

# INDIANA

Volume 28, Number 3

Fall/Convention Issue

1999



Indiana Association  
for Health, Physical  
Education, Recreation  
and Dance



Affiliated with American Alliance for HPERD

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# JOURNAL

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# Indiana Journal

for Health, Physical Education, Recreation and Dance

Volume 28, Number 3

Fall/Convention 1999

Indiana Association for  
Health, Physical Education, Recreation and Dance

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## Indiana AHPERD 1998-99

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# Message from the President

## Change, Simply Change!

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When I first heard President Eddie Bedford quote his 1999 Midwest AAHPERD conference slogan, "Dare To Change, But Look The Same", I did not think much about the message. Many associations, organizations, professions, even business and industry have taken queues from the change or transformation concept in similar fashion. Undoubtedly, the approach of the 21st Century, and a new millennium has spurred such thinking. My previous two journal articles as president of IAHPERD have focused on the importance of change or transformation which will help advance the association into the new millennium. I have even noted some changes now occurring within the association, changes which will help advance the association.

We have all heard many times that change is the only constant in the universe. Change is an essential dynamic within the environment of IAHPERD. The "why" has been addressed somewhat in my two previous articles. Who can deny the rapid changes occurring in our environment. Some obvious examples which influence IAHPERD include: politics and government; technology and communications; economics, business and industry; social mores and education; our Indiana constituency and membership; Midwest District and AAHPERD. Change is indeed accelerating in this information technology era.

The IAHPERD Executive Committee and the Board of Directors, as well as, many members recognize that IAHPERD is a dynamic organization with capacity to change, but look the same. Our new organizational structure is now in the third full year of operation, yet the organization does not fundamentally look different. Many more subtle changes have occurred, yet our image remains much the same. The IAHPERD fundamental purposes, **research and demonstrations; education and training; and scholarship** remain in tact, although IAHPERD may be transforming into much more! Perhaps our image needs to stay the same. However, an image always has room for improvement, and adjustment to fit the prevailing environment.

The 1999 IAHPERD Conference theme, "Threshold to

Transformation In Millennium 2000" offers the opportunity for all members to embrace changes, past, present and future. Perhaps we need to work smarter in identifying other areas where changes may help advance the purposes and mission of IAHPERD. During this year, the Executive Committee and the Board of Directors have had opportunity to discuss in both specific and general forums ideas about direction, needs, and change appropriate for the association. Out of these discussions, changes are occurring. Even more importantly, the mood seems to be one of "thinking outside of the box" in order to transform the association. A number of good ideas have been recorded as were summarized in my Spring/Summer Journal article. The ideas continue each time there is a gathering, even via phone and e-mail. We are networking change!

As a result of meetings and discussions over the past several months, I have identified four areas which I feel are vital for all members, councils, committees, officers and functions of IAHPERD. In addition, these areas are fundamental to the future of the association. They support our three purpose statements, and they should be of interest to each member. They are in fact vital areas where dynamic planning, implementation and action must occur for the advancement of the association, or "transformation into the 21st Century."

I have asked Executive Committee members to reflect upon the theme, discussions, and their own interests in order to identify who or more priority ideas related to: **Membership, Conference/Workshops, Advocacy, and Services**. The charge is simple, to identify priority items to carry forward to the Board of Directors for consideration. Board members will likewise be asked to bring to the September and November Board meetings their ideas for improving, changing, maintaining or advancing IAHPERD through concentrating on the four areas listed above.

**Membership** efforts have not changed much over the past several years, but membership appears stable. How do we "grow" the membership, and how do we identify and attract potential members who represent health, physical

education, recreation, dance and related areas of the profession?

It has been suggested that a major survey of members and potential members might yield ideas relative to the four identified areas and which by implementation might increase membership. **Conference and workshops** and mini-grants advance the disciplines which we all represent. How can we "grow" the opportunities and interest in this area? A survey would also help determine new or improved **Services** IAHPERD can provide for the membership and Indiana constituencies.

One can not say enough about the potential benefits which **Advocacy** efforts hold for the association and the HPERD professions. We must not treat advocacy as a separate function of the association. Identifying Advocacy as a standing committee, setting a budget, and creating an association plan for advocacy is essential. However, I believe it is just as necessary to make advocacy a common effort in our daily association and professional activities just as most of us do so for health and fitness. Advocacy should permeate every effort of the association.

Two years ago the "Walk the Talk:" member recognition program was implemented. At the conference last year an additional special recognition for the year was also implemented using a health theme. The "Walk the

Talk" program continues throughout the year and at the conference. The special recognition available for members at the 1999 conference to be held in Ft. Wayne on November 18-20 will have an advocacy theme. Individuals who can identify three advocacy efforts they initiated through the year will receive a small token of appreciation for their efforts. All forms and recognition items for "Walk the Talk" and the special **ADVOCACY RECOGNITION** will be available at the registration area.

