# INDIANA AHPERD JOURNAL

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Indiana Association
for Health, Physical
Education, Recreation
and Dance

Affiliated with American Alliance for HPERD

# Indiana Journal

## for Health, Physical Education, Recreation and Dance

**Volume 28, Number 2** **Spring/Summer 1999**

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



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# Message from the President

# THINKING (PLANNING AND ACTING) OUTSIDE THE BOX

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The Indiana Association for Health, Physical Education and Recreation has a long tradition of quality service and accomplishments. With many organizations, a long and strong tradition can cause a morass which slows the process of change necessary to maintain viability in a rapidly changing environment. However, IAHPERD is already in the third year of operating under a major revision of Constitution, ByLaws, and Operating Codes, as well as many related practices. Many changes and improvements are underway or are ideas well beyond the incubation stage.

Some board/president charges under way will key on recommendations from three current ad-hoc committees. One committee has the charge of revising the structure of the Student Action Council which is now by board action, the "Council of Future Professionals". Another committee is working on improving the interface of IAHPERD with Midwest AHPERD and AAHPERD by studying the possibilities and benefits of aligning more closely with their various councils and divisions. Thomas Sawyer, President of the American Association for Active Lifestyles and Fitness has encouraged district and state AHPERD leaders to consider closer alignment with the AALF structure. You can predict that NASPE and AAHE will not be far behind in seeking similar alignments from the districts and states.

The Mini Grants Review Committee members and others constitute an ad-hoc committee to provide a revised Mini Grants program proposal. Their work will be based upon recommendations from the board, and from a previous ad-hoc study committee. Creating more user friendly application and implementation processes, and identifying fi.inding priorities for projects or research will be the focus.

Jump rope for Heart and Hoops for Heart are partnering in one IAHPERD Task Force group. The main charge for the group is to fully implement and follow the agreement which is codified between AAHPERD and AHA. These activities comprise most of the operating code of the Task Force. However, the group will also be developing an IAHPERD Operating Code so that continuity will be maintained by future Task Force Chairs, and members.

The Turkey Run Leadership Conference held January 29 and 30 also has spawned ideas and potential for even greater change from the traditional, especially in regard to the state conference and activities within councils and committees. Do words like Wow! Dynamite! Great! Magnanumous! and Splendid! mean anything to you? If not, it is because you had to be there! These are adjectives used by Past President Becky Hull to describe forward thinking ideas and issues that were discussed at the leadership development meeting Friday night at Turkey Run in January.

With the purpose in mind of creating an atmosphere for forward thinking, "thinking outside of the box" , a challenge was issued to participants. The stage was set with discussions and illustrations relating to the necessity for IAHPERD to move forward at warp speed toward the "Threshold To Transformation In Millennium 2000 by; embracing strategic issues, taking advantage of opportunities, daring to change, operating on the edge, and collaborating with other interests- - - in order to meet the challenges of rapidly changing local, state and national environments wherein IAHPERD functions.

The rapid rate of change in information, technology, economics, politics, popular opinion, focus on accountability, and health/fitness related trends have wide ranging effects upon the direction, effectiveness and successes of IAHPERD. Several issues and rhetorical questions were presented to the leadership group in order to help generate discussion and serious thinking related to our focus upon mission, goals, direction. priorities, and challenges. The activity which followed was designed to have small groups brainstorm from the perspective of their IAHPERD interest area, council or committee. They were first to reflect upon their groups purpose, activities and achievements, and then think beyond the ordinary to generate statements of ideas, issues, problems, challenges, and opportunities which might be appropriate for IAHPERD to address.

The groups were given time to complete the first round and then four succeeding rounds occurred where in each group

joined another group, shared their discussion and identified their priority items. The larger groups then reordered the priorities or revised the items with from additional input until there were five large groups.

Yes, the ideas were as Becky Hull described. The results consisted of items which were "organizational" in nature and some which were specific to councils or committees of IAHPERD. The group was encouraged to not let these great ideas die. Some were appropriate for individuals to pursue, or for taking back to the home community or work location. All were empowered to think and act freely in various professional or community venues, as well as, within TANPERD. Some of the ideas are already being implemented by councils and committees in their activities and in planning for the state conference this year and for the future.

Many organizations are seeking new ways to organize, think, communicate and work. The thinking and idea input from over 50 individual IAHPERD officers, directors, council and committee members of diverse backgrounds and interests must have some significance as the organization functions and the new millennium approaches. It is the rapid change of our environment which exponentially changes that we must recognize and set pace with, not just a date on the calendar.

A synopsis of the ideas is provided below. The list should be treated as a tool or resource from which to advance the mission and goals of IAHPERD for some time to come. The leadership of IAHPERD will continue to use this resource in future planning. All IAHPERD members are encouraged to engage in the challenge of "thinking outside the box" and in preparing the organization for entering the "Threshold To Millennium 2000". Communicate your thoughts and ideas to any board, council or committee member of IAHPERD. Yours may be just the ideas or information that will make a difference!

Adapted: create IAHPERD adapted awards (individual, exemplary programs)

ASP: pull out the old Applied Strategic Plan, review relevance, update

Awards & Recognitions: exemplary schools, dance, recreation, community programs

Awareness of Health issues: promote more health concem issues awareness through publications, programs, workshops

Aquatics: mini workshops, pre-conference aquatics school, directory of aquatics facilities/resources

Collaboration: certifying organizations in health, dance and fitness, projects with schools, professional organizations, projects with higher ed.

Communication: develop a state wide network communication system using combination of e-mail, phone, workshops, print

Conference: more pre conference activities, visit exemplary programs, visit outdoor facilities & programs, cooperative activities workshops, experiential education, wildemess etc.

Directory: develop every 2-3 years a membership directory Healthy

Lifestyles: key note speaker at conference, special mini grants projects, promotion strategies for communities and schools, develop IAHPERD video promoting healthy lifestyles

Leadership: promote more leadership from higher education and from public schools

Members: seek and contact new member groups, use one newsletter per year to reach much larger and more broad population, college students, retires organization/council, promote IAHPERD issues in your local community, create resource help for this

Mentoring: programs for new professionals and for students at colleges, develop young advocates, target college grads

Networking: between college/university teacher ed. programs and with IAHPERD, unified voice from profession, strengthen advocacy

Orientation: develop orientation program for new board members, committees, and councils

Promotion: promote national HPERD days, events, and related activities like DARE, promote pysical education as fifth star in five star school program

Recreational Activities: provide more activities/programs for members at conference Regional

Workshops: move into communities, increase number, mini workshops, pedagogy, rubrics, proficiencies, competency instruction,

Scholarships: seek funding and increase high school scholarships to cover all HPERD areas

Students: fund council of future professionals to visit universities to promote IAHPERD and advocacy among students

Web Page: expand to include interest section for each council, committee, job opportunities, legislation

Voting: consider voting on director positions, board voting on annual theme for the year

# NOTIONS From YOUR EDITOR. . .

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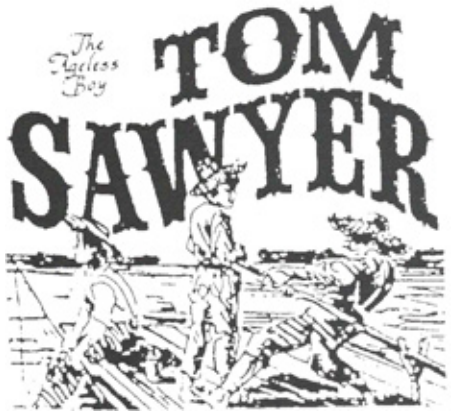


# Promoting Physical Activity and Exercise among Children

## Introduction

Physical inactivity has become a serious problem in the United States. More than half of U.S. adults do not meet recommended levels of moderate physical activity, and one-fourth engage in no leisure time physical activity at all *(Physical Activity,* 1996). Inactivity is more prevalent among those with lower income and education, and, beginning in adolescence, affects females more than males (NIH, 1995; *Physical Activity,* 1996). A pattern of inactivity, also known as sedentism, begins early in life, making the promotion of physical activity among children imperative. This Digest discusses the importance of and ways to foster activity and exercise in children.

## Why Is Physical Activity Important?

Physical activity has been defined as 'bodily movement produced by skeletal muscles that results in energy expenditure (Pate, Pratt et al., 1995). There is no debate about the value of physical exertion—regular physical activity has significant health benefits, and even modest increases in energy expenditure can have health-enhancing effects, including:

Reduction in chronic disease risk— hypertension, type 2 diabetes, high blood lipids, cardiovascular disease, and obesity. Even among children and adolescents, physical activity can prevent or delay the development of hypertension and can reduce blood pressure in those young people who already have hypertension *(Physical Activity,* 1996);

- Lowered risk of colon cancer;
- Increase in bone density;
- Reduction of anxiety, improvement m body image and mood;
- Development of physical fitness;
- Promotion of weight control through caloric expenditure. This benefit is of particular importance to children, who are experiencing the same epidemic of overweight as adults.

## Childhood Obesity: A Cause for Concern

More children today are overweight or obese than ever before. Overweight means that the individual weighs more than is recommended for a given height; when this excess weight is in the form of fat, health problems may develop. Obesity is an excess of body fat. In children obesity has been variously defined as

- >20% over the recommended weight for height;
- ≥85th percentile for Body Mass Index, which is calculated by dividing weight in kg by height in $m^2$; or
- >25% of weight as fat for boys and> 30% of weight as fat for girls *(Strategy Development,* 1996).

When the percent fat definition is used, data indicate that 11% of 6-11 year olds and 14% of 12-17 year olds are obese *(Strategy Development,* 1996), double the prevalence of 3O years ago (CDC, 1996). This is of particular concern because body weight and overfatness in children are significant cardiovascular disease risk factors, and the risk tracks into ado lescence and young adulthood if not checked in childhood. In addition, obese children often experience exclusion from social groups and low self-esteem.

Particularly detrimental to healing is central (abdominal) body fat, which is linked to cardiovascular disease and diabetes. Studies examining the relationship between physical activity and abdominal fat suggest that those who are more active are less likely to deposit fat in the abdominal area (NIH, 1995). Physical activity is thus a key element in the prevention and treatment of both chronic disease and obesity.

***The secret of getting ahead is getting started. The secret of getting started is breaking your complex overwhelming tasks into small manageable tasks, and then starting on the first one.***

–Mark Twain

## How Much Physical Activity Is Enough?

Health benefits can be derived simply from becoming more physically active, but the greatest benefits come from engaging in planned and structured exercise. Cardiovascular risk factors can be reduced and physical fitness enhanced with low to moderate levels of physical activity (40-60% of a person's maximal aerobic capacity) (Blair & Connelly, 1996). And, low-to moderate-intensity activity is less likely than vigorous exercise to cause musculoskeletal injury and sudden heart attack death during exercise (a very rare occurrence even for vigorous exercisers), while it is more likely to promote continued adherence to activity (Blair & Connelly, 1996; NIH, 1995).

Current recommendations state that children and adults should strive for at least 30 minutes daily of moderate intensity physical activity (Pate, Pratt et al., 1995). An alternate approach that may be equally beneficial would be to engage in 5- (Blair & Connelly, 1996) to 10-minute (NIH, 1995) bouts of moderate intensity activity throughout the day, for a total accumulation of at least 30 minutes for adolescents and adults and 60 minutes for children (Pangrazi, Corbin, & Welk, 1996). Walking briskly or biking for pleasure or transportation, swimming, engaging in sports and games, participating in physical education, and doing tasks in the home and garden may all contribute to accumulated physical activity.

Children and adults who already engage in regular activity may benefit from more vigorous activity. The specific amount of energy expenditure needed by children to decrease their risk of cardiovascular disease is not known; for adults, approximately 3 kcals/kg of body weight! day has been recommended (Zwiren, 1993). Weight in pounds can be converted to kg by dividing by 2.2. Thus, a 140-pound person (140/2.2 = 63.6kg) should expend about 192 kcals/day (63.6 X3).

## How Can We Promote Physical Activity among Young People?

### *Quality Daily Physical Education*

In addition to being physically active, children need to learn fundamental motor skills and develop health related physical fitness (cardiovascular endurance, muscular strength and endurance, flexibility, and body composition). Physical education, provided at school, is an ideal way to encourage activity and develop fitness among children and, for many children, will be their only preparation for an active lifestyle. For this reason, the Centers for Disease Control and Prevention (CDC), the National Association for Sport and Physical Education (NASPE), and the American Heart Association all recommend comprehensive daily physical education for children K- 12.

Over the years, state requirements for daily physical education have eroded, and today no states currently have such a requirement *(Healthy People,* 1995). Not surprisingly, only a quarter of high school students participate in daily physical education, and only 19% of high school students are active for at least 20 minutes a day during physical education class *(Physical Activity,* 1996). The recent School Health Policies and Programs Study (SHPPS), conducted by CDC, determined that just 47% of middle/junior high schools and 26% of high schools require at least 3 years of physical education (Pate, Small et. al., 1995).

Physical education offers many benefits: development of motor skills needed for enjoyable participation in physical activities; promotion of physical fitness; increased energy expenditure; and promotion of positive attitudes toward an active lifestyle. Evidence also exists that physical education may enhance academic performance, self-concept, and mental health (Allensworth, Lawson, Nicholson, & Wyche, 1997).

## Other Ways to Incorporate Activity into Schools

In addition to physical education, schools can promote physical activity in a variety of other ways (much of this is based on CDC, 1997):

- Promote collaboration between physical education and classroom teachers. For example, physical education teachers might provide ideas for "fitness breaks" to classroom teachers, where 5-minute aerobic activities could be used to break up the school day.
- Provide extracurricular physical activity programs. Interested teachers and parents might be encouraged to establish developmentally appropriate clubs and/or intramural activities of a competitive and noncompetitive nature. Walking clubs, in-line skating, jumping rope, water aerobics, and intramural swim teams provide a few examples.
- Coordinate physical activities with community agencies. Schools might allow use of school facilities by community agencies that sponsor physical activity programs, facilitate training programs for volunteer youth coaches, invite community groups to an "activity fair" for

students in the school gymnasium. or provide a listing of community physical activity resources to students.

- Encourage and enable parental involvement in physical activity. Parental activity level is very important in promoting activity among children. Schools can help encourage activity in parents by sending home activity homework that parents and children do together, recruiting parent volunteers for physical education classes, and sponsoring parent-child activity programs at school.
- Provide physical and social environments that encourage and enable physical activity. For example, schools might allow access to facilities before and after school hours and during vacation periods, encourage teachers to provide time for unstructured physical activity during recess and during physical education class, and help school personnel to serve as active role models by enabling and encouraging their own participation in physical activity.

## Conclusion

Inactive adults have twice the mortality of adults who are at least somewhat active (Blair & Connelly, 1996). Schools that promote physical activity may have a significant impact on reducing childhood obesity, chronic disease, and, ultimately, adult mortality. Insofar as physical activity has been associated

with increased academic performance, self-concept, mood, and mental health, the promotion of physical activity and exercise may also improve quality of life.

## Resources

American Heart Association, 7272 Greenville Avenue, Dallas, TX 75231. *http.www.amhrt.org*

Center for Research on Girls and Women in Sport, University of Minnesota, 203 Cooke Hall, 1900 University avenue, S.E., Minneapolis, MN 55455. (612) 625-7327 *http://www.kls.coled. umn.edu/crgws/.*

National Association for Sport and Physical Education (NASPE), 1900 Association Drive, Reston, VA 20191; (703) 476-3410. *http://www.naspe@aahperd.org*

## References


References identified with an EJ or ED number have been abstracted and are in the ERIC database. Journal articles (EI) should be available at most research libraries; most documents (ED) are available in microfiche collections at more than 1,000 locations. Documents can also be ordered through the ERIC Document Reproduction Service; 800) 443-ERIC.

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# State of the Profession

## The New Standards: The Assessment Component

by
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With the changing standards in Health Education and Physical Education, there will be changes in the assessments used to evaluate the upcoming pre and post service teachers. The rationale for these changes are based on the philosophy of INTASC and the National and Indiana Professional Standards Board. "Because the standards are performance based, the focus is on what the teacher will be able to do rather than on the number of courses and credit hours completed. . . The shift to a performance-based licensing should enable states to permit greater innovation and diversity in how teacher education programs operate by assessing their outcomes rather than merely regulating their inputs or procedures."

Below is the current and the proposed assessment system for the new standards which is presently being piloted.

