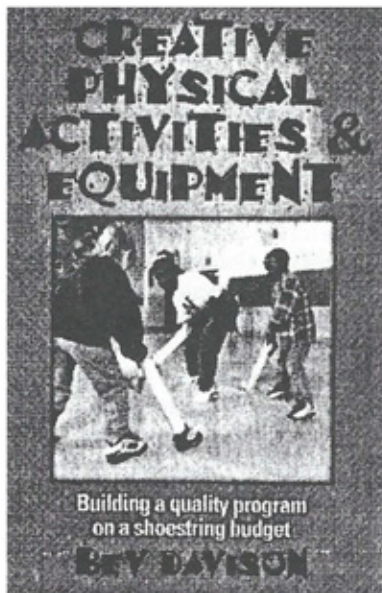
Educational Resources Information Center (ERIC) is a nationwide information system initiated in 1966. It is funded by the U.S. Department of Education. ERIC is the largest and most frequently used education database in the world.



HUMAN KINETICS

NEWS

1607 North Market Street
P.O. Box 5076
Champaign, IL 61825-5076
217-351-5076
FAX: 217-351-2674
<http://www.humankinetics.com/>



From Trash To Treasure: New Ideas For PE Class

CHAMPAIGN, IL—Do empty paper towel rolls, panty hose, and packing peanuts belong in gym class? Absolutely, according to **CREATIVE PHYSICAL ACTIVITIES AND EQUIPMENT**, new from Human Kinetics. In this novel book, veteran physical educator Bev Davison shares her secrets for using common household materials to expand a physical education or recreation program while staying within the budget. Dryer sheets turn into juggling scarves; towels are transformed into pinnies. The book also describes 59 unique games and activities that use this equipment to teach children important skills, such as developing speed or upper body strength.

CREATIVE PHYSICAL ACTIVITIES AND EQUIPMENT explains how to use traditional equipment—such as Frisbees and jump ropes—in nontraditional ways. For example, jump ropes can be made into a “snakepit” obstacle course, and frisbees can be used to perform balancing tricks or for running relays. It also covers how to extend the life of old or broken equipment, including flat tennis balls and broken badminton racquets. In addition, **CREATIVE PHYSICAL ACTIVITIES AND EQUIPMENT** provides information on equipment that’s free for the asking, items that can be obtained by collecting proofs of purchase, and general budget-stretching ideas.

(more)

For information or for a
review copy contact:

Marydell Forbes
Promotions Department
1-800-747-4457 ext. 2304
marydellf@hkusa.com

Pub Date: May 1998

ISBN: 0-88011-779-6 ■ Price: \$16.00 ■ Binding: Paper
Pages: 128 ■ Item: BDAV0779

Finally, since some equipment can be quite expensive, teachers often must resort to their own fundraising efforts. Proving that fundraising does not have to be time-consuming and painful, **CREATIVE PHYSICAL ACTIVITIES AND EQUIPMENT** presents ideas for 15 creative fundraisers that are easy to organize and execute. Many of them don't require solicitation by students, which means greater parental support and participation.

CREATIVE PHYSICAL ACTIVITIES AND EQUIPMENT is a suitable reference for elementary and middle school physical education specialists and classroom teachers; physical education supervisors, directors, and administrators; recreation directors; athletic directors; YMCA directors; club sport leaders; and church group leaders.

ABOUT THE AUTHOR

Bev Davison has taught for ten years at the elementary and secondary levels. During those years she mastered the skill of creating a quality physical education program on a shoestring budget. One of Davison's most significant career accomplishments was being named the 1995-96 Teacher of the Year by fellow teachers at her school for implementing the ideas in this book. Davison's contributions to her school's physical education program also led to a 1996 School of Excellence in Physical Education Honorable Mention Award from the Georgia Association for Health, Physical Education, Recreation and Dance (GAHPERD). Davison has shared her knowledge with fellow physical educators from the GAHPERD state convention to a naval base in Cuba.