Be an advocate by supporting AAHPERD, and IAHPERD and our disciplines by becoming familiar with the proposed national "Physical Education for Progress (PEP) Act. Review a copy of the new Sport and Physical Education Advocacy Kit II. Support or promote Jump Rope For Heart and Hoops For Heart. Join AAHPERD and participate in the associations and councils which represent your discipline. Attend a dance event. Promote personal and community health among those who you influence most.

Get on board colleagues! The IAHPERD train is leaving the station bound for a journey toward transformation in the 21st century. Our collective efforts will make this journey continue to be successful.

Vernon E. Houchins, President IAHPERD 1998-99

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# NOTIONS From YOUR EDITOR...

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## Teacher Education and Gender Equity

Jo Sanders

Those learning how to teach today will be responsible for teaching the next two generations of Americans. If we want an America in which girls and boys are treated, and treat each other, with respect and kindness, and in which girls as well as boys are urged and expected to fulfill their potential without restriction, then we must begin teaching about gender equity in our teacher education programs as a matter of course.

### How Is Gender Inequity Manifested?

Fennema (1990) defines gender equity as a set of behaviors and knowledge that permits educators to recognize inequality in educational opportunities, to carry out specific interventions that constitute equal educational treatment, and to ensure equal educational outcomes. Accordingly, what should teacher educators be teaching preservice students about gender equity?

#### *Expectations and attitudes*

The notions that males excel in mathematics, science, and technology and that females excel in the arts are two of many beliefs and cultural influences that are passed down through generations. The dynamic is all the more powerful in that adults may not realize the are holding these beliefs and acting on them. Subtle and unintended messages can create the idea among girls and boys that there are fields they cannot be successful in because of their sex. Children reflect and reinforce this attitude through their peer interactions.

#### *Attributional theory*

Gender-biased attitudes become a self-fulfilling prophecy, strengthened by the fact that many girls attribute their success as due to luck, which is fickle, while many boys attribute their to ability, which is reliable. This helps to explain the lower self-confidence, despite higher performance, of many girls in school. It is essential that preservice students develop the ability to decipher these messages in order to counteract them (American Association of University Women Educational Foundation [AAUW], 1992/95).

#### *Curriculum and assessment*

Curriculum materials that are biased in language, content, and/or illustrations reinforce the idea that some fields are gender specific. Preservice teachers need to learn to perceive the usually subtle but powerful cumulative impact of curriculum materials on girls' and boys' understanding of the world and their places in it, and to learn to teach in ways that enable students to relate to all aspects of the world without limitation (Rosser, 1990).

#### *Classroom climate and harassment*

Years of research have documented unequal and too often unfriendly classroom environments for girls and for some boys (Sandler, Silverberg, & Hall, 1996; Sadker, M. & Sadker, D., 1994; Lockheed, 1985). Teachers are almost always unaware of the biased behaviors they exhibit through verbal

interactions, eye contact, and body language, which means they cannot correct themselves. When preservice teachers learn about these behaviors at the start of their careers, bias is much more amenable to conscious control.

Student-to-student behavior is another problem area when boys are permitted to harass girls (and other boys) sexually or otherwise because this is seen as normal male behavior. Preservice students need to understand that the recipient of such behavior cannot be expected to learn well and that those who perpetrate it are also poorly served (Streitmatter, 1994).

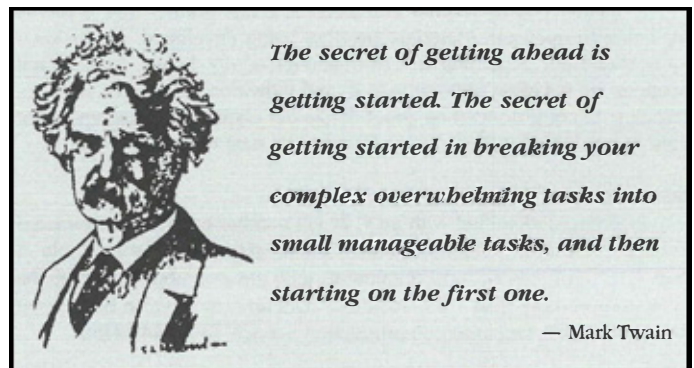
#### *Administrative modeling*

In many schools of education, the administration department faculty tends to be more male, which parallels superintendents and principals in school districts, especially at the high school level. The curriculum department faculty tend to be more female, which parallels classroom teachers, especially at the elementary level. Education deans are more likely to be male; however the number of female department chairs is increasing. This overall model perpetuates an unequal division of influence and reward in the education establishment.