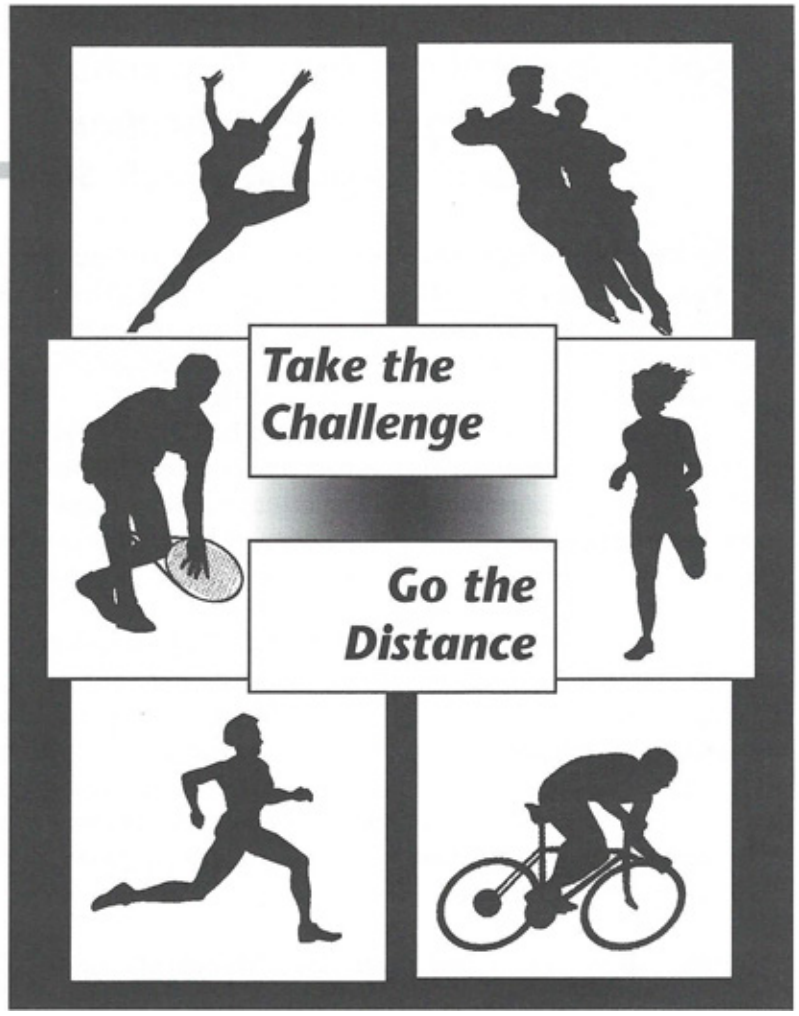
| CURRENT SYSTEM | PROPOSED SYSTEM |
|---|---|
| **Teacher Education**<br>The current procedure prescribes course work needed for the license. | Each teacher training institution will present to the Professional Standards Board, their institutional assessment plan using performance-based assessments conducted with school partners. |
| The current tests, PPST/NTE, are required. | PPST (Basic Skills and Speciality Area) will be required until higher education assessment plans are approved. |
| **Teacher Induction**<br>This is a one year program for employment not licensing. The principal did the assessment based on an inventory checklist, | The teachers would have up to two years to pass a performance-based assessment (portfolios) evaluated by highly trainer K - higher education professionals<br><br>There will be a structured support system through trained mentors paid by the IPSB. |
| **Continuing Education**<br>Licenses are renewed by taking 6 hours ever *5* years, or CRU's after completing 36 hours or a master's degree | The teacher will develop a professional growth plan and portfolio for the *5* years the license is in effect. The plan and portfolio will be reviewed by a professional growth team formed at the local level. Experiences in the plan may include: course work, experiences or completing the National Board certification process.<br><br>A 10 year license may be earned after completing the above and obtaining a National Board Certification or graduate work approved by IPSB and portfolios. |

Institutional assessments by institutions must be approved by 2001 - 2002. It will be phased in over a four year period beginning 2000-2001.

The assessment system cited above is still a proposal, but will no doubt be approved late spring by the Indiana Professional Standards Board. It will then be up to each institution, majors and education working in partnership, to develop the their assessment plan by 2001-2002.

# 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.

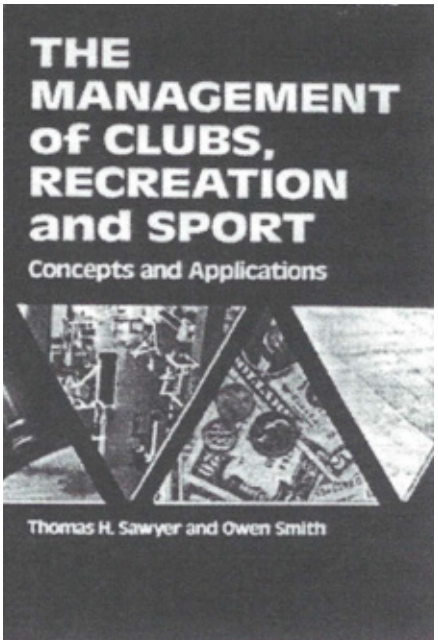
### 2004

***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.

# *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

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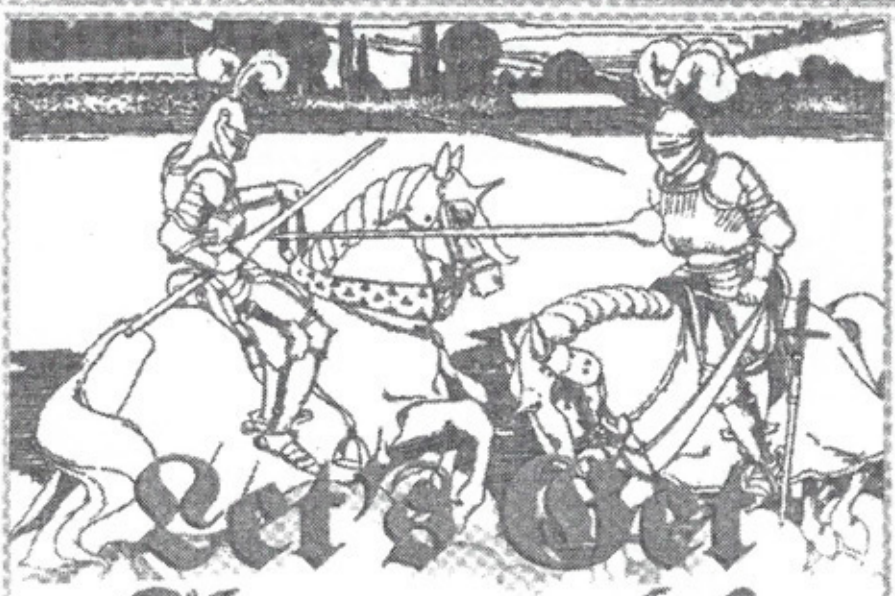

# Let's Get Armored!

American Heart Association
Fighting Heart Disease and Stroke

50 1948 1998 fighting for your heart

Jump rope for heart

Hoops for heart

INDIANA ASSOCIATION HPERD

Heart 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.

# Who's Who For "Jumps" In Indiana

*From 1986 to 1996, death rates from cardiovascular diseases declined 19.1 percent. But heart disease still is our nation's No. 1 killer, claiming close to one million lives each year-a life every 33 seconds.*

*Cardiovascular diseases will cost our nation an estimated $286.5 billion in 1999. This figure includes the cost of physician and nursing services, hospital and nursing home services, the cost of medications and lost productivity resulting from disability.*

With the popularity of the American Heart Association's "Jump Rope For Heart" increasing in Indiana, we thought it would help if we listed the persons Involved throughout the state. Feel free to call any of the following for information:

| Name | Phone number | Area |
|---|---|---|
| Jane Pound | (800) 966-4572 | Mishawaka |
| Ann Acosta | (800) 568-2424 | area south of Ft. Wayne |
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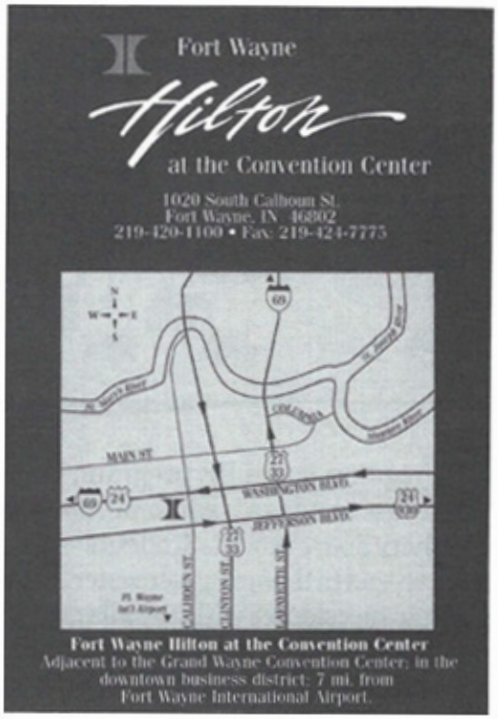


# 1999

# THRESHOLD TO TRANSFORMATION IN MILLENNIUM

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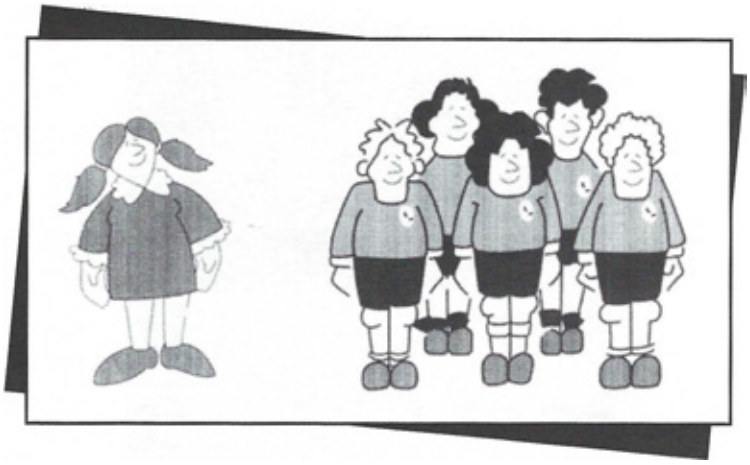
# Students' perceptions of co-ed PE

It's been over 25 years since Congress passed Title IX of the Educational Amendments Act, designed to make U.S. students' educational experiences more equitable. And though one implication of the law— the move from single-sex to co-educational physical education— continues to generate controversy, it unfortunately hasn't generated the line of research needed to move the curriculum forward toward a more positive learning environment for both boys and girls. A review of the existing literature suggests that girls are being shortchanged.



**More progress needs to be made in creating an equitable and productive physical education experience.**

Research reveals that, among other woes, they have lower participation rates, less opportunities for practice, and less interaction with teachers than their male peers.

Do these studies prove that co-ed physical education is a failed experiment? Hardly, according to the authors of a recent research effort. They note that teachers have not been adequately prepared to instruct co-educational classes and theorized that an understanding of students' perceptions of single-sex and co-ed class structures might help teachers adjust the learning environment.

They enlisted the cooperation of four physical education teachers and their 466 students (263 boys and 203 girls) at one middle school to conduct the study. During the fall semester, students participated in the regular, co-ed PE program, one best described as a traditional, multi-activity sport model. Students were organized in the spring semester into single-sex classes with a similar curriculum plus a fitness testing unit. The researchers found that:

- boys liked PE more than girls in all grade levels, and the difference increased as students progressed from 6th to 8th grade;
- boys also perceived themselves to have more skill, strength, and endurance than their female classmates, though self-ratings from both groups were relatively high;
- both boys and girls perceived that they performed skills and played team sports better, and received more practice opportunities in same-sex PE;
- boys added that they competed harder, learned more, and behaved better in the boys-only class; and
- 40 percent of boys and 33 percent of girls preferred same-sex PE, while 27 percent of boys and 30 percent of girls preferred the co-ed class structure. A sizable percentage of students had no preference.

One point that must be emphasized is that the teachers, not the researchers, made the decision to try a switch to same-sex classes—because they were frustrated by the challenges of teaching a coed class. What effect did their attitudes and expectations have on students' perceptions? We can't know. But whether differences in perceptions are attributed to the teachers' skills and expectations, the curriculum, or dozens of other factors that complicate the picture, it is clear that the co-ed experience was less positive for these girls. Though results are limited to a single middle school and were observational (rather than experimental) in nature, the authors suggest that more progress needs to be made in creating an equitable and productive physical education experience. Gaining a better grasp of students' perceptions, likes and dislikes may be the first step.

**Do these studies prove that co-ed physical education is a failed experiment? Hardly, according to the authors.**

Treanor, et al. (1998). Middle school students' perceptions of co-educational and same-sex physical education classes. *Journal of Teaching in Physical Education, 18,* 43-56.

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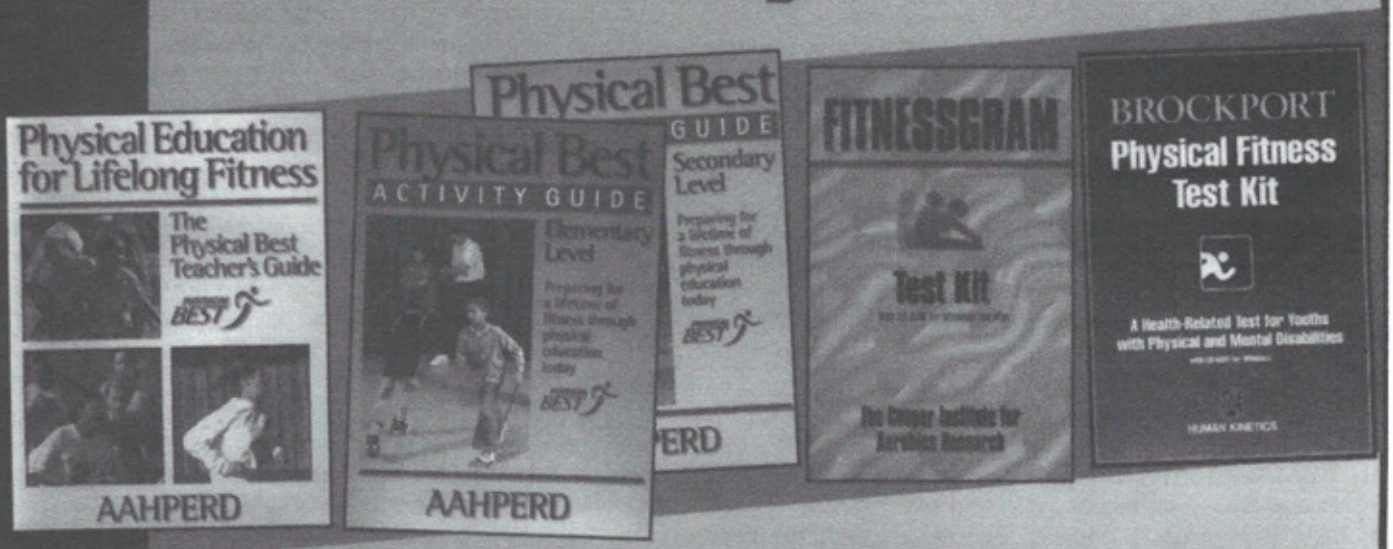


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# A TEACHING FIELD DAY

by Angela Chones Calliotte
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As with many elementary schools throughout Indiana, Field Day happens at the end of the year and is organized by the Physical Education instructor. This is true for St. Malachy and St. Susanna Elementary schools. Their field days for the past three years have been cooperative and thematic in nature. Last year the theme was the circulatory and skeletal systems.

In general the day starts at 9:00 a.m. with a break for lunch and ends at 2:00 with class verses class participating in Cooperative Games. Teams were made up of students from Kindergarten through Fourth Grade. Each team consisted of multiple age levels to insure cooperation instead of competition. Teams were rotated through stations. There were four stations on the Circulatory System and four stations on the Skeletal System.

The stations on the Circulatory System had creative names like: scooter through the heart, vein and artery hustle, FITGO, and heart rate obstacle course. Scooter through the heart consisted of a huge diagram of the heart on the floor through which the children carried cells along the path the blood flows while sitting on scooters. Vein and artery hustle is a running game. The object is for the vein group to place the beanbag outside the hula-hoop while the artery group places the beanbag inside the hula-hoop. At the end of a certain length of time, the teams switched. This was a good way to run off extra energy. In the heart rate obstacle course, the students were taught how to take their resting heart rate and compare it to their heart rate after physical activity. FITGO was a paper and pencil type game played similar to BINGO. Students got a FITGO card, which had questions about the heart and physical fitness. They had to be the first one to complete a row by doing or answering the questions on the card. If they did not know the answers, they had to look up the answers on information provided. The objective by the end of these stations was to learn something new about the heart.

The stations on the Skeletal System had creative names too. They were called rattling bones, true or false, story time, and body by jugs. In the rattling bones station, students have to perform certain activities in order to get a bone to complete their teamís skeleton. The first team finished making a skeleton won. In the true or false station, the group was divided into a ìtrueî team and a ìfalseî team. Bone/muscle fact sheets were then handed out and each team had time to study the facts. The teacher then asked a question about facts studied. If the answer was true, the true team ran while the false team chased them and tried to tag as many as possible. It was a hot day, so we added a water sprinkler the teams had to run through. I think the children liked this station the best! The teacher at the next station read a book entitled A Book About Your Skeleton. After listening to the story, the students played a game in which they had to retrieve pieces of the story and put them in sequential order. In body by jugs, the skeletal, circulatory, and muscular system where cut into pieces and glued on jugs, the students had to put the jugs in order and complete the system.

The classroom teachers ran each station and I had the Fourth graders act as team leaders and station assistants. The team leaders had a map of where all the stations were located and were responsible for making sure their team stayed together and got to the next station. If a Kindergartner needed to use the restroom, a Fourth grader must take them. Station assistants helped the teacher run the stations. To make sure things went smoothly, I taught the Fourth graders all the games before Field Day, and they in turn helped the teacher if needed. The Fourth graders loved these responsibilities; it made them feel like the "big kids" in school.

This kind of Field Day was great! The students had fun and learn something new. The classroom teachers say they enjoyed the day also. It took a lot of time planning, adapting games to fit the purpose, and making game parts, but the look on the students faces and the Thank-you cards I received afterwards made it all worthwhile! This is my contribution to an already great elementary school.

## 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

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1999 ---------- Huntington, WV ---------- February 10-13
2000 ---------- IL (TBA) ---------- (TBA)
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1999 ---------- Angola, IN ---------- September 23-25

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# Welcoming Children With Disabilities Into Regular Physical Education

by Martin E. Block and William Brady

Including children with disabilities in regular physical education creates opportunities for children without disabilities (a) to learn about disability, (b) to become more aware of and sensitive to individual differences, and (c) to be less fearful of and more willing to interact and befriend children who may seem different (Block, 1994). Yet, simply placing a child with a disability in a regular physical education class will not ensure that the other children will be understanding, accepting, and friendly. In fact, placing children with disabilities into regular physical education without preparing the other children may elicit insensitive comments such as "Why is *he* in my class?" "Why is she making all those weird noises?" "Why does he get to run around without following directions?" "Why does *site* have to be on my team?" And *"lie* will ruin the game for everyone. How can a physical educator help children without disabilities be more accepting of children with disabilities?

There are two ways a teacher can create an environment that truly welcomes children with disabilities into his or her gymnasium. First, a physical educator should remember to be open minded, to model appropriate behavior, to include the child in activities whenever possible, to encourage peer interaction, and to learn as much about the child as possible. Second, a physical educators should prepare the disabled student's peers by explaining general information about the disability, by highlighting specific children with disabilities in their physical education class, and by explaining how to interact with and befriend children with disabilities.