CONTENTS

Chapter 1. Making Equipment

Bean Bag Targets • Plastic Bottle Equipment • Streamers • Hockey Pucks, Sticks, and Goals • Pinnies • Football T-Stands • Bases • Whistle Holder • Time-Out Timer

Chapter 2. From Trash to Treasure

Old Panty Hose • Old Socks • Old Newspapers • Old Soda Bottles • Packing Peanuts • Old Coffee Cans • Old Dryer Sheets • M & M Minis Plastic Tube Containers • Empty Adding Machine Paper Rolls • Garden Hose • Empty Paper Towel Rolls • Cardboard Boxes • Plastic Trash Bags

Chapter 3. Same Old Stuff

Frisbees • Rubber Gloves • Jump Ropes • Stilts • Parachute • Folding Mats

Chapter 4. Don't Throw It Out Just Because It's Broken!

Beaded Jump Ropes • Popped Balls • Broken Badminton Racquets • Sound Paddles and Beach Balls • Broken Hula Hoops • Old Pinnies or Jerseys • Stick-a-Ball Paddles • Flat Tennis Balls • Old Racquetballs • Old Miscellaneous Equipment and Balls

Chapter 5. Acquiring Free Equipment

Section 1. Absolutely Free Equipment

Carpet Squares • Stuffed Animals • Balloons • Bowling Pins • Golf Tubes • Toilet Paper • Jar Openers • Plastic Buckets • Paper Plates • Feed Bags • Old Tires • Old Brooms • Plastic Drinking Straws • Old Bicycle Tires • Popcorn Buckets

Section 2. Equipment to Acquire by Collecting Proofs of Purchase

Campbell's Labels for Education • Power of Purchasing Program • Boxtops for Education • Little Debbie Points to Education Program • Kids in Gear Program by Fuji • Other Programs That May Be Available

Section 3. General Budget Stretchers

Chapter 6. Fundraising

Section 1. Painless Fundraisers

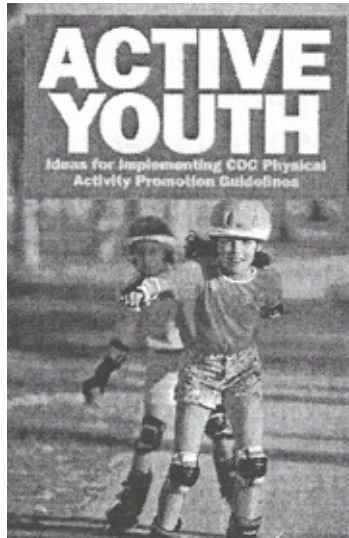
Recycling • Restaurant Nights • Grocery Vouchers • Consignment Clothing • Vending Machines • No-Work Car Wash • Test Drive

Section 2. Fundraisers That Are a Little Painful

Show in the Gym • Valentine Serenade • Dog Wash • Teacher of the Year: Students' Choice • Birthday Cupcakes • School Dance • Grants • Powderpuff Football



Contact: Marydell Forbes
ISBN: 0-88011-669-2
U.S. Price: \$12.00
Canadian Price: \$17.95
Binding: Paper
Pages: 168
Item: BCDC0669



ACTIVE YOUTH

Ideas for Implementing
CDC Physical Activity
Promotion Guidelines

Pub Date: March 1998

NEW BOOK OFFERS SUCCESS STORIES ON MOTIVATING CHILDREN TO MOVE

CHAMPAIGN, IL—According to the International Life Sciences Institute, fewer than one in four children participates in 30 minutes of any type of physical activity—moderate or vigorous—every day. With the physical activity of children at such an alarmingly low level, the pressure is on those who work with children to wean them from a sedentary lifestyle and foster an interest in exercise. **ACTIVE YOUTH** provides readers with real-life success stories on how the “Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People,” developed by the Centers for Disease Control and Prevention (CDC), can be implemented in a wide variety of settings from schools to hospitals to YMCAs. This new reference from Human Kinetics also presents an easy-to-understand summary of these guidelines.

The CDC developed the guidelines by reviewing published research, considering the recommendations in national policy documents, convening experts in physical activity, and consulting with 38 national, federal, and voluntary agencies and organizations. The result is a document that makes a clear and convincing case for the need to promote physical activity among young people. The information is presented as 10 broad recommendations for schools and community programs, each followed by a more detailed plan.