### Gender Equity, Teacher Education, and Reform

Gender equity has received considerable attention in K-12 education since Title IX of the Education Amendments of 1972, but not in teacher education. Unlike special and bilingual education, for example, gender equity is not thought to merit whole departments or even courses. Yet, teacher education is the point at which future educators are accessible in methods and foundations courses, are there to learn, have time to learn, and don't have years of bad teaching habits to undo. Unlike one-shot inservice workshops, semester-length courses permit real change. This is also the only point when future teachers are able to observe equities and inequities by other teachers in the classroom, and to experiment with their own teaching methods.

It is important for inservice educators to understand gender equity



and the relatively easy ways to reverse the messages of inequity (Sanders, 1994). However, teacher education textbooks virtually ignore the subject. A 1980 analysis of 24 commonly used texts published since 1972 found that 23 of them gave less than 1% of space to gender issues, and a third didn't mention the topic at all (Sadker, D. & Sadker, M., 1980). In a 1993 update on this theme, Titus analyzed 8 post-1990 teacher education textbooks and concluded that the most widely used foundations textbooks still do not include significant material on gender equity.

In a Michigan survey of 30 administrators and 247 faculty members from 30 preservice teacher education programs statewide, it was found that only 11% of respondents reported extensive gender equity instruction and 38% reported minimal to no gender equity instruction. Respondents thought gender equity should be taught more and said more interest from students and colleagues and more coverage in the professional literature would help (Mader, 1994).

A survey of 353 methods instructors in mathematics, science, and technology nationwide revealed that while three-fourths of the respondents said they taught gender equity, they did so less than 2 hours per semester. Respondents felt that specific teaching strategies would be most helpful and that gender equity was an important social issue (Campbell & Sanders, 1997).

### What Efforts Are Being Made?

The Teacher Education equity Project (1993-96, National Science Foundation [NSF], IBM, Hewlett Packard, and A T & T funding) was conducted at the City University of New York Graduate Center. Sixty-one professors of mathematics, science, and technology education from 40 colleges and universities in 28 states learned how to teach gender equity to their preservice methods students and carried out mini-grant projects. Evaluation results indicated that 85% of the professors made significant improvements in their gender equity teaching behavior, with a tripling of syllabi containing gender equity (Sanders, Campbell, & Steinbrueck, 1996). Materials for including general equity in teach education via classroom projects, and student assignments are now becoming available (Sanders, Koch, & Urso, in press).

A statewide project, Integrating Gender Equity and Reform (1995-98, NSF funding), involves Georgia Institute of Technology as the lead institution among six other universities and organizations. This project will help teacher educators with materials and methods for teaching gender equity to preservice teachers.

The Teacher Education Mentor Project (1996-99, NSF funding) is designed to make gender equity instruction more systematically taught in mathematics, science, and technology education programs. Teams of teacher educators, partner school personnel, and others are seven colleges and universities will participate.

The Marymount Institute for the Education of Women and Girls in Tarrytown, New York, has a major focus on gender equity in teacher education.

In 1996, the U.S. Department of Education's Gender Equity Expert Panel, including a subpanel on teach preparation, began work to design and implement a process for identifying, reviewing, and recommending promising and exemplary programs, products, and practices to educators and community members.

### Conclusion

In gender equity, teacher education is a last frontier that is finally beginning to open up. Materials are now being developed, professional publications are beginning to cover gender equity issues, professional meetings are devoting some time to it, and individual teach educators are starting to become concerned about it. Gender equity could become a hot topic in teacher education, just in time for the next two generations.

### References

References identified with an EJ or ED number have been abstracted and are in the ERIC database. Journal article s(E) 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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## Strategies

*Strategies* completed its 11th year with the July/August 1998 issue. The bimonthly, peer-reviewed journal was assumed solely by NASPE this fall and continues to provide sport professionals practical, immediate, and state-of-the-art information to help them be more effective coaches, teachers, and administrators.

The Hot Topics program, in which *Strategies* readers submit articles on specific topics, has been a great success, and the Courtside, Performance Excellence, and Fair Play columns are also popular with readers. In addition, *Strategies* has a strong editorial calendar with a solid group of manuscripts still to be published this year.

Subscription rates for members and nonmembers remain the same. AAHPERD members can choose *Strategies* as their one free journal, or they can pay a special member rate of \$25 to receive it as an additional journal. Library subscriptions are also available for \$6300 and back issues are \$8. To order, call 1-800-321-0789.