## Teacher Behaviors

### Have a Positive Attitude

It is very reasonable for you as a regular physical educator to feel nervous and even incompetent when working with children who have disabilities. In fact such feelings are quite common among regular physical educators (Janney, Snell, Beers, & Raynes, 1995; LaMaster, Gall, Kinchin, & Siddentop, 1998). But these feeling should not be used as an excuse to avoid students or to ignore them when they enter your program. Commit yourself to giving it your best shot, learn about the child with disabilities, and be willing to experiment with different ways to best include him or her. There are plenty of resources in or around your school district (special education teachers, therapists, adapted pl wsical education specialist, other regular physical educators) who can help you with the mechanics of how to safely and successfully include children with disabilities. But the first step is a simple willingness to try your best. You will be surprised how quickly you will become an expert on how to work with, motivate, and help your students with disabilities.

### Model Appropriate Behavior

Many children learn how to act around children with disabilities by modeling behavior of respected adults such as their physical educator. One of the simplest things you can do to show that you welcome children with disabilities is to model welcoming, friendly behavior through your actions and words. Greet and talk to the child with disabilities just as you do other children, even if the child does not fully understand what you are saying. Pats on the back, high fives, choosing the child first, and simply calling out the child's name during activities (e.g., "Way to push your wheelchair, Billy!") are other ways to show that the child is a capable member of the group.

### Include the Child in Activities Whenever Possible

Include the child in as many activities as possible. 'Ihis includes warm-ups, skill and drill work, and even games. While modifications may be necessary to safely and fairly include the child, the child should be part of the larger group as much as possible. For example, a child with a mental impairment who cannot keep up with the fast warm-up routine of a fifth grade class can still warm-up with the group. The child should be enconiaged to focus on three or four key warm-up activities (e.g., sit-ups, push-ups, jumping jacks, and hurdler stretches) rather than all the movements. Also, the child may be positioned closer to you so that you can give him extra feedback. Similarly, in a lead-up game of soccer, a child in a wheelchair can participate by using his or her hands instead of feet and by being positioned in a special zone near the perimeter of the field so that other children do not run into his or her wheelchair. (See Block, 1994; Kasser, 1995; Morris & Steihl, 1988, for other examples of modifications to activities and games.)

### Reinforce Positive Interactions

Encourage peers to befriend the child with disabilities by being his or her partner, including him or her on their team, and generally interacting with the child during a~tivities. The simple act of asking a child with a disability to bc part of a group or team can do wonders for this child's sell-esteem. When necessary, also encourage peers to help the child with a disability know where to go and what to do during physical education. This is particularly true for children with mental impairments or autism who might not understand exactly what is going on in physical education. note that you should not assign a single student to assist the child with a disability for an entire period, becatise that peer will miss out on his or

her physical education practice time. Also, encourage peers to provide as little assistance as possible rather than "mothering" children with disabilities. Just as you reinforce positive interactions, do not tolerate teasing or negative interactions. If you hear teasing or if you see children excluding the child with disabilities, it may be necessary to talk to those peers or to the class about the child and his or her needs.

### Be Knowledgeable About the Child

While it is impossible to know everything about the child with disabilities, basic information is important. This information includes:

1. Medical and health information: Does the child take medications? Are their any activities the child should not participate in due to health concerns?
2. How to communicate with the child: Does the child understand verbal directions, or does he or she need more demonstrations and physical assistance?
3. How to deal with behavior problems: Is the child aggressive, withdrawn, impulsive, hyperactive, a wanderer? What is the behavior plan to deal with these behaviors?
4. Any activity that the child really enjoys: reinforcers that can be used to motivate the child to participate and demonstrate appropriate behaviors.

This information can be obtained from the child's parents, special education teacher, therapists, and in some cases even the child himself or herself.

Arming yourself with knowledge about the child will help you create individualized accommodations and help you explain your actions to peers. For example, some children with Down syndrome will refuse to participate in certain activities. It will be important to find out from the child's parents and special education teacher how they deal with this type of behavior when it occurs in physical education class. You also will want to explain this behavior plan to peers, so they know what is going on. The key is to know as much as possible about the child so you can accommodate his or her unique needs and help peers understand why you are making certain modifications.

## Preparing Students

### Explain About Disabilities in General

Most elementary-aged children are naturally curious about why a child has to use a wheelchair, why a child is making funny sounds, or why a child can't talk. Take advantage of this natural curiosity and explain about disabilities in general terms. For example, you can plan activities that promote an awareness of disabilities such as blindfolding children (to experience blindness), requiring children to use wheelchairs, encouraging children to communicate without speaking, inviting a guest speaker who, though disabled, excels in a sport (sponsor a game between wheelchair basketball players and the faculty), or simply showing a videotape from the Paralympics or Special Olympics (Block, 1994; Kayes, 1992). It is very important during these activities and in follow-up discussions to explain to children why some people need to use canes to get around, and why others need wheelchairs. Explain why some people do not understand concepts as quickly as others, and why some children might behave differently. The point is to make the children more aware and sensitive to the idea of disabilities.

### Explain About Specific Children With Disabilities in Their Class

While general information about disabilities is important, children will want to know about specific children in their physical education class. Take the time to explain to children without disabilities who the child with a disability is, what he or she likes and doesn't like, what behaviors might be exhibited, what modification you might implement, and how important it is for this child to feel like part of the group. This discussion should take place before the child with a disability starts attending physical education class. In addition, you may want to speak with the child (when appropriate), the child's regular and special education teachers, and the child's parents, to be sure such a discussion is necessary and appropriate.

For example, some children with mild disabilities may not want their peers to know that they have hearing loss, vision problems, cognitive problems, learning disabilities, or medical-health problems. If these relatively mild problems are not causing great concerns, and if the child seems to be making appropriate modifications (by himself or herself or with your help), then there may be no need to single out the child.

On the other hand, when children look physically different, require major modifications to be successful in physical education, or exhibit aberrant behaviors that cause peers to stare or stay away from the child, then it makes sense to provide specific information to his or her lM'~1~. Such information may include the name and nature of the child's disability, the way the disability effects this particular child, and why the child uses certain equipment, requires certain modifications, or behaves in certain ways.

It also is important to point out similarities between the child with disabilities and his or her nondisabled classmates. This helps peers realize that, while the child may be different in some ways, he or she is like them in other ways. For example, explaining to peers that a child with severe mental impairment enjoys playing basketball and watching it on TV with his dad, looks up to Michael Jordan, does not like spinach but loves pizza, hates getting up in the morning for school, and loves listening to the Beastie Boys—these traits help peers realize that this child has common likes and dislikes. If you do not feel comfortable making this presentation, invite the child's parents or special education teacher to talk to your class.

### Explain How to Interact With Specific Children

Many children may want to interact with a child who has a disability, but they are not quite sure how to approach the child or whether it is appropriate. For example, some children with more severe disabilities come to physical education with a teacher assistant. Peers see the teacher assistant helping the child with disabilities and conclude that they are not supposed to interact with or include the child. Explain to peers that it is right and important to interact with the child with disabilities. Also explain how important it is for this child to have lots of opportunities to interact with peers and really feel like part of the class. Explain how to speak with the child (if the child has unique communication techniques), how to include the child

in activities (what simple modifications might work), and how to befriend the child (making the child feel more a part of the group by patting him or her on the back, giving high fives, encouraging the child to be part of their team).

For example, many elementary-aged children would love to learn basic signs, so they can communicate with a deaf child or a child with autism who uses sign language. Similarly, it can be fun and challenging for peers to figure out the best way to modify various physical education activities to include peers who use wheelchairs or peers who are blind. Simply explaining that it is alright to interact with classmates with disabilities, then offering some suggestions will help peers be more understanding and welcoming to these children.

Note that these discussions may need to take place several times during the school year. For example, children may be very friendly and helpful to a child with mental retardation in the beginning of the school year when inclusion is still novel. However, after several months, children may begin to ignore the child or forget that the child needs some modifications to activities to participate successfully. In such cases you may need to sit down with the group again to remind them of the child's needs and how to help this child feel a part of the class.

## Summary

Perhaps the greatest benefits from including children with disabilities in regular physical education is the opportunity it creates for children with disabilities to interact with peers, make friends, and feel like a member of the group. Yet, such benefits will not occur if children with disabilities are simply placed in regular physical education. The regular physical educator and nondisabled peers have to welcome the child by learning about him or her, by genuinely including the child in regular activities whenever possible, and by showing the child that he or she is welcome and a true member of the class.

Martin F. Block is an Associate Professor in the Program Area of Health and Physical Education at the University of Virginia. He has been at the University of Virginia for 6 years where he directs the Master's Program in Adapted Physical Education. He is a former chair of the Adapted Physical Activity Council within AAHPERD.

William Brady is an Adapted Physical Education Specialist in the Fairfax County Public Schools, Fairfax, VA. He has 3 years of teaching experience as a regular PE Specialist and 3 years teaching experience as an Adapted PE Specialist. Bill recently enrolled in the Doctoral Program in Adapted PE at the University of Virginia.

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# Physical Education Summer Institute

## (formerly PACE)

The Physical Education Summer Institute (formerly PACE) is co-sponsored by Indiana University and the State Department of Education. The workshop will be held in Indianapolis on June 23-25. The theme of this year's Summer Institute is "Unlock Your Program's Potential With Keys to Success". College credit of 1-3 hours is available. For more information view our web page at: http://www.indiana.edu/-kines/pesummerinst.html or contact Donetta Cothran at 812-855-6430

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RESTON, VA, March 8, 1999 — Over 70 different organizations, representing single sport, multi-sport, distributors of coaching education, and science/medical/education, recently agreed that coaching education is the key to safe, effective sports coaching. The National Association for Sport & Physical Education (NASPE) hosted a National Coaching Congress in Englewood, CO, to set the stage for providing more and better qualified coaches for youth, school and community sport.

"Many of our athletes are coached by well-meaning but unprepared or inadequately educated individuals," said NASPE President Jody A. Brylinsky, Ph.D., who is an associate professor of sport studies at Western Michigan University. "We require licenses for barbers, cab drivers and realtors but none for sport coaches whose clients are at much greater risk than those of any of these other professionals. With this consensus we will be able to put a system in place for reviewing and evaluating the programs that educate and certify coaches."

Guidelines for Coaching Education Programs were developed to support the *National Standards for Athletic Coaches* (1995) as the cornerstone of coaching education. In addition to content, the guidelines outline administrative support, personnel and operational policies. A new organization, the National Council for Accreditation of Coaching Education (NCACE), will facilitate the ongoing program review and accreditation process by mid-2000 for all organizations who voluntarily register to become accredited coaching education programs.

The program is based on the *National Standards for Athletic Coaches* which address the following eight aspects of coaching skill and knowledge:

1) Injuries: Prevention, Care and Management
2) Risk Management
3) Growth, Development and Learning
4) Training, Conditioning and Nutrition
5) Social/Psychological Aspects of Coaching
6) Skills, Tactics and Strategies
7) Teaching and Administrative Aspects
8) Professional Preparation and Development and 15 other elements of coaching education.

Tom Osborne, Ph.D., current professor and former head football coach at the University of Nebraska, and Christine Grant, Ph.D., Director of Athletics at the University of Iowa (in absentia), presented key addresses at the Congress on the qualities of outstanding coaches and the importance of coaching education.

NASPE Executive Director Judith C. Young, Ph.D., added, "A quality, well-planned and implemented sport program, led by a trained coach, will enhance an athlete's skillful performance, physical fitness and health, support self-confidence and improve social skills, and establish the attitude to support positive, fair competition."

Among the organizations represented at the National Coaching Congress were youth sport organizations, national sport governing bodies (NGBs), colleges/universities and coaching associations, as well as single-sport and multi-sport organizations. The program included opportunities for participants to provide critical review of the structure of the new organization and the definitions of appropriate coaching education programs.

Contact NASPE for more information relating to coaching or coaching education, 800-213-7193, ext. 417. The *National Standards for Athletic Coaches* may be ordered by calling 1-800-321-0789. The price is $22. Stock number is 304-10084.

Information about the National Association for Sport and Physical Education (NASPE) can be found on the Internet at *www.aahperd.org/naspe/naspe.html,* the web site of the American Alliance for Health, Physical Education, Recreation & Dance (AAHPERD). NASPE is the largest of AAHPERD's six national associations. A nonprofit membership organization of over 25,000 professionals in the fitness and physical activity fields, NASPE is the only national association dedicated to strengthening basic knowledge about sport and physical education among professionals and the general public. Putting that knowledge into action in schools and communities across the nation is critical to improved academic performance, social reform and the health of individuals.

# 1999 National Conferences on:

## "Technology in Physical Education and Sport"
## "Exemplary Practice in Teacher

**National Association for Sport and Physical Education**
**1900 Association Drive, Reston, VA 20191**
**(703)476-3410 Fax (703)476-8316**
**E-mail: naspe@aahperd.org**

RESTON, VA, March 9, 1999 — The application of technology in physical activity, physical education, and sport, and exemplary practice in teacher education will be the focus of two upcoming National Conferences sponsored by the National Association for Sport and Physical Education (NASPE).

The **National Conference on Technology in Physical Education and Sport** will be held July 29-August 1, at the University of Tennessee in Chattanooga. Co-sponsored by the Southern District of the American Alliance for Health. Physical Education, Recreation & Dance (AAHPERD), the conference is targeted to K-12 physical educators, college/university level physical educators, administrators, athletic directors and trainers, coaches, and health educators.

"From learning basic computer skills to high tech analysis of performance, this conference has three different tracks for the beginner, intermediate and advanced levels," said NASPE Executive Director Judith C. Young, Ph.D. "Our go~il is to provide these educators with hands-on opportunities so that they will feel comfortable utilizing technology in their teaching methods."

Topics include: web basics, advanced internet, digital chisel, teacher education analysis, student assessment database, grade books, lesson plans, presentation software (PowerPoint and others), how to use list serves and "chat" to communicate, spread sheet, database management, use of multi-media in the classroom and pagemill.

For beginners, morning and afternoon lab sessions have been scheduled for Thursday, July 29, from 8:30 a.m. to noon and 1:00 to 4:30 p.m. In order to guarantee hands-on experience, a maximum of 40 spaces for each session will be available. Registration for the pre-conference workshop is *$50* and will be on a first-come-first-served basis. The keynote presentation begins Thursday evening at 7 p.m., and the conference continues through Saturday, July 31 at 4 p.m.

Prior to July 1, registration is only $150 for members of NASPE, Southern District of AHPERD and Tennessee State AIHPERD. Fees include presenters' materials on disk, Thursday night reception, and lunch on Friday and Saturday. For hotel information, call the Clarion Hotel directly at (423) *756-5150* and ask for the reservations department. (Refer to Code: G-7604) The Clarion Hotel has a shuttle service, which must be pre-arranged, from the Chattanooga Airport. Graduate Credits from the University of Tennessee at Chattanooga are available. Call Dave Cundiff at UTC for details (423-755-4432) or e-mail: David-Cundiff@utc.edu. Continuing Education Units are also available ($10 per unit, payable on-site).

### Teacher Education Conference

The purpose of the **Exemplary Practice in Teacher Education Conference,** which will be held October 14-17, in Bloomingdale. IL. is to highlight the country's best practice in the preparation and continuing development of physical education professionals for K- 12 schools. Conference topics include: program assessment, technology, diversity, training Physical

Education Teacher Education (PETE) professionals, curriculum reform, professional development schools, PETE standards, and research. Among the speakers will be Amelia Lee of Louisiana State University, Tom Sharpe of Purdue University, and Daryl Siedentop of Ohio State University.

To be held at the Indian Lakes Resort, the cost is $116 per night. Early bird registration for the conference is $150. Registration forms will be available at the National AAHPERD Convention in Boston. The conference is endorsed by the Midwest District of the American Alliance for Health, Physical Education, Recreation & Dance (AAI{PERD) and the Illinois AHPERD.

For more information about the Teacher Education Conference, call Nan Martino at 1-800-213-7193, ext. 413 or write to nmartino@aahperd.org.

Information about the National Association for Sport and Physical Education (NASPE) can be found on the Internet at *www.aahperd.org/naspe/naspe. html,* the website of the American Alliance for Health, Physical Education, Recreation & Dance (AATIPERD). NASPE is the largest of AAHPERD's six national associations. A nonprofit membership organization of over 25,000 professionals in the fitness and physical activity fields, NASPE is the only national association dedicated to strengthening basic knowledge about sport and physical education among professionals and the general public. Putting that knowledge into action in schools and communities across the nation is critical to improved academic performance, social reform and the health of individuals.

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# Assessment I Know You Know

## Creating Opportunities for Students to Share All They Know in Physical Education

*by Wendy C. Mustain*

*Photo provided by Scott Diller.*

Communication is the essence of assessment. When teachers ask students to complete an assessment, they must be clear and specific about the scope and expectations associated with the assessment. Similarly, the students must communicate information to the teacher concerning what knowledges they have acquired, how they are able to reason, what skills they can demonstrate, what products they can create, and (or) the feelings or values they hold relative to the physical education content. If communication is not clear on the part of either teacher or student, disaster can result.

In Westfall's preceding article, a process outlining the design and assessment of clear achievement targets is explained. The focus of this article is to spark some ideas regarding the ways in which we can help students more effectively and successfully communicate all the things they have learned as a result of being in a physical education program. One approach to improve communication between students and teachers is to explore the possibilities of using multiple intelligences to create assessment options.

### Many Ways to Be Smart? You Bet!

As described in his book *Frames of Mind* (1985), Howard Gardner's theory of multiple intelligences catapulted the notion of "many ways to be smart" into the mainstream of educational thought and practice. To date, Gardner has identified eight intelligences. These include: verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical-rhythmic, interpersonal, intrapersonal, and naturalist. Gardner proposes that all of us share in the same set of human abilities but vary as individuals in the proportionate strength of each intelligence—to the point that we may be considered to have different kinds of minds.

We recall the kids in school who were notoriously good in English, and we enviously labeled others math "wizards." Perhaps others saw us as being "natural" athletes. These labels make sense if we consider that each of us has a combination of intelligences that results in a unique sense of what comes easily and what is more challenging. It is in this way that we may begin to discover that we all have different ways of making sense of, and interacting with, the world around us. Under this premise, Gardner points out, there are many ways to approach the learning and assessing that is done in schools.