To make it easier for readers to put the recommendations into practice, **ACTIVE YOUTH** includes 20 examples—or “success stories”—from throughout the United States of effective programs that address the CDC’s guidelines. These examples provide many ideas that can be used in schools and communities. Each success story includes

- a contact name, address, and phone number;
- program objectives;
- a brief description of the program; and
- background information on the population and community involved.

Cross-references to the guidelines make it easy for readers to determine which recommendations are being followed in each program.

ACTIVE YOUTH is a suitable reference for professionals who design and deliver physical activity programs for young people; teachers and other school personnel; community sports and recreation program personnel;

(more)

health service providers; community leaders; parents; policymakers; local, state, and national health and education agencies and organizations; and personnel at postsecondary institutions.

CONTENTS

Part I: The Guidelines Explained

Part II: Success Stories

1. Clovis High School Program • 2. Changing Class Size Policy in Tennessee • 3. Lincoln County Schools Program • 4. Wellness Initiatives in Escambia County Schools • 5. Forest High Campus SELF Center • 6. Herbert Hoover High School Fitness Center/Project LEAN • 7. Arizona State University/Mesa Elementary School Cooperative Physical Education Project • 8. Michigan's Exemplary Physical Education Curriculum Project (MI-EPEC) • 9. The PATH Program • 10. Bloomsburg Area School District Program • 11. Cabell Midland High School Program • 12. Mitchell High School Adventure Education Program • 13. Madison Junior High School Program • 14. Clay Organized for Wellness (COW) • 15. University Park Recreation Center • 16. Children's Hospital of Illinois • 17. Minnesota State High School Adapted Athletic Program • 18. Stillwell Junior High Intramural Program • 19. Family Fitness Program • 20. Fairfax County Schools Program

ABOUT THE CDC

The Centers for Disease Control and Prevention (CDC) serve as the national focus for developing and applying disease prevention and control, environmental health, and health promotion and health education activities in order to improve the health of people in the United States. To accomplish its mission, the CDC

- identifies and defines preventable health problems;
- maintains active surveillance of diseases through epidemiologic and laboratory investigations and data collection, analysis, and distribution;
- serves as the Public Health Service lead agency in developing and implementing operational programs relating to environmental health problems;
- conducts operational research aimed at developing and testing effective disease prevention, control, and health promotion programs;
- administers a national program to develop recommended occupational safety and health standards and to conduct research, training, and technical assistance to assure safe and healthful working conditions for every working person;
- develops and implements a program to sustain a strong national workforce in disease prevention and control; and
- conducts a national program for improving the performance of clinical laboratories.

The CDC was founded in 1946 to combat malaria.



HUMAN KINETICS

The Information Leader in Physical Activity

<http://www.humankinetics.com/>

To receive a review copy:

United States • P.O. Box 5076 • Champaign, IL 61825-5076

(217) 351-5076 • 1-800-747-4457

Canada • 475 Devonshire Road • Suite 100 • Windsor, ON N8Y 2L5

(519) 971-9500 • 1-800-465-7301

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.

The IAHPERD accepts submitted materials for the **Journal** as "professional contributions" and no remuneration can be offered. Authors receive one complimentary copy of the issue containing their article.

TECHNICAL SUGGESTIONS

Style. Material should be presented consistently throughout the manuscript. Preferred style is that of the American Psychological Association (APA) Publication Manual.

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

Cover Page. Type title manuscript about three inches from top of page, followed by author name(s) as it/they appear in the published piece. Drop down a few spaces and type complete name, address and phone number of author with whom editor should correspond. Also, state number of words in manu-

script(rounded to nearest hundred). Author name(s) should appear only on this page, since the editing process is conducted as "blind review."

The Text. Full title should appear again at top of page only. Use only white 8 1/2x11" paper and dark typewriter ribbon. Margins on all sides should be at least one inch. Pages should be numbered consecutively in the upper right hand corner and carry a running head (partial title) just below the page number. Long quotations should be single spaced and given extra indentation of five spaces to make them stand out. All copies should be "letter perfect"—free from inaccuracies in grammar, spelling and punctuation.

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

Illustrations. Must be in black ink on white paper, camera-ready.

Tables, Charts, Graphs. Use where appropriate; don't duplicate material in the narrative; be accurate.

Bibliography. Keep to a minimum. List only if cited in the text presentation.