# State of the Profession

## SURFING THE WEB



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### WHAT'S NEW IN LICENSURE

#### Licensure

In May the Indiana State Professional Standards Board distributed the recommended framework for initial Licensure for teachers at all levels of school settings. The group has recommended that there be only one teaching license in Indiana: an Indiana Professional Education License. "The license will reflect the standards for which the educator has demonstrated competence and completion of a degree. The license will list the school setting(s) and the content/discipline areas for which the educator has demonstrated that proficiency." There will be five school settings which correspond to developmental levels.

School Setting	Developmental Level	Content Standard
PRESCHOOL	Early Childhood	This is still being developed
ELEMENTARY Early PRIMARY	Early Childhood	Generalist Standards for and Middle Childhood or Discipline Content Standards
ELEMENTARY INTERMEDIATE	Middle Childhood	General Standards for Early and Middle Childhood or Discipline Content Standards
MIDDLE SCHOOL/ Generalist JUNIOR HIGH	Early Adolescence	Early Adolescence or Discipline Content Standards
HIGH SCHOOL	Adolescence/Young Adulthood	Discipline Specific Content

The content area of the Health/Physical Education license will state either Health Education, Physical Education or both. It is clearly stated that health education and physical education are discrete disciplines.

#### Recommendations

There were several recommendations that the Licensure Committee has forwarded to the Professional Standards Board for discussion and approval. It has been recommended that teacher preparation institutions and/or professional organizations develop certificates in the following areas, which are licensed or endorsed under the current licensure plan. These include:

Adaptive Physical Education  
Driver/Traffic Safety  
Motorcycle Education

#### Issues

There were several issues that still need to be clarified, the K-12 license and teaching minors. On the K-12 issue, the licensure committee believed that teacher education students must meet all standards for each discipline and that teacher education institutions can continue to prepare teachers for a K-12 setting. Furthermore, they believe that is possible to meet the standards for multiple school setting levels and developmental stages during a four-year program—Elementary: Primary; Elementary: Intermediate; Middle School/Junior High; and High School and Early Childhood, Middle Childhood, Early Adolescents and Adolescents/Young Adulthood.

On the issue of the teaching minors, it was the consensus of the committee that while minors are useful to higher education, they serve no appropriate licensing functions under these standard-based guidelines. The determination if a person is qualified in a certain content area is determined by demonstration of competence on the discipline standards, as determined by the teacher preparation institution.

As each institution in the state, begins the process of revising their curricula, questions will arise about implementation of the new standards. The answers to those questions by each institution will allow each institution to further hone their curriculum and develop better teachers of Health Education and Physical Education in our state.



# AAHE/TAMBRANDS HEALTH EDUCATION PROFESSIONAL OF THE YEAR AWARDS

The American Association for Health Education (AAHE), attentive to its responsibility to sponsor professional involvement among its members, seeks to recognize those who enrich the depth and scope of health-related activities. AAHE is proud to cosponsor the Health Education Professional of the Year Awards with Tampax Health Education Division. Awards are given in five categories: 1) Public Schools (K-12), 2) College/University, 3) Public/Community, 4) Clinical/Medical Care/Patient, 5) Business/Industry/Workplace and 6) Health Education Administrator. Candidates for each of the awards are solicited from the six District Associations and the recipients are selected by the AAHE Health Education Professional of the Year Awards Committee. The awards are presented annually at the AAHE Luncheon held during the

national convention.

Materials for the selection of the 2000 AAHE Health Professionals of the Year will be sent to your Vice President for Health (for Central District the Awards Committee Chairperson). Please contact that individual should you have questions relating to your district process.

For questions concerning the national level process please contact Linda M. Moore, AAHE, 1900 Association Drive, Reston, VA 20191-1599, 703/476-3437.

AAHE looks forward to honoring the best of the profession in the years to come. Completed applications are due December 15, 1999. Late submissions will not be considered.

*Looking for a Chance  
to be Published?*  
**THE IAHPERD  
JOURNAL IS REFEREED.**  
Students — Graduate Students  
Teachers At All Levels