**Intelligence—A Working Definition: The ability to solve problems of consequence in a particular cultural setting.**
—Howard Gardner

### Language as a Metaphor for Intelligence in Assessment

Pretend for a minute that intelligences are languages. Our well developed intelligences are the languages in which we are most fluent. Our less developed intelligences are ones in which we are only semi-literate. Now pretend that you were asked the most basic question you could imagine about physical education—but the only way you were allowed to answer was in Spanish. Many of us could communicate the answer readily, because we are fluent in Spanish. Others might struggle: While they *know* the answer, they are unable to *communicate* the answer adequately, if at

all. It is much the same when we ask children to rely on a single intelligence (a single language) when we assess their understanding.

## Tapping the "Wrong" Intelligence

Think of a time you asked friends for directions to a specific location. How did they give you the directions? They may have written a list of right and left turns, or they may have created a quick map with landmarks drawn in. Which kind of directions do you prefer? The first method relies heavily on our ability to discern information linguistically. The second method depends more on the use of a visual-spatial intelligence. A preference for one over the other may indicate a stronger intelligence in that area.

**We can all get better at each of our intelligences, although some people will improve in an intelligence area more readily than others, either because biology gave them a better brain for that intelligence or because their culture gave them a better teacher.**

—Howard Gardner (cited in Checkley, 1997)

Think of the frustration if we had only one way to give and receive directions! In much the same way, we require students to "give us directions" to their mastery using a narrow selection of intelligences. If, while working with this selection of intelligences, students are unable to communicate all that they know and feel, the students are assumed to have failed in some way to achieve their goals. Obviously, this assumption is not always correct. Many times students are hindered in their communication of mastery for a variety of reasons that educators are only beginning to recognize.

## Utilizing a Variety of Assessment Options

One way to help students put their "best foot forward" is to incorporate assessments that embrace several different intelligences so that students may choose how to demonstrate what they know and feel. In this way, students are able to communicate more effectively (or fluently) using their strongest intelligence. This does not mean that other intelligences remain untapped. In many cases, more than one intelligence is utilized in the completion of an assessment task. This is especially true of comprehensive assessment tasks that reflect "real-world" thinking and the subsequent use of an array of intelligences instead of one. Thus, less developed intelligences can be cultivated without jeopardizing a student's ability to communicate effectively in the assessment process.

## How Can Assessments Reflect Different Intelligences?

When teachers ask students to engage in "authentic" or "real-world" assessments, the tasks embedded in those assessments often require the use of many intelligences. This occurs because real-life work relies on complex intellectual challenges that tap into a variety of intelligences. When assessments artificially isolate a single intelligence as the correct way to *know* about something, problems arise. Therefore, the more authentic an assessment is, the more likely that it will tap into, and allow the use of, an assortment of intelligences to communicate knowledge about a subject.

Richard Stiggins, in his assessment text, identifies five types of achievement targets: (1) knowledge targets, (2) reasoning targets, (3) skill targets, (4) product targets, and (5) affective targets (1997). Using these and Gardner's eight intelligences, we can identify combinations of targets and intelligences pointing toward a wide variety of assessments (see Table 1). These combinations identify tasks that address a specific kind of target while emphasizing a particular intelligence. This is not to say that only one intelligence will be brought to bear in the completion of such a task, but rather that there is likely a heavy reliance on a particular intelligence to complete it.

The combinations may imply a specific assessment task or a stem for an assessment task. The combination may also be open-ended and require a kind of assessment that is individually suited. While the tasks and stems may be helpful, keep in mind that you

*Photo provided by Mary Lou Assante.*

## Table 1—Multiple Intelligences

| | Knowledge Targets | Reasoning Targets | Skill Targets | Product Targets | Dispositional Targets |
|---|---|---|---|---|---|
| **Bodily-Kinesthetic** | Demonstrate the five patterns of jumping. | Create a movement or sequence of movements to explain or illustrate the effects of strong and light force. | Demonstrate a correct backward roll. | Videotape your most dazzling example of a skill performance. | Create a dance that expresses the way in which you value physical education. |
| **Visual-Spatial** | Draw a series of pictures that could be made into a "flip book" showing the critical components of the overhand throw. | | | Create a brochure that shows—. | Create a series of diagrams that explain a strategy or tactic used in a game situation. |
| **Logical-Mathematical** | List in chronological order the action you would perform to swing a golf club. | Use or create a flow chart that explains the effect of—. | Make up an analogy to explain the effects of—. | Design a flow chart that explains—. | |
| **Linguistic** | Create a poster of the four most important things a good dribbler does. | Explain the need for bending hips, knees, and ankles to make a safe landing. | As you demonstrate your skill, verbally identify the critical components. | Create a fitness plan for you and your family to follow over the summer vacation. | Write a letter to the editor identifying the pros and cons of competition in a physical education class. |
| **Musical-Rhythmic** | Make up a song or rhyming verse that communicates the class rules and protocols in physical education. | | Devise a series of rhythmic patterns to demonstrate jump-roping skills. | | |
| **Interpersonal** | Work with a partner to create a mnemonic device (memory trick) to help you remember—, | Teach a partner the reasons for using a specific critical component in a motor skill. | Practice giving feedback to a partner. | Create an instructional video that teaches younger students how to do a skill, | Working in small groups, identify or create class rules that will help maintain a good learning environment. |
| **Intrapersonal** | Keep a notebook of the things you are good at and the things you want to improve on in PE. | | Set a skill or fitness goal and track your progress towards it. | | Describe one of your personal values related to fair play in PE or recess activity |
| **Naturalist** | List the skills you learn about in PE and how you use them in activities outside of PE. | Draw, photograph, or videotape pets or other animals engaged in walking, running, and jumping. Compare these action patterns to your own. | | Build an obstacle course of everyday actions that demonstrates the concept of *overload*. | |

must set a clear achievement target before you can determine an effective assessment. The models of assessment presented here are meant to spark ideas that may be of benefit to you and your students.

## Benefits for All

Assessments that reflect the use of multiple intelligences allow students to communicate their "smarts" in many ways. By encouraging students to communicate through their strongest intelligences, a richer understanding of student learning is revealed. With a little imagination, some practice, and a willingness to venture into the unfamiliar, teachers can help students experience the satisfaction of communicating effectively about *all* they have learned in your physical education class. In return, you will reap the benefits of greater insight into how your students think, reason, demonstrate, create, and feel about the content of physical education.

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# Financing Facilities

By
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## Abstract

Recreation and sport facilities are integral parts of communities. Schools, community organizations, teams, leagues, and special interest groups use the facilities for business, entertainment, recreation, and sports. Interscholastic, intercollegiate, other educational entities, and professional teams use facilities for a variety of entertainment, recreation, sport, and non-sport-related activities.

Sport arenas, stadiums, multipurpose facilities, and parks are financed in one of three common ways -— public, private, or joint public/private. This article will focus on the financial methods used to build recreational and sport facilities There are several mechanisms available in structuring public sector involvement in recreation and sport facility development, expansion, and renovation. The financial arrangements of a project are often the foundation for a successful facility. Budgets, cash flow, and financial statements depend on the facilities' debt service arrangements. The objective of recreation and sport financial management in the public sector is to minimize public risk, which translates into maximization of municipal cash flow. The objective of private sport management is to maximize shareholder wealth, which translates into maximization of stock price.

## Introduction

Recreation and sport facilities are integral parts of communities. Schools, community organizations, teams, leagues, and special interest groups use the facilities for business, entertainment, recreation, and sports. Interscholastic, intercollegiate, other educational entities, and professional teams use facilities for a variety of entertainment, recreation, sport, and non-sport-related activities.

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## Financing Options

Financing recreation and sport facilities requires cooperation between public and private entities. The common types of financing options are public, private, and joint public and private.

### Public funding

There are variety of taxes can be levied. The most common taxes levied, include: hotel/motel tax, restaurant tax, auto rental tax, taxi tax, "sin" taxes (e.g., liquor, tobacco), sales tax, road tax, utility tax, property tax, business license tax, and team tax. The taxes most favorably viewed by local tax payers are the hotel, restaurant, and auto rental taxes, as they are more likely to be shouldered by tourists (Miller, 1997). Planners should understand from the outset that continual tax increases can generate citizen discernment.

Another tax strategy used by governments to stimulate private sector investment and create employment in the community is to offer property tax abatements (Howard and Crompton, 1995). Abatement programs exist in approximately two-thirds of the states (Severn, 1992). Typically, they are awarded whenever they are requested (Wolkoff, 1985); therefore, they often are part of a city's incentive package in negotiations with professional franchises (Howard and Crompton, 1995). A tax abatement will exempt an organization's assets from property taxation for a given period of time. It may be for all or a portion of the tax. The length of time varies according to state enabling legislation.

The issuing of bonds is the most common way for a city or county to generate the needed money for recreation and sport facilities (Miller, 1997). A bond is defined as "An interest-bearing certificate issued by a government or corporation, promising to pay interest and to repay a sum of money (the principal) at a specified date in the future" (Samuelson & Nordhaus, 1985, p.828). According to Howard and Crompton (1995, p.98) a bond is " a promise by the borrower (bond issuer) to pay back to the lender (bond holder) a specified amount of money, with interest, within a specified period of time." Bonds issued by a government or a subdivision of a state are referred to as municipal bonds. Municipal bonds are typically exempt from federal, state, and local taxes on earned interest. Bond buyers can include individuals, organizations, institutions, or groups desiring to lend money at a predetermined interest rate. However, according to Miller (1997), bonds are not a panacea for recreation and sport facility development for two primary reasons — debt ceiling or debt capacity, and tax-exemption concerns by the public.

There are basically two types of government bonds full-faith and credit obligations, and non-guaranteed. A general obligation bond is a full-faith and credit obligation bond. The general obligation bond refers to bonds that are repaid with a

portion of the general property taxes. There are two key disadvantages to issuing general obligation bonds — require voter approval, and issuance of bonds increase local debt.

Non-guaranteed bonds has been the most common type of bonds used in funding recreation and sport facilities (Howard and Crompton, 1995). These bonds are sold on the basis of repayment from other designated revenue sources. If revenue falls short of what is required to make debt payments, the government entity does not have to make up the difference. There are three main advantages for using this funding mechanism voter approval generally is not required; debt is not considered statutory debt; and those who benefit the most from the facility pay for it.

There are three types of non-guaranteed funding mechanisms, that are popular presently revenue bonds, certificates of participation, and tax increment financing. Revenue bonds can be backed exclusively by the revenue accruing from the project or from a designated revenue source, such as hotel/motel tax, restaurant tax, or auto rental tax, or a combination of these taxes and others.

Certificates of participation involve a governmental entity buying the facility. The government entity then leases portions of the facility to the general public. Monies generated from the leases are then used to pay off the facility's capital expenses. However, there is a moral rather than a legal obligation to appropriate funds if lease payments are inadequate or if the lessee goes out of business.

"Over half the states now have enabling legislation authorizing tax increment financing [TIF] (Howard and Crompton, 1995, p. 102)." TIF is available when an urban area has been identified for renewal or redevelopment. Real estate developed with the use of TIF is attractive to stakeholders, as tax increases are not necessary (Miller, 1997). The tax base of the defined area is frozen and any increase in the tax base are used to repay the TIF bonds. The economics of any TIF financing are dependent on the development potential of a chosen site and its surrounding land (Regan, 1997).

Special authority bonds have been used to finance stadiums or arenas by special public authorities, which are entities with public powers (Niagara Power Authority, New York State Turnpike Authority, or the Tennessee Valley Authority) that are able to operate outside normal constraints placed on governments. Primarily, this has been used as a way to circumvent public resistance to new sports projects (i.e., Georgia Dome, Oriole Park at Camden Yards, or Stadium Authority of Pittsburgh [Three Rivers Stadium]) and construct them without receiving public consent through a referendum. The authorities float the bonds that are sometimes guaranteed or accepted as a moral obligation by the state, without having to pass a voter referendum (Howard and Crompton, 1995).

Additional of sources beyond taxes and bonding available from the public sector, include state and federal appropriations, and public grants.

### Private Funding

Private-sector investment is preferred by most stakeholders as a result of declining public monies and questionable economic impact results (Miller, 1997). Private-sector investments take on a variety of forms and degrees of contribution. The private-sector contributes to financing of recreation and sport facilities, in ways such as donation of cash, in-kind contributions, naming rights, concessionaire exclusivity, sponsorship packages, donations, life insurance packages, lease agreements, luxury suites, preferred/premium seating, building rent, parking fees, merchandise revenues, food and beverage serving rights, advertising rights, vendor/contractor equity, bequests and trusts, real estate gifts, endowments, and securities.

The value of private-sector funding is best illustrated by the amount of revenue generated from private sources in the construction of The Ball Park in Arlington, Texas which included: $12.7 million from the Ballpark's concessionaires, $6 million from first year luxury suite revenues, $17.1 million from preferred-seat licenses, totaling $35.8 million (Brady & Howlett, 1996). Private and Joint Public-Private Funding

Over the past decade public-private partnerships have been developed to construct large public sport facilities. Typically, the public sector lends its authority to implement project funding mechanisms, while the private partner contributes project-related or other revenue sources. The expanded revenues generated by the facilities and their tenants have resulted in increases in the level of private funding (Regan, 1997). Recent examples of partnerships, include Alamodome (San Antonio), Coors Stadium (Denver), and Big Stadium (Saint Denis, France) (Regan, 1997).

## Financial Team

All building projects need to assemble a proper financial team in order to design, organize, and finance a public, private, or public/private facility. The components of a successful financial team should include owner, facility management, feasibility consultant, examination accountant, business plan consultant, financial advisor, facility consultant, architect, cost estimator, contractor, construction manager, senior underwriter, bond council, and owner's legal counsel (Regan, 1997). The financial team must work together to develop the goals and objectives of the community and/or owner. Successful facility financing is a partnership between the regional community, the owner, government, the financial institutions, and the investors.

## Summary

A building project will just be a dream without a financial plan to bring it to reality. The planners need to consider not only the physical facilities but also how do we

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# The Integrated Curriculum

# Standards, Assessment, and Interdisciplinary Education

## Discovering and Creating New Links

***by Theresa Purcell Cone and Stephen L. Cone***

Standards, assessment, and interdisciplinary education are terms that have become part of the everyday language of educators in all disciplines. However, the seamless articulation among these three aspects of education is still in the developmental stage. The standards and assessment movement has impacted all disciplines at the national, state, and local levels. Often the educational community has taken on the standards and assessment dialogue with unabashed enthusiasm in response to calls for accountability and productivity from all levels. Consequently, standards and assessment have become one of the dominant voices when discussing curricular development. As a result, teachers have looked toward interdisciplinary education as a means to address standards and assessment. Frequently, this effort will satisfy more than one of the standards in multiple disciplines, enable assessment of learning across disciplines, and support the argument that interdisciplinary teaching is a viable means to address the educational needs of all students.

### Physical Education, Beginning Teacher, and Dance Education Standards

The development of national, state, or local standards does not establish a curriculum, a predetermined course of study, or dictate specific teaching methodologies. Rather, the standards offer a road map for competence and educational effectiveness that focuses on student learning results. Key concepts of the standards include support for interdisciplinary learning as well as opportunities where teachers can work together to deliver an integrated curriculum. For example, the National Standards for Arts Education (Consortium of National Arts Education Associations, 1994) contain specific content standards that focus on making connections between the arts and other disciplines. In 1996, the National Standards for the English Language Arts described the language arts as interdisciplinary in nature and that they provide students with the means to access and process information and understanding from all other disciplines.

The Physical Education Standards, Moving into the Future: National Standards for Physical Education (NASPE, 1995a), present seven content standards with accompanying sample benchmarks and assessments for each standard. While none of the standards directly mention the concept of interdisciplinary education, there is ample indirect support. Much of what we inherently do already is interdisciplinary in nature. For example, the application of movement concepts and principles to the learning and development of motor skills gives support to the many scientific principles that have application in physical education. Also, learning to understand and respect differences among people provides support for learning inclusive of gender and cultural perspectives. And reading, writing, and speaking components of the language arts standards are mentioned in the sample benchmarks and assessment examples as means to demonstrate proficiency in meeting the physical education standards.

In addition, the National Association for Physical Education and Sport's (1995b) Standards for Beginning Physical Educators, as well as the National Dance Association's (1994) National Standards for Dance Education, require that teachers have content knowledge allowing them to incorporate concepts and strategies into other subject areas. The Teacher Education Task Force, appointed by NASPE, that developed the Standards for Beginning Physical Educators (NASPE, 1995b), outlined a comprehensive teacher education model that uses principles focusing on content knowledge, pedagogical knowledge, teaching and learning styles, and collaboration. Within the principles of content knowledge is a statement that requires teachers to understand how to relate physical education content with other subject areas. The principle of collaboration fosters teacher relationships with colleagues, parents, and community agencies to support learner growth and wellbeing and calls for teachers who value learning about all aspects of a learner's experience including other subject areas. From this document it is clear that the teacher of the future will need to be well versed in interdisciplinary education.

To address the National Standards for Dance Education (NDA, 1994), many states are asking physical educators to teach dance in their physical education programs as a means of meeting the arts education standards in their state or school district. The dance education standards will assist in developing objectives, activities, and assessments not only for specific dance education learning experiences but also for linking

dance education to another subject area through interdisciplinary efforts with other colleagues. Many of the dance education skills and concepts naturally correlate with music, visual arts, theater arts, and language arts and can easily be tied to mathematics, science, and social studies.

## Include the Standards in Your Plan

You may have already had the opportunity to participate in an interdisciplinary learning experience within your own physical education program or through a collaborative experience with a colleague. Although your planning included appropriate goals, objectives, and exciting activities, the question remains: Did the interdisciplinary learning experience address any of the standards? It is important and useful to keep the standards central in your planning process so your ideas are academically grounded and you can justify the time, effort, and resources needed to implement the interdisciplinary experience. Remember that schedule changes, space allocations, budget issues, as well as administrative and parental support are among the necessary components needed to ensure the success of the experience. You may not be able to meet all the standards in a single learning experience; however, one or two standards may be emphasized in one or more disciplines.