SUBMISSION REQUIREMENTS

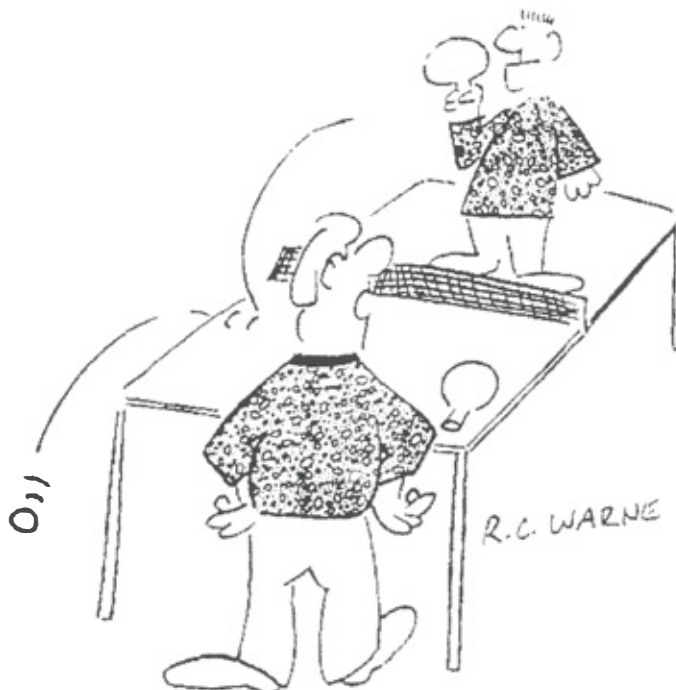
Copies. Submit 3 paper copies. Copies should be double spaced on 8 x 11 paper and carefully proofread. It is preferred that the article be prepared on a computer. Include a disk (3.5" or 5.25") with the manuscript. **The disk should be in IBM compatible or Mac format.** Label the disk with the author's name, manuscript title, and word processor and version used. WordPerfect is the preferred format, but Word, or other major word processors are acceptable. Save a copy in the word processor native format. **PLEASE SEND A SELF-ADDRESSED STAMPED POSTCARD. The postcard will be returned to acknowledge receipt of articles. Articles can also be sent attached to an email message. Please send the article to cstockto@runet.edu Your article if sent by email will be acknowledged as being received via return email.**

Deadlines. July 1 for Fall issue. December 1 for Winter issue. March 1 for Spring issue

Address. Materials for Journal review should be mailed to:

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

Parting Shot...



"IF YOU'RE GOING TO KEEP RUSHING
THE NET, YOU CAN FIND A NEW PARTNER."

Leadership Opportunities on Councils

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

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

conference.

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

PROGRAM AREAS. The various program areas include:

1. Adapted Physical Education

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

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

INDIANA AHPERD APPLICATION FOR MEMBERSHIP

(Please Print/Type)

Last Name _____ First _____ M.I. _____

Address _____
Street

_____ *City* _____ *State* _____ *Zip*

_____ *County*

Telephone: Area Code (_____) _____ E-mail _____

Member Class: Professional \$40.00 Student \$20.00
(Undergraduate or Full-Time Graduate Student)

New Renewal

Make check payable to: Indiana AHPERD.

Send to: P. Nicholas Kellum, Executive Director, IAHPERD, School of Physical Education/IUPUI
901 West New York Street, Indianapolis, IN 46223

MEMBERSHIP EXPIRES 1 YEAR FROM DATE
DUES PAYMENT IS RECEIVED.

Your JOURNAL cannot be forwarded.
If a change of address occurs, please notify:

P. Nicholas Kellum
Executive Director, IAHPERD
School of Physical Education / IUPUI
901 West New York Street
Indianapolis, IN 46223

OPPORTUNITY FOR INVOLVEMENT

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

HELP NEEDED:

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

P. Nicholas Kellum
Executive Director, IAHPERD
School of Physical Education
IUPUI
901 West New York Street
Indianapolis, IN 46202-5193

Non-Profit Org.
U.S. Postage
P A I D
Permit No. 6448
Indianapolis, IN

*Look
to the
Future*



*and
Mark Your
Calendar!*

Share your Journal with a Colleague

—and add a name to our growing membership list!