# NASPE

## New Assessment Series

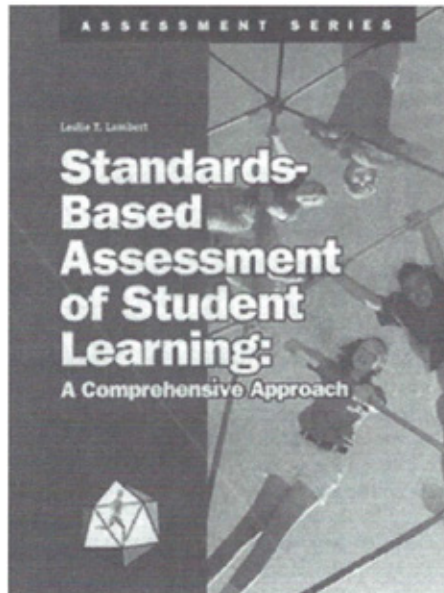
Over 225 people attended a NASPE assessment session at the National Convention in Boston. The goal of the session was to share examples of assessments that are coming out in the new NASPE Physical Education Assessment Series. Interest in assessment has increased as school districts are demanding accountability and specific assessment measures of student learning. In response, teachers are becoming more aware of the links between curriculum, instruction, and assessment and are actively seeking new ideas to assess student learning in meaningful ways.

The first article in the series, *Standards-Based Assessment of Student Learning: A Comprehensive Approach*, by Leslie Lambert, Roanoke College, describes a practical framework to guide physical educators when planning and implementing standard-based assessments. This framework is built around a series of questions and observations that can facilitate development of physical education programs. current views on assessment are discussed, and assessment terminology is defined and clarified through examples. Several issues that teachers face when assessing student learning are identified and suggestions for overcoming these problems are provided. This article is intended for both the practicing physical educator as well as teacher educators and is considered the introduction to the series.

Also available is *Preservice Professional Portfolio System*, by Vincent Melograno, Cleveland State University. This article is directed toward teacher educators for their work with preservice teachers and is based on the NASPE Beginning Teacher Standards, which focus on the knowledge and skills necessary for effective teaching in physical education and include nine categories. The author developed an authentic tool for assessing teacher performance using the Beginning Teacher Standards. A professional portfolio in one way to represent teaching performance and a 9-step process for developing one is provided.

There are five additional articles currently in press and soon to be available. Each of these articles is directed toward the public school teacher and can be adapted to the preparation of teachers across K-12. These include:

■ *Methods of Assessing Motor Skills in Elementary Physical Education*, by Shirley Holt/Hale, Gwinnet County Public Schools, Tennessee. This article will show assessment of motor skills in elementary physical education as an ongoing process within units. The still of dribbling is used as an example, however, the model can be used for any motor skill. The assessment is presented in three parts: teacher observation, self assessment, and student project/event task.

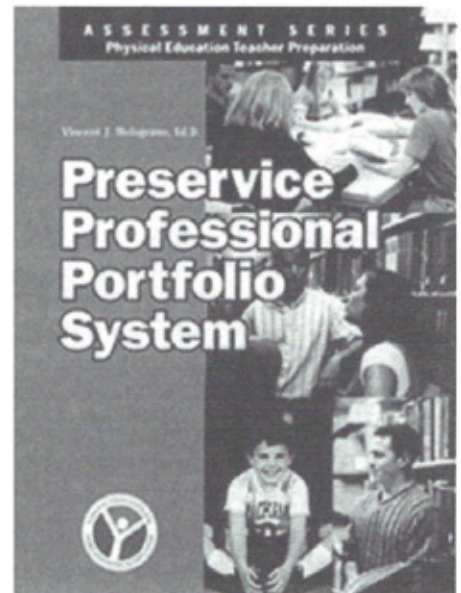


■ *Instructional Strategies for Assessing and Improving Fitness in Elementary School Physical Education*, by Shirley Holt/Hale, Gwinnet County Public Schools, Tennessee. The purpose of this tool is to show fitness assessment as a learning tool for elementary students, from the coding of scores to the development of personal goals and improvement strategies. Actual examples include bar graphs to code fitness test scores, and journal entries and student-designed fitness booklets to record personal fitness goals and improvement strategies.

■ *Assessment Profiles for Responsibility and Teamwork*, by Mary O'Sullivan, The Ohio State University, and Mary Heninger, Columbus Public Schools. The Behavior Profile is an efficient, authentic, and objective assessment tool designed specifically to address affective components of a physical education program, such as teamwork, consideration and respect for others, attention to teacher instruction, and attitude.

■ *Creating Rubrics for Physical Education*, by Jacalyn Lund, University of Louisville. Dr. Lund explains what rubrics are and gives some examples. It explains how to write a rubric, including hints and suggestions, and presents common problems associated with writing rubrics and how to avoid them.

■ *Authentic Assessment in Games Teaching: The Game Performance Assessment Instrument*, by Steve Mitchell & Judy Oslin, Kent State University. This tool identifies seven component of game performance, provides guidelines for effective data collection and interpretation in physical education setting, and provides examples of how practicing teachers have taken the tool and adapted it for use in their own settings.