*Interdisciplinary teaching can create surprising new links between different subject matters and teaching styles. Photo provided by the authors.*

The following example illustrates how an interdisciplinary learning experience can simultaneously meet multiple standards from multiple disciplines. Standards from three different disciplines can be addressed in this experience. The objectives of the lesson for a kindergarten class is for the students to listen to a story read by the physical educator, then explore different movements that express the story's ideas. This scenario meets the physical education standard that includes self-expression, the dance standard that speaks to creating and communicating meaning, and the language arts standard that addresses listening and interpreting information. Using standards in the planning of this experience helped to define the direction and make meaningful interdisciplinary connections among the three affected disciplines.

Math and physical education standards are also met in this example. The objectives of the lessons for the fourth grade class are for students to participate in a gymnastics lesson focused on creating a sequence of balances using the geometric angles (acute, right, and obtuse) at the same time that the fourth grade teacher is teaching angles in the math unit. The interdisciplinary lesson addresses the physical education standard focused on applying movement concepts and principles to the learning and development of motor skills, and supports the math standard of using mathematics with other disciplines and in everyday experiences.

Designing goals and objectives for an interdisciplinary learning experience often forces us into new and sometimes uncomfortable areas. These feelings are part of the professional growth that accompanies the venture into a new area of learning for both the teacher and the student. As you design the learning experience, keep in mind that the students should feel like the activities are fun and exciting, and they should see meaningful links between the subject areas. Once you have reviewed the standards and curriculum guides, you are ready to select the content of the interdisciplinary learning experience. Choose the knowledge and skills you want to teach instead of using activities with a superficial or contrived connection. Begin with one lesson or a part of a lesson focused on a specific topic or single idea. Set reasonable objectives for the learning experience, then gather content information and materials. Try to develop a sense of awareness as to when there is a natural relationship between subjects. When the ideas flow and they make sense, use them. It is a powerful way to teach. When there is no natural match, don't try to force the issue. It makes for poor teaching of both subject areas, and in all likelihood, it will not satisfy the standards.

## Assess Your Interdisciplinary Effort

Interdisciplinary education is dynamic, interactive, situational, and creative and requires that we consider a variety of approaches to assessment. These approaches use defined criteria and rubrics to assess the student and include such forms as student portfolios, projects, logs, journals, interviews, debates, observation, self-assessment, role-playing, event tasks, anecdotal records, checklists, rating scales, and video analysis.

When designing an interdisciplinary learning experience, your objectives, learning activities, and assessment procedures are closely interrelated and cannot be designed independently. You can separately assess each discipline's concept or skill that is linked in the learning experience by using criteria specific to the discipline, but the goal is also to assess interdisciplinary learning. Assessing the synthesized body of knowledge and related skills gained from the interdisciplinary learning experience requires that you create new assessment tools specific to the learning experience. For ex-

ample, when students are making shapes based on the letters of the alphabet, the assessment would simultaneously look at how the child demonstrates knowledge of the alphabet letters and their ability to make shapes with their body. The assessment would include how well the student wrote the letter on the paper, how accurately the student verbally identified the letter, and how accurately the student represented the letter with his or her body.

We encourage you to develop your own assessment instruments in an attempt to document student learning in an interdisciplinary lesson. You should consider the following concepts when you are developing your assessment instruments: (a) Assessment must maintain a consistency between objectives and the assessment instrument; (b) assessments must enable students to demonstrate learning; (c) assessments must be reliable and consistent over time; (d) assessment must be understood by students, parents, and administrators; and (e) assessment must be practical to administer.

## A Case Study

In Brunswick Acres Elementary School, the physical educator and the visual art teacher decided to coordinate their third grade class instruction in dance and mask making, respectively. They met several times and discussed the goals for their individual units of study. They also identified a common goal that would result in a dance presentation using the mask. The art unit addressed multiple visual arts standards such as making connections between visual arts and other disciplines, and choosing and evaluating a range of subject matter, symbols, and ideas. The dance unit addressed multiple dance standards such as making connections between dance and other disciplines, and understanding dance as a way to create and communicate meaning. As part of the physical education program, the dance unit addressed many physical education standards, specifically Standards 1 and 7. These standards state that a student demonstrates competency in many movement forms and proficiency in a few movement forms, and that a student understands that physical activity provides opportunities for enjoyment, self-expression, social interaction, and challenges.

In the visual art class, the students made masks based on the African tradition of using masks for ritual, adornment, and protection. The students not only learned about the process of making masks, they also learned about how masks were used in African dances. Students created their own masks based on personal ideas of expression, then wrote descriptions of how they would express their ideas through dance. For instance:

> *My mask is the MASK OF THE GOOD AND BAD. All of the bad people will have a terrible death. All of the good people will live forever. The movements in my dance are first very calm, like skipping and having a good time. That is the good side. The bad side is very hard movements like hard jumps and running. I will wear a white shirt and black pants.*

After the visual art mask unit was completed, the dance unit in the physical education program began. During the physical education class, the students created dances using movements that illustrated the words in their written descriptions. A choreographic structure that included a beginning still shape, a moving section that involved locomotor movements and changes in level or time, and ended in a different still shape—was used to create the dances. Several students decided to combine their individual ideas into partuer or small group dances. The dances, masks, and written descriptions were presented to other students in the school during a physical education class.

Assessment was accomplished through audience interviews and teacher observation based on questions such as: (a) Did the student(s) complete the dance using the choreographic structure? (b) How did the student(s) demonstrate their use of time, levels, locomotor, and non-locomotor movements to illustrate their description of the mask? And (c) were the student(s) able to articulate the relationship of the dance to their description of the mask during the audience interview?

## Conclusion

Interdisciplinary education is not simply a passing fad in education. Our disciplines, physical education and dance, are by nature interdisciplinary and are easily linked to other disciplines. Good planning, exemplary teaching, and constructive assessment are all ingredients that will help us address the standards. Discover, imagine, and create these new connections!

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# Indiana AHPERD LAW REVIEW

Kurt Home and Brenda Home,
Husband and wife, Appellants,
V.
NORTH KITSAP SCHOOL DISTRICT,
Respondent
NORTH KITSAP SCHOOL DISTRICT,
Third-Party Plaintiff
V.
JOHN GRAHAM ASSOCIATES,
Third-Party Defendants.
No. 21696-5-LI.
Court of Appeals of Washington, Division 2, October 2, 1998

## Introduction

Junior high football coach who was injured when he attempted to protect player from raised curb which separated field from surrounding running track, and was then struck by second player, sued school district which owned field. High school coach saw the kid coming to the sideline so he backed up to the cement and put his hands out from his body in case of a collision, and sure enough the collision took place. The coach suffered a legal injury due to the collision. Home sued the North Kitsap School for negligence.

## The Complaint

The issues in this case, include (1) the high school coach should have assumed the possible risks while participating at the game; (2) over the course of time the coach should have noticed the raised cement curb warned against the dangers of it; (3) school should accept full responsibilities for the injury because the coach is an employee of the district; and (4) the coach is not just a recreational user of that facility.

## Findings in the case

The following are the findings of the court:

1. Proper approach when applying recreational land use statue it to analyze purpose for which landowner was using land, as opposed to purpose for which entrant was using land at time of injury.
2. School district was not holding football field on which junior high football game was being played open for use by members of the public during the game, and thus, district was not protected by immunity under recreational land use statute m action brought by coach who was allegedly injured during game as a result of dangerous field conditions.
3. Licensee is one who enters occupier's premises with occupier's permission or tolerance either without invitation or with an invitation but for unrelated to any business dealings between the two.
4. Assistant junior high school football coach who was invited to field at school in separate district so that school-sponsored football game could be played was "invitee" of district as matter of law; coach's presence was related to districts business of running it schools.
5. Doctrine of assumption of risk includes: (1) express assumption of risk, (2) implied primary assumption of risk, (3) implied primary assumption of risk, and (4) implied unreasonable assumption of risk.
6. Plaintiffs knowledge and voluntariness of risk which resulted in injury, existence of which may operate to bar recovery under doctrine of assumption of risk, are questions of fact for jury, except when reasonable minds could not differ.
7. Genuine issue of material fact as to whether junior high football coach had not reasonable alternative but to stand in form of raised curb between field and running track which surrounded field in order to protect the players, and thus did not assume the risk of being injured by the curb, precluded summary judgement.

## Verdict of the Court

The court granted summary judgement to the district. The fact issue as to whether coach had no reasonable alternative but to stand in front of the curb in order to protect his players, and thus could not be said to have voluntarily assumed risk created by cu rb, th is precluded summary judgment. This case was Reversed and Remanded.

## Definitions of terms/concepts:

1. Assumption of risk — has two major elements the defendant must show in order to successfully use the assumption of risk defense, they are (a) knowledge and understanding of the nature of the risks, and (b) voluntary consent, either expressed or implied.
2. Express — is to set forth an agreement in words, written or spoken, that unambiguously signify intent.
3. Implied — refers to something that is not left to inference from conduct or circumstances. It is not explicitly written or stated.
4. Invitee — one who comes upon private land by the owner's invitation, whether express or implied. In tort law, the owner is not an insurer of the safety of invitees, but he/she owes a duty to them to exercise reasonable care for their protection against latent defects in the premises that might cause them injury.
5. Latent defect — is a defect that is hidden from knowledge as well as from sight and one that would not be discovered even by the exercise of ordinary and reasonable care.

Example: A part of a new car engine was prone to wearing down after a few hundred miles, causing the engine to stop immediately. The part was inside the engine and could not be detected by even a very thorough examination unless the engine was dismantled. The faulty part was a latent defect of the engine.

6. Licensee — is a person who has a privilege to enter upon land arising from the permission or consent, express or implied, of the processor land but who goes on land for his own purpose rather than for any purpose or interest of the processor.
7. Plaintiff— is a person who brings an action. The party who complains or sues in civil action and is so named on the record.
8. Remand — is to send back, as for further deliberation.
9. Respondent — is the party who contends against an appeal is taken.
10. Reverse — as used in opinions, judgements, and mandates, changing to the contrary the decision of a lower court or other body.
11. Standard of Care — is a concept of legal significance in negligence cases. One of the four required elements for negligence is duty. In other words, a defendant cannot be successfully sued if there is no obligation/duty owed by the defendant to the plaintiff.
12. Summary judgement — is when the plaintiff has failed to present even some amount of significant evidence to support one or more of the required elements, the defendant's attorney may file a motion for sunmiary judgement. If granted by the judge, the plaintiff's case is thrown out of court with prejudice.

## Risk Management Tip

Injuries are a common occurrence for football players. Most high school football fields are surrounded by tracks with curbs which pose hazards to football players. Coaches must be aware of the surroundings and make their athletes of the hazards. The School District must do whatever is necessary to prevent injuries. Finally, football game officials are responsible for the safety of players and player personnel. They should inspect the facility and certify it is safe for participation.

1. If at all possible the school district should remove the curb or cover with a protective device to prevent injury.
2. Coach should warn the players of the raised curb.
3. Precautions should be taken to avoid injuries that may be caused by the curb.
4. School district should have warning signs placed near the curbs indicating the danger to a football player when running out-of-bounds.
5. Each student-athlete should sign a parental consent form to participate on the football team.
6. School district should consider separating the track from the football facility. Separate track and field and football facilities would be ideal and provide the greatest safety for athletes. However, available space could be a dilemma. Yet, the school district might consider re-designing the area providing a wider safety zone between the track and the football field.

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# The Right Moves

*A newsletter of the Council of Physical Education for Children (COPEC)*


*Integration*

# Can We Integrate the Right Moves With the Right Thoughts?


by Clay Sherman Ph.D., Teacher Education Coordinator,
California State University, Fullerton


The physical education environment, microcosm of the larger world in which children live, provides many opportunities to practice psychomotor skills. For example, children may practice cooperating with others, listening to instructions, communicating needs, giving and receiving encouragement and feedback, setting personal goals, and managing stress and emotions. All of these are desirable intra or inter-personal skills. However, like dedication, discipline, and commitment, these skills are not inherently developed as a result of physical education (or athletic) participation. They are purposefully integrated and specifically taught as part of the curriculum.

Physical education should be developmentally-appropriate, enjoyable, intrinsically rewarding and focused on the national standards (NASPE, 1995) and/or the state framework for physical education. A focus on introducing and developing intrapersonal skills to help children become successful in both physical education and life should be consistent with these goals. In the Fall 1998 issue of *The Right Moves,* a Steve Grine ski discussed cooperative learning strategies and provided examples of how cooperation and fitness can be integrated in "Cooperative Fitness Activities." This issue provides examples of how three intrapersonal (or mental) skills can be integrated with physical skill instruction.

## Set fitness goals

Children can be guided to set individual, short- and long-term goals that are specific and measurable. These goals may be related to health and fitness components (e.g., cardiovascular fitness, flexibility, muscular strength and endurance) or motor skill components. For example, a child may want to increase the number of crunches he or she can do or increase his or her ability to throw accurately. Goal setting can help to motivate children and keep them focused during practice.

## Focus on learning cues

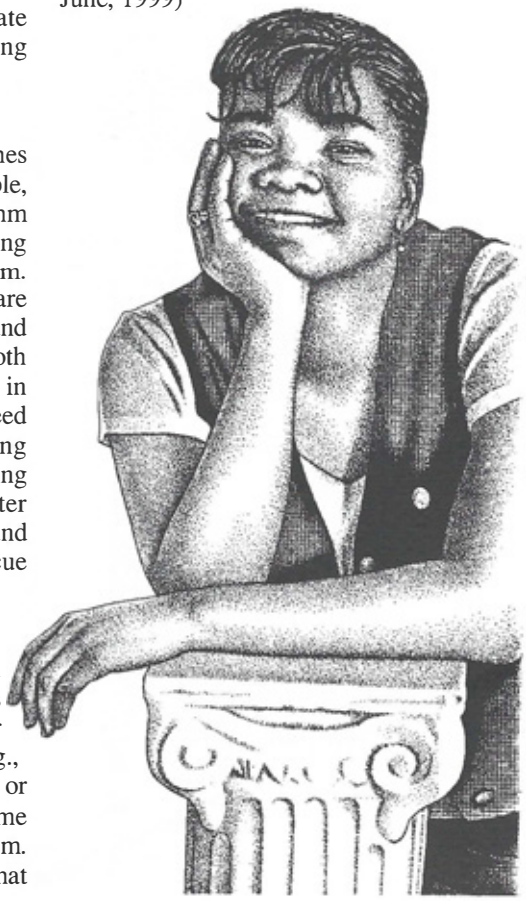
Effective physical educators and coaches use cues to help children learn. For example, children learning the breaststroke rhythm are reminded to say "pull, kick, glide," during each stroke to emphasis correct rhythm. Children learning to dribble a basketball are reminded to think or see "knees bent and fingerpads" as they practice. Because both internal and external distractions occur in any learning environment, students may need help remembering the cue and staying focused. As educators circulate in the learning environment, they help children to master cues by providing congruent feedback and by reminding students to say (or see) the cue either before or during practice trials.

## Take a breath and relax

A deep breath from the abdomen can elicit a relaxed feeling and also serves as a "trigger" to remember a learning or performance cue. In self-paced skills (e.g., basketball free throw, golf swing, throw or kick for accuracy), children often have time to realize that others are watching them. They often can benefit from a routine that lowers their arousal/anxiety level (abdominal breath) and directs their attention toward an important performance cue. For example, prior to practicing a golf swing, children can be taught to take a deep breath in the stomach to feel loose and relaxed, and focus on hitting the ball and the grass at the same time. In addition, children who are upset or angry can be taught to use abdominal breathing as a self-control, "chill-out" strategy.

The physical education setting is perfect for the introduction and development of intrapersonal or life skills. These life skills can help children enjoy and achieve success in physical education, other scholastic environments and life.

For more detailed information, see Sherman, C.P. in JOPERD (due out May/June, 1999)



Welcome to *The Right Moves,* brought to you by the National Association for Sport and Physical Education (NASPE) and Hershey Foods Corporation. This newsletter is designed to help you teach children about the importance of an active lifestyle and healthy diet.

We encourage you to share your 'right moves' with others by submitting a short article (ideas, tips, facts, activities, resources) related to fitness, motor skills, integration and nutrition. Your article must be typed, double-spaced, and be a maximum of 500 words. Include your name, title, affiliation, city, state, as well as, work and home phone numbers. Articles will be reviewed, edited and used as appropriate. All published articles will be given by-lines. Send your articles to NASPE/The Right Moves, 1900 Association Dr., Reston, VA 20191-1599.

We hope that this newsletter will help you and your students make all the "right moves this school year.

# Maintaining Proper Weight and Good Health

The number of overweight children in the United States is on the rise. Today, one-in-five-kids is overweight. Excess weight during childhood can have short-term and long-term consequences, both psychological and physical.

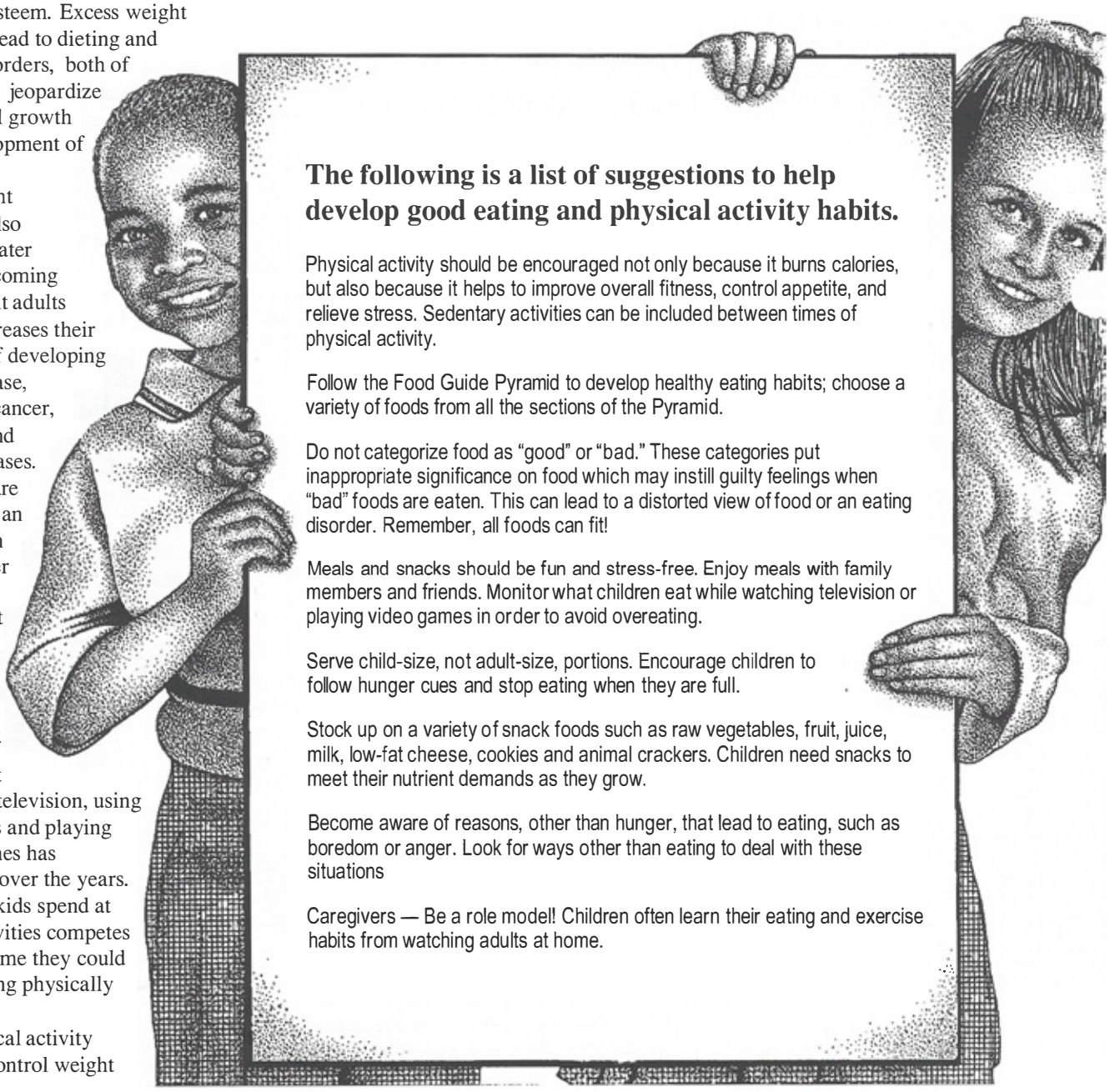
Overweight children may experience isolation or teasing from their peers. As a result, overweight children may develop low self-esteem. Excess weight also may lead to dieting and eating disorders, both of which can jeopardize the normal growth and development of children. Overweight children also have a greater risk of becoming overweight adults which increases their chances of developing heart disease, diabetes, cancer, arthritis and other diseases.

Why are we seeing an increase in the number of overweight children?

One reason is that the amount of time spent watching television, using computers and playing video games has increased over the years. The time kids spend at these activities competes with the time they could spend being physically active.

Physical activity helps to control weight and improve fitness. It also helps to build self-esteem and enhance social interaction.

In addition to lack of exercise, poor eating habits that lead to excess calorie intake can result in inappropriate weight gain. In today's busy lifestyles, kids are making many of their own food choices and these choices may be limited. Children need to broaden their food choices to include foods from all sections of the Food Guide Pyramid. This will help to ensure that children are getting the proper nutrients they need to grow properly. Remember that all foods can fit into a healthy eating plan — include a variety of foods and eat them in moderation.



**The following is a list of suggestions to help develop good eating and physical activity habits.**

Physical activity should be encouraged not only because it burns calories, but also because it helps to improve overall fitness, control appetite, and relieve stress. Sedentary activities can be included between times of physical activity.

Follow the Food Guide Pyramid to develop healthy eating habits; choose a variety of foods from all the sections of the Pyramid.

Do not categorize food as "good" or "bad." These categories put inappropriate significance on food which may instill guilty feelings when "bad" foods are eaten. This can lead to a distorted view of food or an eating disorder. Remember, all foods can fit!

Meals and snacks should be fun and stress-free. Enjoy meals with family members and friends. Monitor what children eat while watching television or playing video games in order to avoid overeating.

Serve child-size, not adult-size, portions. Encourage children to follow hunger cues and stop eating when they are full.

Stock up on a variety of snack foods such as raw vegetables, fruit, juice, milk, low-fat cheese, cookies and animal crackers. Children need snacks to meet their nutrient demands as they grow.

Become aware of reasons, other than hunger, that lead to eating, such as boredom or anger. Look for ways other than eating to deal with these situations

Caregivers — Be a role model! Children often learn their eating and exercise habits from watching adults at home.

# Attention Elementary Teachers — It's Time to S.W.E.A.T.!

It's **S.W.E.A.T.** Time Again ... Student Winning through Exercise, Attitude and Training. The 1999 program is designed for grades 3-6.

S.W.E.A.T. continues to enforce the winning formula which focuses on:

- Exercise and how it develops the skills necessary to perform a variety of activities;
- Attitude and the benefits of combining the will to excel with consideration for teammates; and
- Training, the benefits of maintaining good health and fitness, not only for sports but for life.

With support from Gatorade and *Sports Illustrated For Kids,* the National Association for Sport and Physical Education (NASPE), has developed a program for physical education classes as well as home and recreational fun. The S.W.E.A.T. 1999 Challenge will be a fun and interactive program incorporating a variety of multi-sport relay games and training/exercise events and activities. It is designed to provide lessons which will help with day-to-day planning of physical activities and preparation for an exciting end-of-the-year field day experience.

Each of the NASPE National Standards for Physical Education has been addressed in the planning of the lessons which are presented in a 16-page teaching guide. Suggestions on how to host a successful field day also will be included.

Accompanying posters and reproducible materials will be available for both students and parents. These materials are aimed at motivating families to join the physical education specialist in promoting physical activity and developing physically educated mdi individuals.

By providing inspiring role models, Michael Jordan and Mia Hamin, the SWEAT. program appeals to students to join them in their journey toward a lifetime of health and well being through daily, vigorous physical activity.

Gatorade and *Sports Illustrated For Kids* look forward to your participation. To order your education kit, e-mail: JenniferYetman@time-inc or mail your request to: SWEAT 99 c/n Jennifer Yetman, SI For Kids, 4th floor, 1271 Avenue of the Americas, New York, NY 10020. Please provide the following information: 1. Quantity requested: 200 or 300. 2. Your name, school and address. 3. Grade level of your classes.


## Promote the Month of May with Great New Ideas!

Designed by NASPE's Public Relations Committee, the 1999 May kit has activity ideas for every day of the week. This year's theme is "Pledge to Get Fit." The kit includes:

Colorful Poster • Monday — Friday Activity Ideas • Pledge to be Active • Recipe for Good Sportsmanship • Project ACES Information

**Order today by calling 1-800-321-0789**
Only $7 for NASPE/AAHPERD members. (Stock # 304-10205)

## Join Project ACES

Join millions of students from all 50 states and over 50 countries who will be participating in Project ACES (All Children Exercise Simultaneously) on Wednesday. May 5, 1999, at 10 am. (local time). Started by NASPE/ AAHPERD members Len and H. J. Saunders 11 years ago, ACES' goal is to educate children about the importance of leading a healthy lifestyle.

Each school organizes its own activity for 15 minutes. Many schools choose to invite local celebrities to the event and play music to accompany the exercise. If it rains, schools may want to play music on the public address system and have the students exercise in their individual classrooms or in the gym.

According to Saunders, "Project ACES aims to educate children about the importance of fitness and to end the stereotype that children are fat and weak. Exercise can lower the chances of developing coronary heart disease (CHD). Risk factors for CHD include high blood pressure, high cholesterol, obesity and physical inactivity."

For more info., visit the web site at **http://members.aol.com/acesday/aces.html**

KID CORNER

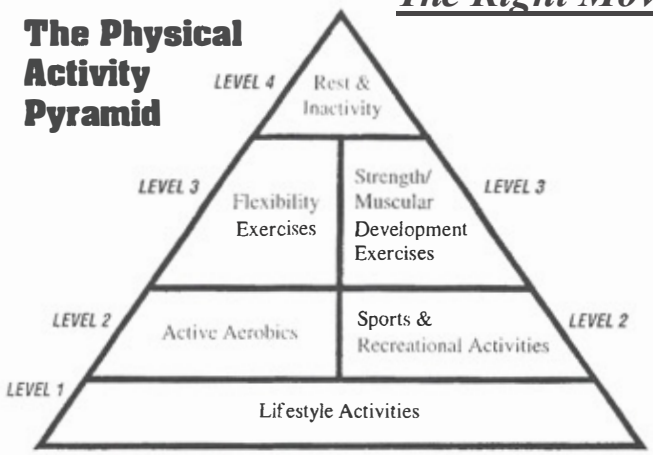
## Areas of Physical Activity Pyramid Emphasis by Age Level

| Level | Activity Type | 5 to 9 | 10 to 12 |
|---|---|---|---|
| Level 3 | Strength/ME | ★ | ★★ |
| Level 3 | Flexibility | ★ | ★★ |
| Level 2 | Sports/Rec | ★ | ★★★ |
| Level 2 | Aerobics | ★★ | ★★★ |
| Level 1 | Lifestyle | ★★★★★ | ★★★★ |

| | |
|---|---|
| ★★★★★ | greatest emphasis |
| ★★★★ | considerable emphasis |
| ★★★ | moderate emphasis |
| ★★ | some emphasis |
| ★ | little emphasis |

NOTE: This table is designed to indicate physical activity including in and out of school

## The Physical Activity Pyramid




## DAILY ACTIVITY CHART

KEEP THIS CHART ON YOUR REFRIGERATOR & DO AT LEAST TWO ACTIVITIES EVERY DAY!!

### LEVEL 1: Active Lifestyles

Activities that require large muscle activity done as part of typical daily routine. These activities normally involve few rules and little formal organization.

### LEVEL 2: Active Aerobics

Activities which can be done for relatively long periods of time without stopping. Typically used as examples are brisk walking, jogging or running, biking, swimming, hiking, and other similar activities.

### LEVEL 2: Sports & Recreation

Learning basic skills such as catching throwing, walking, jumping, running, a nd striking objects. Activities that can be done with family and friends are encouraged.

### LEVEL 3: Exercise For Flexibility

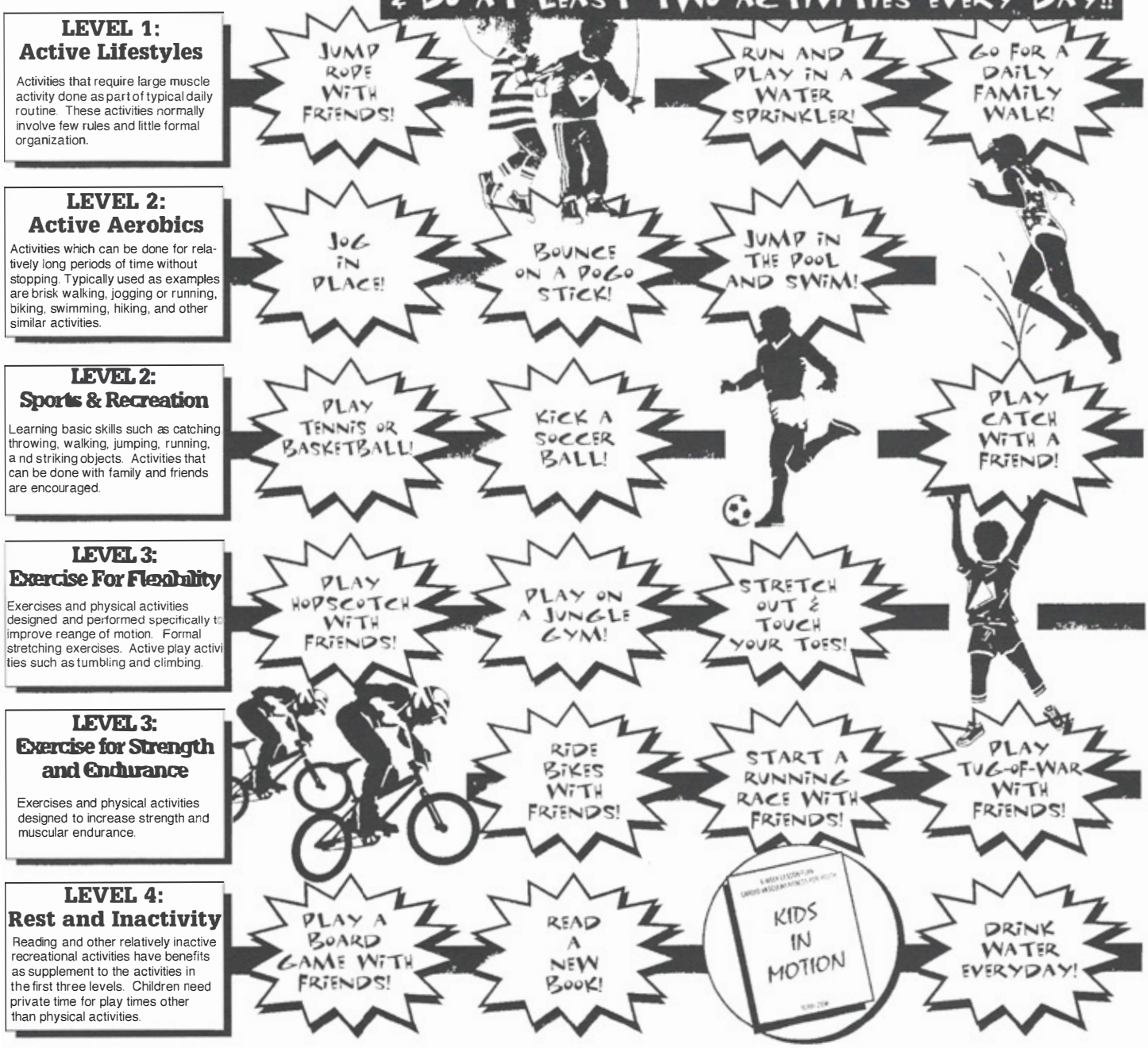
Exercises and physical activities designed and performed specifically to improve reange of motion. Formal stretching exercises. Active play activities such as tumbling and climbing.

### LEVEL 3: Exercise for Strength and Endurance

Exercises and physical activities designed to increase strength and muscular endurance.

### LEVEL 4: Rest and Inactivity

Reading and other relatively inactive recreational activities have benefits as supplement to the activities in the first three levels. Children need private time for play times other than physical activities.




REMEMBER TO BE ACTIVE EVERY DAY!!!

Winter 1999

# GET READY- GET SET- AND GO FOR IT!

## How Parents Can Develop and Assist The Physical Development of Their Child

by Michael Soules

### Dear Parents,

Many of you may ask, "How can I get my child to become more physically active? My child would much rather play the computer game, "Frogger," or sit and watch television rather than do something active." One of the Council of Physical Education for Children's goals is to help parents to help their children to become more physically active. The following ideas should help:

1. Take a hike! Ask a local sport shop manager, your child's physical education teacher or a neighbor w to take a hike. You will be amazed at the number of wonderful places that are nearby.
2. Provide food for thought. Ask questions at dinner about "things" to do as a family. Start by naming some physical activities, and your child will likely give his/her input. Then try one of the activities. Remember that your child's image of soccer as an activity may he kicking the ball and not your interpretation of an official game with regulation goals, rules, etc.
3. Play ball! Play a game with several children. Let the children help make up the rules. If the game needs changes, ask the children, "How can we change the game to make it more fun?" You will be surprised by their answers.
4. "Put me in coach!" When it comes to organized sports, most adults are caring and good with children, but sometimes the only focus for coaches is to win at the expense of letting other children play. If you are concerned, listen to the coach and count how many times the coach says something positive to your child. This will give you a good idea about your child's willingness to continue to play.
5. And the beat goes on! Turn the music on and have a swinging time. Read a story and act it out.
6. Have a ball! Purchase a beach ball and play 'keep it up" in a sale room. Simply sit in a circle and just tap the ball in the air to each other.
7. What happened in physical education class today? Ask on child to show you what he/she learned.
8. Surprise your child. Be positive about physical activities — electrify your child by trying a physical activity that is different. Learn to climb walls. Buy a juggling hook. Take a fitness class. Walk every Saturday morning. Start swimming. Attend a clinic from an outdoor sport shop. Buy sneakers or snowshoes.
9. Actions speak louder than words. Having your child seeing you physically active is one of the best ways to help your child to be physically active.
10. Request a free copy of "99 Tips for Family Fitness Fun." (Send a stamped. self-addressed envelope to NASPE, 1900 Association Drive, Reston, VA 20191)

Sincerely,

_____

(Physical Education Teacher)

# A Seventh Grade Program: Taking Acceptable Risks Through Problem Solving

Mohnsen, B.S. (Chapter 15) (1997). Teaching Middle School Physical Education: A Blueprint for developing exemplary program. Champaign, IL: Human Kinetics, ISBN 0-88011-513-0 • (217) 351-5076 • Fax (217) 351-2674

An innovative teaching idea is not so much re-inventing the wheel but a spark of potential energy mounting in your head that your kids inspired. It is the students that stretch our thinking and constantly call upon us to get them thinking and creating new ideas. In their processing and coming up with unique ways to respond, they continually take us to new levels, helping us to go beyond what we know and expect. These moments make teaching personal, real, and exciting.

*—Physical Educator Anne Fontaine, Florida*

In this chapter, I'll describe a sample seventh grade program, having selected "Taking Acceptable Risks Through Problem Solving" as the theme. As we discussed in chapter 7, seventh graders are passing through a critical stage in their development in which they find personal identify and establish self-worth and confidence. Students in this age group like to experiment with new challenges, and unless the school provides opportunities for appropriate risk-taking, students are likely to experiment with inappropriate risk-taking activities, such as experimenting with illegal drugs. Specifically in physical education, we can encourage appropriate risk-taking by providing students with exciting new activities that require creative thinking and problem solving in a controlled, safe environment.

I have based my program on my sample standards. Review your grade level standards for seventh grade before planning your own program. As I discusseJ in chapter 7, 1 have used the activity approach tor selecting the seventh grade units of instruction. The units for the seventh grade include

- introdtiction and fitness pretesting,
- tumbling arid gymnastics,
- outdoor education,
- racket sports,
- aquatics,
- golf,
- self-defense,
- Medieval times activities, and
- closing and fitness posttesting.