The intent of the NASPE Physical Education Assessment Series is to provide a resource in the form of a collection of current, appropriate, and realistic assessment tools for physical education professionals. This resource is being developed for physical educators teaching PK-12 students and for faculty preparing prospective physical education teachers. The series will be a forum for professionals to share their ideas and successes regarding innovative assessment strategies.

The Series will continue to publish individual papers that may be purchased separately. Each paper will focus on a specific assessment topic (e.g., journaling, portfolios, game play recording tool) and will include a rationale for its use, how it might be used in practice, articulation to one or more of NASPE's standards projects where appropriate, and include an example of the assessment tool with sample forms.

The NASPE Assessment Series is seeking papers developed by practicing teachers, college and university teacher educators, or a joint effort between these professionals. Papers will be reviewed and selected for the series by a panel of teachers and teacher educators. Anyone interested in submitting an article or who would like to join with another professional to develop one, please contact Deborah Tannehill, NASPE Publications Coordinator, at [tannehd1@plu.edu](mailto:tannehd1@plu.edu), or write to her at: School of Physical Education, Pacific Lutheran University, Tacoma, WA 98447-0003.

Each paper is \$10 for members and \$13 for non-members; multiple-copy discounts are available. Call the AAHPERD publications department at 1-800-321-0789 to order or to find out current titles available.

# Jump Rope For Heart

## How Does AHA Use The Money Raised By "Jump"?

When thousands of dollars are raised through "Jump Rope For Heart" events, it is important to know that the largest percentage is allocated to cardiovascular research and education. In fact, over 30 percent alone goes to research for heart disease, the nation's number one cause of death. Also, over 30 percent is allocated to public and professional education – school programs, seminars for the public, and conferences for healthcare professionals. Next comes community programs such as the many "Women and Heart" conferences held

throughout the state. The American Heart Association is proud to report that during the last fiscal year, only 7.8 percent went to fund raising costs in Indiana, a percentage way below the standards set for philanthropic charities.

While students certainly enjoy the fun of Jump events, they are also learning that jumping rope is a good cardiovascular exercise. In addition, they learn about helping others as they raise money to fight heart disease and stroke.

## AAHPERD and AHA's Creation Twenty Years Young

Twenty years ago the American Alliance for Health, Physical Education, Recreation and Dance joined with the American Heart Association to create an event which has become a phenomenal success. Today, more than 20,000 schools and 2 million children across the nation participate in "Jump Rope For Heart."

The students have a chance to get their own hearts pumping while volunteering to help others by raising money for cardiovascular research and education.

Now more than ever, programs like "Jump" are needed to teach children the value of physical activity and living a heart-healthy life. Studies have shown that up to a third of our nation's children are obese, that four million children have above-normal blood pressure, and 27 million have high cholesterol levels.

What better reasons could there be for participating in "Jump Rope For Heart"?