Each of these units challenges my students in one way or another. In activities such as tumbling and gymnastics, outdoor education, aquatics, and selfdefense they face the challenge of what I call "physical fear" as they strive to overcome ingrained fear for their own safety by taking acceptable risks. In addition, because golf and racket sports are new to my students, they experience the physical challenges of mastering new sports. The Medieval times activities unit extends the history and social science content my seventh graders are studying. Moreover, many of the activities participated in during Medieval times, such as chariot races, wrestling, track and field events, and jousting, both challenge students and help them understand history better.

In this chapter, I will present the units in the same format as I did in chapter 14. Please keep in mind that I do not intend for the lesson outlines to take the place of detailed lesson plans. Instead, elaborate on my brief day-by-day instructions by including innova tive activities for discussions and skill practice in your own plans, tailoring them to meet the needs of your students, teaching preliminary concepts and reviewing new concepts as necessary throughout each unit.

## Unit 3: Outdoor Education

This unit continues our focus on taking appropriate risks by having the students challenge themselves to participate in body management activities relating to outdoor education. You may elect to have students hike, bicycle, wall climb, camp, or orienteer for outdoor education, depending on your situation. Because of the physical nature of life in the inner city where my school is located, I have opted to focus on orienteering. To address standard four, I will continue to cover physical fitness during our daily warm-up and flexibility

## Seventh Grade Standards

By the end of seventh grade, each student should be able to demonstrate the following:

**1.0** Applies the correct techniques for locomotor, nonlocomotor, and manipulative skills to appropriate risk-taking activities.

**2.1** Sets goals and monitors changes in the development of movement skills in order to improve performance.

**2.2** Analyzes movement performances using rotation principles in order to learn or improve a movement skill.

**2.3** Creates an individual or dual game with scoring options and a penalty system.

**3.0** Participates daily in some form of physical activity, including new and appropriate risk-taking activities.

**4.0** Assesses personal fitness, compares scores to health-related standards, sets goals for improvement or maintenance, and designs a one-week personal fitness plan.

**5.0** Applies collaborative problem solving techniques in physical activity settings.

**6.1** Explains the growth rates of body segments and how they relate to movement experiences.

**6.2** Describes the development and role of movement-related activities andphysical education during Medieval times and their influences on physical activities today.

10 Appreciates the aesthetic features or stylistic differences of own approach to movementactivities.

Modified from Region 9's *Physical Educotion Curriculum,* 1994 and NASPE's *National Physical Educotian Standards: A Guide to Content and Assessment,* 1995.

exercises as well as have students perform cardiorespiratory, muscular strength, and muscular endurance exercises every other day. I'll also review the warm-up and cooldown concepts related to health-related fitness development daily during the warm-up period.

Ideally, you should conduct this unit on open terrain so students can actually perform real-life orienteering events; however, any open outdoor area will do. Even in an inner city setting, students can experience orienteering through simulated events held on the school campus. To culminate simulated events, you may opt to take students on a field trip for their final orienteering challenge. In this unit, students must learn to use a compass and a topographic map; you can order the maps from the National Cartographic Information Center (see appendix D). In addition, I'll use the video *Finding Your Wow in the Wild* to introduce some of the orienteering concepts (see appendix D).

Orienteering is an excellent activity to integrate physical education with history/social science. Reading maps, understanding map symbols, and following route directions help students in physical education, in the regular classroom, and—most importantly—in real life. Ideally, you should have your students' history/social science teacher cover the types of maps, reading of maps, and meaning of map symbols just prior to the start of your orienteering unit.

## Unit Outline

### Day 1

Introduce outdoor education and orienteering.

Show "Introduction" section on the *Finding Your* Way *in the Wild* video, then discuss the information presented in the video. **1.0**

Assign students to work in groups of four.

Discuss concepts related to warm-up and cooldown. **4.0**

Have students set goals for outdoor education activities. **2.1**

Give students a form on which to record their progress toward outdoor education goals. (Assessment assignment opportunity: log.) **2.1**

Have students record concepts related to warm-up and cooldown. (Assessment opportunity: log.) **4.0**

For homework, have students begin to monitor their participation in physical activities outside of physical education. (Assessment assignment opportunity: log.) 3.0

### Days 2 and 3

Review warm-up and cooldown principles. **4.0**

Discuss the history of orienteering. **1.0/ 6.2**

Have students read about the types of tournaments held during Medieval times. **6.2**

For homework, have students write an essay on the types of tournaments held during Medieval times.

(Assessment opportunity: essay.) **6.2**

### Days 4 and 5

Show "Topographic Maps" section on the *Finding Your Way in the Wild* video, then discuss the information presented in the video. **1.0**

Discuss topographic maps. (See figure 15.7.) **1.0**

Review key points related to topographic maps: opening, folding, and protecting the map; the four

cardinal directions; symbols; contour lines; scale; and orienting a map. **1.0**

Discuss the scientific principles associated with rotation and how they might apply to topographic maps. **2.2**

Discuss how growth rates of body segments (length of step) relate to the use of topographic maps. **6.1**

## Unit Standards

1.0— Applies the correct techniques for locomotor and nonlocomotor skills in outdoor education activities.

2.1— Sets goals and monitors changes in outdoor education skills.

2.2— Describes how the scientific principles associated with rotation apply to outdoor education.

2.3— Creates an outdoor education game.

3.0— Chooses to participate in physical activities outside of physical education.

4.0— Participates in a variety of exercises for all five areas of health-related fitness and describes concepts related to warm-up and cooldown.

5.0— Uses problem solving techniques with a partner when solving outdoor education challenges.

6.1— Explains how growth rates of body segments relate to movement performances in general.

6.2— Describes the type of tournaments held during Medieval times.

7.0— Describes the variables that affect the beauty of a performance.

Have students identify different types of mountains and hills on a topographic map. **1.0**

Have students identify the meanings of the symbols on a topographic map. **1.0**

Have students find the distance between several points marked on a map. **1.0**

For homework, have students create a topographic map of the school. (Assessment assignment opportunity: project.) **1.0**

### Days 6, 7, and 8

Show "Compass" section on the *Finding Your Way in the Wild* video, then discuss the information presented in the video. **1.0**

Review parts of a compass, orienting a compass, and taking and following a bearing. (See figure 15.8.) **1.0**

Have students take a bearing on a physical feature (e.g., a point in the gym). **1.0**

Have students participate in an activity in which they walk 20 steps and turn 90 degrees, repeating it

four times to end up in the original location. **1.0**

Have students participate in an activity in which they walk 20 steps and turn 120 degrees, repeating it three times to end up in the original location. **1.0**

Have students walk 10 steps at a 30-degree bearing, 15 steps at a 40-degree bearing, and 20 steps at a 60-degree bearing. **1.0**

Review how to use problem solving techniques with a partner. **5.0**

Create a bearing route with a partner (lie at paper plates and note the bearing between the plates). (Assessment opportunity: project.) **1.0/5.0**

With a partner, have students participate in the bearing route activity created by the other two members of their group. (Assessment opportunity: rubric.) **1.0 / 5.0**

Discuss the scientific principles associated with rotation and how they might apply to compass reading. **2.2**

### Days 9, 10, and 11

Show "Declination" on the *Finding Your Way in the Wild* video, then discuss the information presented in the video. **tO**

Discuss declination (the difference between true north and magnetic north). **1.0**

Have students take a map bearing (bearing between two points on a map) and then convert it to a real bearing based on the declination. (Assessment opportunity: structured observation.) **1.0**

Show students how to read an isogenic chart. **1.0**

Have students take a map bearing on an isogenic chart, determining the real bearing. (Assessment opportunity: structured observation.) **1.0**

### Day 12

Discuss pace and route choice. **1.0**

Have students determine the most effective route between two points on a map. **1.0**

Discuss how growth rates of body segments relate to pacing. **6.1**

Have students determine the number of steps they must take to go between the two points on the map. (Assessment opportunity: structured observation.) **1.0 / 6.1**

### Day 13

Discuss with students the variables that affect the beauty of a performance. **1.0**

Explain control marker, control code, control description, and control feature. **1.0**

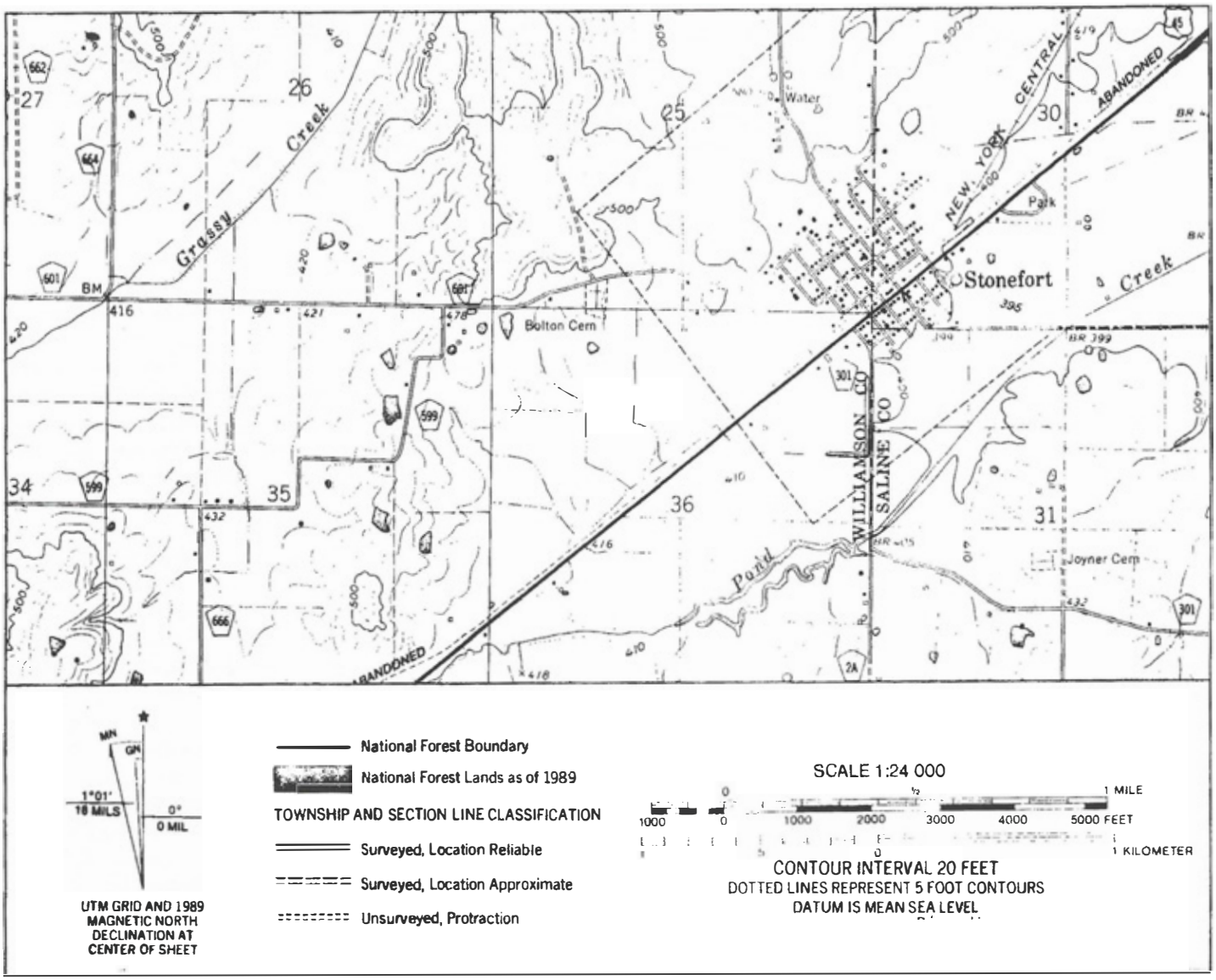



Figure **15.7 A** topographic map for orienteering.

Describe an orienteering activity. **1.0**

Have students describe what might make an orienteering experience beautiful. (Assessment opportunity: journal.) **1.0**

For the first orienteering activity, give students the map to study overnight. **1.0**

## Days 14 and 15

Review problem solving techniques. **5.0**

Have students working in pairs participate in the first orienteering activity. (Assessment opportunity: structured observation.) **1.0/5.0/6.1**

## Days 16 and 17

Have pairs participate in the second orienteering activity. (Assessment opportunity: structured observation.) **1.0 / 5.0/ 6.1**

## Days 18 and 19

Have each group create their own outdoor education or orienteering-like game. **2.3**

Have each group teach their game to another group. (Assessment opportunity: project.) **2.3**

## Day 20

Collect student logs of participation in physical activity outside ot physical education. (Assessment opportunity: log.) **3.9**

Collect fitness monitoring forms. (Assessment opportunity: log) **2.1 / 4.0**

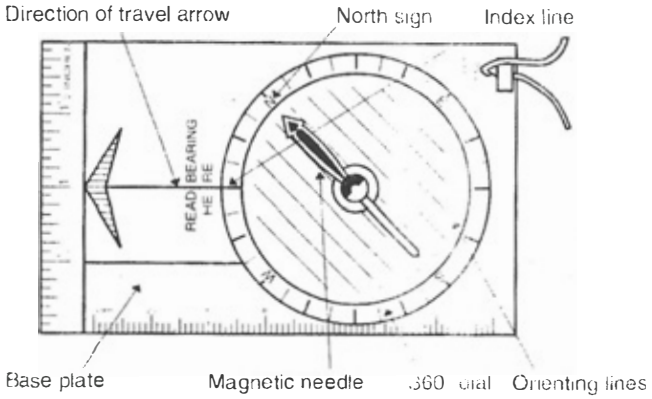



**Figure 15.8** A compass for orienteering.

# School- Wide Events To Promote Physical Activities

Virgilio, S.J. (Chapter 14) (1997) Fitness education for children: a team approach. Champaign, IL: Human Kinetics.
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School-wide events will help bring additional attention to your efforts to promote physical activity at your school. When the entire school is involved in a well-organized physical education project, children's morale and spirits are heightened, which often permeates the entire school atmosphere. Classroom teachers usually report that students seem to be more alert and interested in learning when a physical education special event is conducted at their school. Successful school-wide events are often characterized by highly organized, well-planned projects that include the entire school community. Also, gaining administrative support and approval as well as securing a budget are all essential for the event to run smoothly. Furthermore, it would be important to communicate your project early in the school year and have it placed on the master calendar so all may plan accordingly. You and your colleagues can also use school-wide events to integrate classroom learning activities with physical fitness education (e.g., Geography Run; see later in this chapter). You might also choose to help classroom teachers coordinate a health-related thematic unit with a special school-wide event (see chapter 10). Whatever you choose to do, conducting various school-wide projects will provide you with many opportunities to communicate and network with the faculty, staff, and administration at your elementary school. This will not only strengthen your physical education program itself, it will also make clear to your colleagues that you are truly willing to collaborate with them.

School-wide events are also excellent opportunities to enlist the help and support of parents and the community (see chapter 7). If your school organizes an event committee, be sure to ask at least one parent to serve. Seeing this parent on the committee will encourage other parents or community members to participate. And don't forget another wonderful resource: senior citizens. They are highly capable, eager, and available during the school day.

Study the brief descriptions in this chapter of school-wide events to help promote physical activity and maintain positive public relations for your physical education program. As you read, think about what you can use or modify the contents to suit your situation and needs. But don't limit yourself to only ne school—wide event: Incorporate these exciting activities throughout the school year. Change the special school-wide events each year so they don't become monotonous or routine. The same events repeated each year simply will not be special after a while; they will certainly lose their impact and that vital sense of excitement.

## Fitness Field Day

This school-wide activity is ideal for the spring or early fall. Promote the fitness field day with the central theme of physical activity for health and fun. It helps to identify the event with a special title, for example, "The Fun, Food, and Fitness Field Day!" Unlike traditional field days that focus on competition in various events, your field day should emphasize participation, physical development, and social interaction.

Form a field day committee to help organize this event. Include a few classroom teachers, special area teachers, and at least two parents. Contact the local university for student volunteers. Health, physical education, and elementary education majors at a nearby university make ideal personnel to help manage this event. Of course, parents, grandparents, and members of the community can also assist. In addition, ask the local school site committee from the American Heart Association or the American Cancer Society to help develop a display.

Ensure that each class has an opportunity to participate in each activity by using a station approach. Set up at least 10 stations throughout the outdoor physical education area (see figure 14.1).

Organize the field day into two phases: kindergarten through third grade and fourth through sixth grades. Consider this sample schedule: 8:30 to 9:00, set up; 9:00 to 11:00, kindergarten through third grade; 12:30 to 2:30, fourth through sixth grades; 2:30, clean up. Assign each class a station number to begin the field day. Then have classes move through the station in sequence. Use a loud horn to signal a change of station every 11 to 12 minutes. At the end of your fitness field day, give each participant a special "Fun, Food, and Fitness" certificate, pin, ribbon, headband, or button. Ask local businesses to donate incentives such as water bottles, key chains, or T-shirts with a health message to distribute to everyone.

### Station 1: Step Aerobics

Ask a local health spa if you may speak to a qualified instructor to lead this station. Be sure you have observed a few classes that they are teaching before you invite them to your school. Meet with the instructor before the field day and visit a class he or she is teaching to get to know your volunteer.

### Station 2: Cageball Fun

Set two cageballs in automobile tires approximately 30 yards from a starting line. Divide the class in half. At the signal, each team runs up to their ball and rolls it back by pushing it with their hands to the finish line, then back to the tires. The first team to place the cageball back in the tire is the winner. Change teams for the second round.

### Station 3: Line Dancing

Using popular music, organize the class for a line dance. Line dancing is an ideal physical education activity because it requires no partners, the steps are easy, and everyone is moving together, which makes students feel more secure (see chapter 13 for details).

### Station 4: Parachute Play

Take a group jog with everyone grasping a large parachute. Then play "Pop Out." Divide the class into two teams. Place one or two playballs in the center. Then have the teams try to pop the balls over the opposing team's heads to score a point. Three points wins the game.