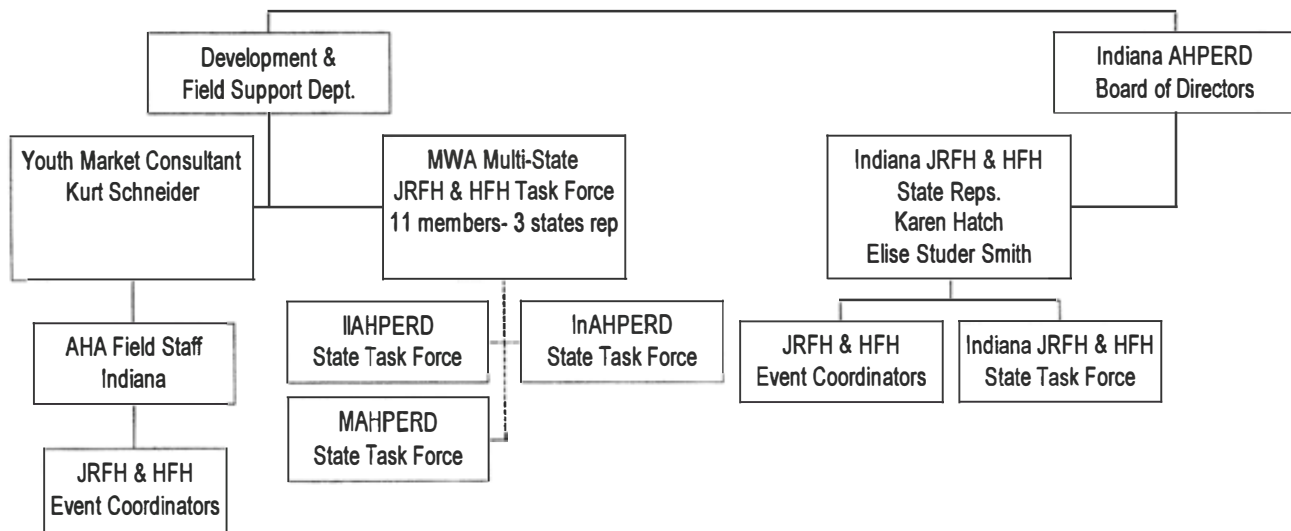
## Who's Who For "Jumps" In Indiana

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	(219) 258-4018	Mishawaka
Ann Acosta	(312) 543-4579 (cell)	area south of Ft. Wayne
Sherita Brewer	(219) 120-0050	Fort Wayne
Melinda Kedick	(312) 543-4575 (cell)	northeast Indiana

Sandy Rodriguez	(219) 689-9863 (cell)	Gary
Diane Heimberger	(219) 258-4018	Mishawaka
Sean Ferguson	(812) 424-4464	Evansville
Jennifer Burk	(317) 876-4850	Indianapolis
Tracy Ruda	(317) 509-5189 (cell)	Wabash Valley
Don Lopp	(812) 923-1605	Floyds Knobs
Angela Pool	(765) 853-5293	Muncie
Cheryl Carlson	(317) 876-4850	southeast, south central, and east central Indiana
Kathy Van Dusen	(812) 424-4464	southwest Indiana

American Heart Association  
Organizational Chart



# Reviewed Article

## Enhancing Self-Esteem a Direct Approach

Dr. Valerie K. Wayda, Devin Riley, and Melanie Vaughan  
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### **Author Notes**

*This project was made possible through funding from Indiana Association for Health, Physical Education, Recreation and Dance and the National Association for Sport and Physical Education of the American Alliance for Health, Physical Education, Recreation and Dance.*

Many individuals assume that children's self-esteem levels will automatically improve as a result of participating in physical activity. While this goal is ideal, the reality may be very different. Practitioners need to carefully structure their programs to ensure the direct development of positive self-esteem rather than assuming it will occur as a mere result of participation (or development indirectly).

For the development of self-esteem, a child needs to believe that he or she is currently competent, successful, or has the ability to be either competent or successful with practice. If a child does not have this mind-set, regardless of the child's actual abilities or competencies, then the child will probably develop negative self-esteem and withdraw or disengage from the activity. Self-esteem can be enhanced when children are provided opportunities to explore their capabilities and master new skills (Bunker, 1991). Unfortunately, not all forms of physical activity are structured in such a way as to enhance self-esteem. Environments which are grounded in competition can actually undermine a child's level of self-esteem because there are designated winners and losers, or individuals denoted as skilled and those who are not skilled.

If the direct enhancement of self-esteem is truly an objective, practitioners must orchestrate the environment in a manner which allows a child to experience feelings of success and competence. After all, if physical activity is to be the medium from which a child can develop positive self-esteem, then educators must close the gap between research and practice (Bailey, 1988) by incorporating the self-esteem theoretical framework into their programs. Therefore, the authors of this paper felt it was critical to develop a program based on the current literature. Specifically, Fox (1988) identified three programmatical issues which practitioners

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### **Abstract**

Self-esteem development is an important objective of many physical education programs. Unfortunately, many individuals do not systematically build it into their curriculums. The purpose of this article is to quickly outline the key components of self-esteem theory and how these components can be employed within a fitness approach. To conclude, a 10-week self-esteem program will be presented which has been implemented into an existing after-school fitness program for children (ages 8-10).

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need to consider for the direct development of self-esteem using a fitness approach. This paper will discuss each of these programmatical issues as well as supporting literature, and then how this information was utilized to create a self-esteem program. Finally, the authors will describe a 10-week after-school fitness program where the self-esteem program was implemented.

### **Programmatical/Theoretical Issues**

The first programmatical issue deals with providing a sense of fitness competence (Fox). Self-esteem can be enhanced when a child believes that he or she can be successful at a given task with practice. One way of instilling this mentality in a child is to create an environment which focuses on the process of becoming physically fit rather than the end-product. When teachers evaluate children's fitness levels based on norms or percentiles, then they are teaching the children to evaluate their fitness performances in comparison to their peers (social comparison). This approach can nurture the development of competition by creating a ranking system amongst the children (e.g., "I'm in the 10th percentile for cardiovascular endurance. this is better than most of my classmates."). For unfit children, this type of normative information could create a perception of incompetence no matter how hard he or she persists (e.g., "My percentiles are low, so I must not be very good."). In comparison, if the teacher would focus on the process of becoming physically fit, children would be encouraged to focus on task mastery and personal improvement. When

children make improvement in their fitness levels, three potential benefits could occur. First, their self-esteem should improve since they are becoming more competent or improving their fitness levels. Second, children may perceive that they have the ability to change things in their lives. When individuals feel empowered, they learn to take responsibility for their actions and attitudes. Thus, they tend to persist at tasks longer, which ultimately strengthens their belief that they are competent and successful. And third, children can develop a positive attitude about physical activity. If children perceive physical activity as important and something which they can enjoy, then they may be more motivated to incorporate it into their daily routines.