## Station 5: Exercise Tubes and Bands

Incorporate the use of exercise tubes and bands as illustrated in chapter 11. Design a large task card describing an d, if possible, demonstrate the specific exercise you selected for this station. Be certain to provide a number of different exercises so everyone will be able to participate and feel successful. Remember to include a wide variety of tension levels for the tubes and bands so everyone will have an opportunity to participate. Incorporate music to add excitement.

## Station 6: Jump for Health

Allow students to jump rope at their own paces or participate in groups. Provide long ropes for small groups of students to use with two turning the rope and two others taking turns jumping. If you wish, include standard individual ropes and heavy individual ropes to offer a variety of physical activities that will enhance arm muscle endurance.

## Station 7: American Heart Association Heart Healthy Snacks

This station will help teach children about healthy snacking. Ask a volunteer from the American Heart Association to set up a display and provide a brief explanation about heart healthy foods two to three minutes long. If you choose, distribute sample healthy snacks, such as yogurt, low-fat cookies, or rice cakes. Ask the American Heart Association to provide a handout or brochure with recipes for healthy snacks (see figure 14.2).

## Station 8: Tug-of-War

This is a great way to encourage teamwork and cooperation. If possible, use the lightweight synthetic fiber webbing ropes to help prevent cuts and burns. (See Sportime, appendix B.)

## Station 9: Buddy Walker Relays

Each walker consists of 2 seven-foot wooden runners with 12 nylon stretch cord handles (2 per player, I per side). Six students step on the runners, hold a strap in each hand, and move in unison (see figure 14.3; see also U.S. Games, appendix B.)

## Station 10: Recreation Free Choice

Provide a number of recreation options: hopscotch, jump bands, balance sticks, horseshoes, paddleball, individual balance boards, and the like.

In addition to the 10 basic stations, you may wish to organize a fruit and water station supervised by the PTA, perhaps setting it up as a chance for a break in the field day circuit, in addition to the healthy snacks at station 7. Use the information and incentives station as a central organizing and equipment management location. At the end of the fitness field day, have each class walk by to receive their participation incentives.

# Fit for Life Family Night

Hold this event on a weekday evening or on a Saturday morning for parents, grandparents, and children alike. Advertise at least six weeks in advance so that busy parents are able to fit in this event. In the initial announcement, recommend that parents obtain medical

clearance before participating in this event. Enlist the help of university students majoring in physical education to assist you with the management and instruction of the family activities. The following is a sample program outline.

### Facts About Fitness (10 minutes)

Give each parent a handout listing the health-related benefits of physical activity and printed materials such as brochures from NASPE, the American Heart Association, or the American College of Sports Medicine. Ask a professor of physical education from the local university or another guest to make a few opening remarks about physical activity and its health benefits. The speaker may make specific points about the benefits of physical activity and the importance of a well-balanced physical education program. The speaker also may instruct everyone to take their resting heart rate to get the audience involved.

### Warm-Up (5 minutes)

Have everyone perform march steps, double-arm reaches, and the like to music as well as a few static stretching exercises, such as the lunge, calf stretch, and arm crossovers.

### Fit for Life Activities (45 minutes)

Divide the parents and students into three groups, doing three different activities in three different areas. Set up a circuit course in the gymnasium, including activities such as curl—ups, rope jumping, using exercise bands, and doing basketball activities. Organize aerobic dancing and line dancing in the cafeteria. Discuss heart healthy eating and provide snacks in the auditorium or a large classroom. Have groups rotate every 15 minutes.

### Cool-Down (10 minutes)

Have everyone meet back in the gymnasium. Lead the entire group in exercises to music, gradually decreasing activity levels. Allow two to three minutes of rest, then ask everyone to take their heart rates once again. Remark how it is important to have a good heart rate recovery. It should be close to the resting heart rate they had at the beginning of the event.

## Geography Run

This is an excellent school-wide walking and jogging program. Students may walk or jog in class, at home, or during recess and report the individual mileage to you on a "trip ticket." Insist that this ticket be signed by the student as well as either a parent or teacher. Plot the total mileage on a large map of the United States posted in the gym, hallway, or school cafeteria. For example, the school may run from New York to California (Disneyland) or plot the route of the Oregon Trail. Meet with classroom teachers about how to integrate math, science, art, and language arts into meaningful, related classroom activities. For example, classroom teachers could design math problems to calculate the miles traveled and the miles needed to reach the next state or the final destination. They could organize activities to teach the geography of the region your students are traveling through. Encourage the school cafeteria personnel to prepare special lunches or snacks to represent the next state or region the students will enter, e.g., low-fat pizza for New York, red beans and rice for Louisiana, taco salad for New Mexico, barbecued chicken for Texas. When the students have run or walked the miles necessary to reach the final destination, celebrate by sponsoring a school party Choose a theme; for example, throw a "California Beach Party." Encourage teachers, staff, and students to come to school dressed in their California "cool" attire. Organize students to decorate the cafeteria with a beach theme and play surf music. Serve turkey club sandwiches with sprouts and vegetables. Present each student who participated in the Geography Run with a special reward for a job well done (e.g., frozen yogurt coupons, free play physical education pass, or a participation certificate commemorating the event).

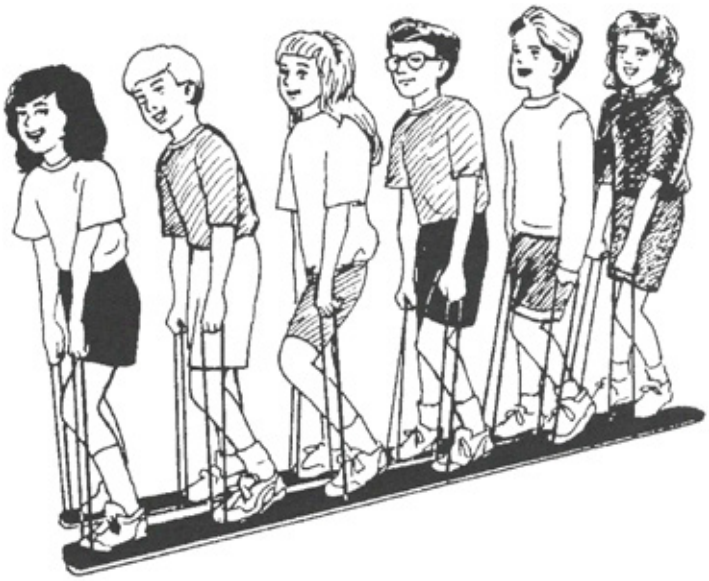

**Figure 14.3** Buddy walker.

## School Health Fair

Hold this event in the gymnasium or school multipurpose room. Have each class be responsible for a specific health area and have them design a health fair display. Meet with classroom teachers and parents to set up the guidelines for the displays, schedules, and selected topics. Hold a health fair in the fall and the spring by having kindergarten through third grade develop the fall health fair and fourth through sixth grade develop the spring event. Give all grades, however, an opportunity to review the displays at both fairs. The following are possible topics for displays:

Cardiovascular health
No smoking, please
Back and neck care
Healthy snacking
Daily physical activity
Managing stress
Reading food labels
Say "No!" to drugs
Dancing for fun and fitness
Cancer prevention
Muscle up
I'm OK—everyday!

Make it the responsibility of the class that designed the health station to explain its content to visitors. In the younger grades, have children display their individual projects, such as "Health Art" pictures or other creative experiences. Set aside the last hour of the school day for parents and community members to visit the health fair. And, if possible, schedule hours after school for working parents to attend. (See also chapter 7.)

School
Fruit and water
1
Step aerobics
Information and rewards
Recreation free choice
10
American Heart Assoc. heart healthy snacks
7
2
Cageball fun
8
Tug-of-war
9
Buddy walker relays
3
Line dancing
6
Jump rope for health
5
Exercise tubes and bands
4
Parachute play

## Early Bird Stretch and Afternoon Perk-Up

Start the day right and perk up those slow afternoons with this fun idea. For a week in the fall and again in the spring, use this activity to bring attention to physical activity throughout the entire school. Directly following the morning announcements, have everyone in the school (teachers, students, parents, staff, custodians) stand up for an early bird stretch. Develop a voice-cued audiotape to music with a series of exercises to play on the school public address system. At approximately 1:30, use the same tape for an afternoon perk-up.

## Jump Rope for Heart, Hoops for Heart, and Step for Heart

Recently, new events such as Hoops for Heart (basketball) and Step for Heart (step aerobics) have offered exciting activity alternatives to the traditional, yet still fun, Jump Rope for Heart. These school-wide events are sponsored by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance. You can obtain a complete package of information, materials, and pledge cards from your local American Heart Association. While waiting for your package, set aside a day for the entire school to participate in one of these activities. Next, have students obtain monetary pledges from the community for the exercise they will perform. The funds are divided among your school, AHA, and AAHPERD. Then, have fun!

## ACES: All Children Exercising Simultaneously

This event was created by Len Saunders, a New Jersey physical educator. In May during National Physical Fitness and Sports Month, one day is set aside each year so millions of children throughout the world can exercise in unison at their schools—whether they are in physical education class, in the classroom, or having lunch in the cafeteria. To participate, each school organizes its own 15-minute activity, such as walking, jogging, dancing, or doing aerobics. The objectives are to promote fitness, nutrition, and world peace. Project ACES is supported by the President's Council on Physical Fitness and Sports (PCPFS). This special project comes as a package that includes support materials about National Physical Fitness and Sports Month and in formation about exercise. The package can be ordered from the PCPFS; for more information contact Len Saunders, Valley View School, Montville, NJ 07045.

## Recess Workouts

Use recess for additional time for physical activity. Set up several activity stations with task cards around the playground. Don't make the stations a requirement, rather, let students volunteer to participate in this opportunity to be more physically active. Volunteer your time to help supervise the activities or enlist the help of a college student, parent, or senior citizen to support this effort. Take advantage of this extra time to interact with children who have special needs (e.g., obesity, spinal cord impairments, low activity levels). Recess workouts will also support those students interested in improving their fitness levels.

## Fitness Clubs

Organize a fitness club for students who have a special interest in exercising. Meet before school, after school, or during recess. Give the club a clever name such as "The Physical Activators." Provide each student with a detailed portfolio, including information on exercise principles, practical exercises, and recommended training techniques along with log sheets to keep track of their efforts. Consider taking the club on a field trip each year to an exercise physiology lab at the local university or to a health spa. In addition, you may wish to train the students in this club to help with fitness activities, assist with equipment set-up, or help other students enter data on eating and physical activity levels in the computer.

## Principal Walks

Help your principal get to know the students in the school better. This activity works well in developmental levels I and II, but it may be appropriate in level Ill as well. For this event, every Friday the principal walks with two classes for about 20 minutes throughout the school building, the outside school campus area, or the neighborhood. If necessary, organize parent volunteers or other assistants to help supervise students during walks in the neighborhood. But stay in the background for this event. Let the students perceive the principal as the professional promoting physical activity for the health and social benefits.

## Holiday Classics

This school-wide event, developed by Allen (1996), brings attention to physical activity during certain holidays throughout the year. Provide each classroom teacher with colored slips of paper denoting the holiday (e.g., orange for Halloween). Ask students to write on the slips their names and what, if any, physical activity they participated in outside of school for a total of 30 minutes. Make it clear that each day of adequate activity allows the student to submit additional entries. Then collect the slips of paper and place them in a large box for a drawing at the end of the month. The more days of physical activity, the more chances students have to win. But give each student who enters the drawing a sticker, certificate, or token to help encourage continued effort and participation. Explain your program objectives to local businesses and ask if they would donate the prizes in return for a little publicity. Examples of prizes are a large pumpkin for Halloween, a snowboard for Christmas, an American Heart Association cookbook and educational kit "Heart Power" for Valentine's Day, and a baseball glove for Easter.

## Summary

Integrate school-wide events into your physical education program to benefit everyone by reinforcing the major goals of health-related physical fitness, by raising student spirit, by encouraging positive morale, and by creating more interest in your physical education program. Moreover, these events create effective public relations opportunities to help you build support for your curriculum as well as any innovative program reforms you may have in mind. Indeed, parents and other community members who volunteer to help you run events will see first-hand how exciting your program is and how important increasing physical activity is. School-wide events may also help you network with the faculty, staff, and administration, thereby helping you to develop positive, long-term professional relationships as you strive to integrate physical education goals throughout the school curriculum. Study and adapt the examples of school-wide events in this chapter to your situation and you'll be off and running!

# HUMAN KINETICS
*The Information Leader in Physical Activity*

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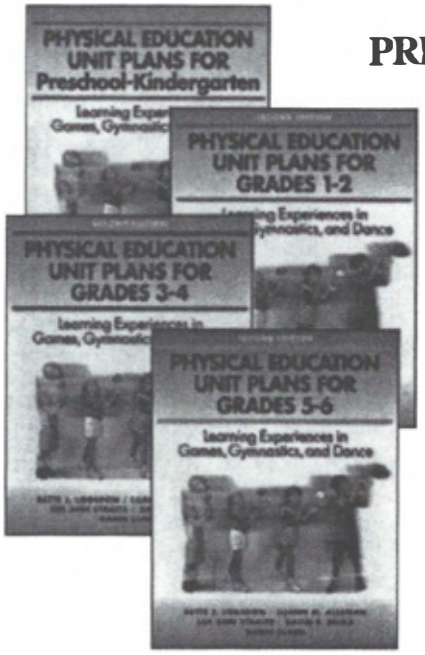


## PHYSICAL EDUCATION UNIT PLANS FOR PRESCHOOL-KINDERGARTEN, FOR GRADES 1-2, FOR GRADES 3-4, AND FOR GRADES 5-6


***Bette J. Logsdon, Luann M. Alleman, Sue Ann Straits, David E. Belka, and Dawn Clark***


**Pub Date: March 1997**

### NEW LESSON PLANS COVER GAMES, GYMNASTICS, AND DANCE

**CHAMPAIGN, IL**—Instructors can now spend less time planning and more time personalizing lessons with four new guides that meet the National Association for Sport and Physical Education (NASPE) standards and the National Standards for Arts Education (Dance). Previously compiled in a two-book set entitled *Physical Education Teaching Units for Program Development,* **PHYSICAL EDUCATION UNIT PLANS FOR PRESCHOOL-KINDERGARTEN, FOR GRADES 1-2, FOR GRADES 3-4,** and **FOR GRADES 5-6** provide a detailed scope and sequence for an early childhood movement program and an elementary physical education program.

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

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

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

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

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

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

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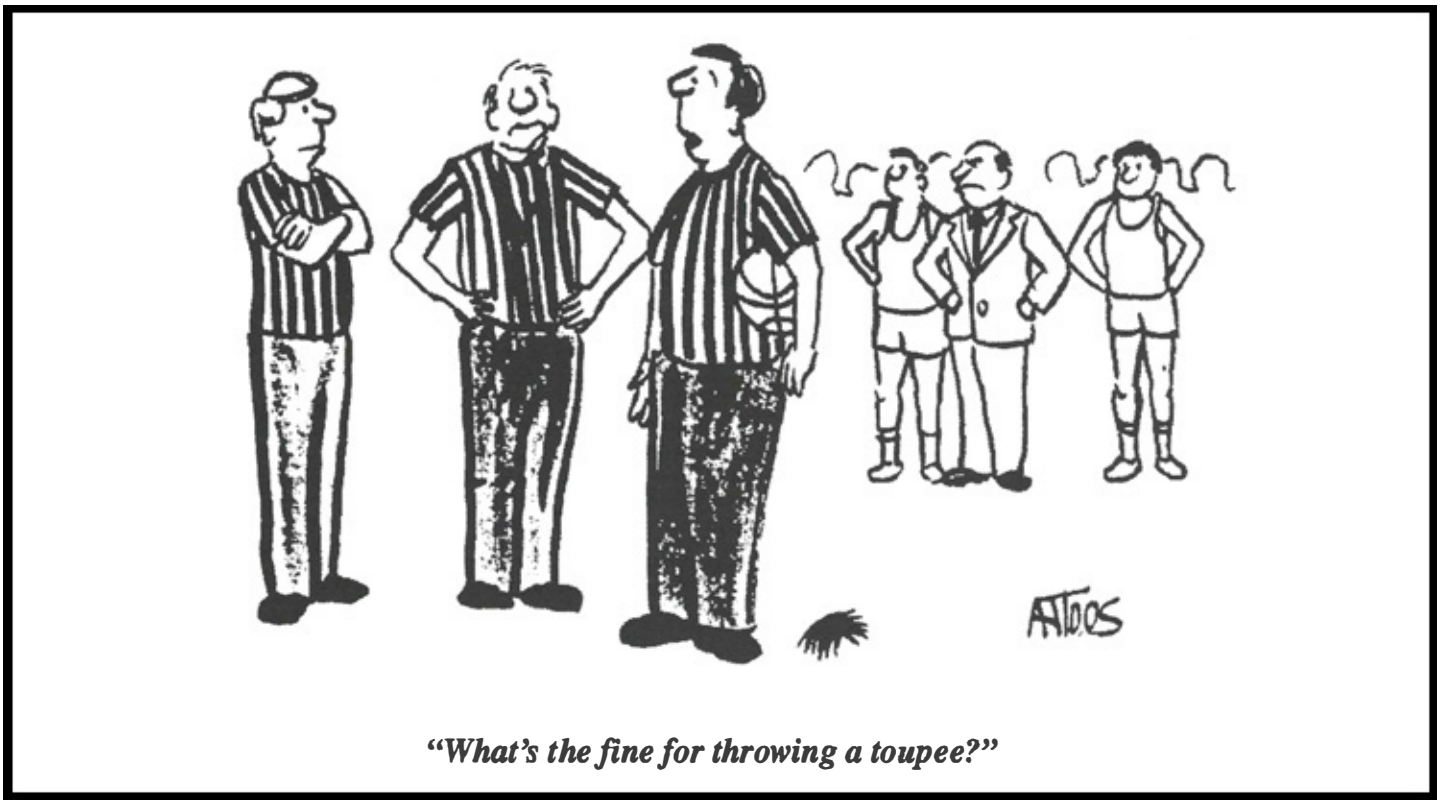
# *Parting Shot...*



***"What's the fine for throwing a toupee?"***

# 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:

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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
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