One way of incorporating this process-oriented approach is through a structured goal setting program. Setting goals, or establishing a standard for how one wants to perform or improve, can facilitate the development of self-esteem by providing a series of successful experiences. For example, a child can set a goal of staying within one's target heart rate (HR) zone for at least 20 minutes. Once this goal is accomplished, the child can reset the difficulty level of the goal (e.g., 23 minutes). Although practicing the same tasks over and over again may not seem challenging, it can be if the child is continually striving to become better at the task (e.g., focusing on the process).

The second programmatic issue Fox noted was educating participants about the importance of the activity and how it relates to their general well-being. When children understand the important relationship between fitness and daily activities, then they might be more likely to practice better fitness habits. In addition, children's perceptions about their competency can have a noticeable influence on the value for fitness. After all, why would a child want to participate in an activity in which he or she feels below average or incompetent?

As part of this component, Fox encouraged practitioners to educate beyond the classroom. For example, if the parents also understood the benefits of physical fitness and healthy lifestyles, then they may be more likely to reinforce such concepts with their children. Ideally the parents might participate in fitness with their children. But at the very least, perhaps they would reinforce them by encouraging a physically active lifestyle. This approach has two potential benefits. First, when individuals (parents and children) understand the benefits of physical fitness, then they are more likely to participate or to make it part of their daily routine. Second, an individual's perceptions about fitness can have an appreciable influence on his or her self-esteem. Children can be taught that one way of feeling good about themselves is by taking care of themselves physically. Since physical appearance is a critical component of self-esteem, a low (or high) fitness level can impact a child's feelings of worth or competency performing fitness related activities. Thus by educating children about the role of fitness and fitness strategies such as staying in one's target HR zone, identifying individual differences (e.g., body sizes, maturation), and controlling one's thought processes about fitness and exercise (e.g., positive self-talk, confidence) one can directly impact a

child's self-esteem development.

Fox reported that the third programmatic issue dealt with the practitioner creating opportunities for remedial support. Once a child has been identified with low fitness, then specific strategies (e.g., goal setting) need to be implemented to remediate the problem. Lack of physical fitness and obesity are commonly cited facts in national publications such as the National Center for Health Statistics (1991). Concurrently, unfit or obese children may have lower levels of self-esteem due to this stigmatization attached to their physical appearance or performance.

Children develop self-esteem based on information gleaned from social interactions (Weiss, 1987). Reflected appraisals and social comparison are two important sources of information. Reflected appraisals occur any time children secure information from significant others (parents, teachers, peers) regarding their approval or disapproval about a performance. Unfortunately, the reflected appraisal may not be accurate. For example, as a child performs a skill, perhaps the teacher did not respond affirmatively to the performance. Thus, the child may interpret the nonresponse as a reflection of poor performance and lack of competency. Verbal feedback as well as any type of objective information can be helpful in minimizing inaccurate perceptions.

The second source of information, social comparison, is compiled as children perform a skill. Children continually compare their abilities against the abilities of their peers for information about competency. Collectively, both sources of information have a direct impact on the development of self-esteem. If practitioners are interested in the use of physical activity to enhance self-esteem, then specific strategies which consider information emulating from reflected appraisals and social comparison must be considered.

Weiss (1987) has suggested several teaching strategies to deal with these issues. First, teachers need to closely monitor the type and amount of feedback they are providing to the student since these statements can influence the child's perceptions of his or her competency. For example, when a child is successful at performing a task, compliment the child's effort or ability in completing the task. This type of feedback sends the message to the child that when one works hard and practices, one can be successful or competent. A second strategy is to monitor the child's attributions (reasons cited for success or lack of it) regarding a performance. If a child always recites luck as the reason for the good performance, then correct the child by indicating it was correct technique, good strategy or effort which contributed to the good performance and not luck. By encouraging the child to take personal control for his or her performance, the child is being taught to assign the correct attribution (cause) for the performance. Other strategies include the use of goal setting and the use of different instructional styles such as the indirect method. This teaching strategy allows the child to be challenged while progressing (improving) at his or her own pace.

#### Self-Esteem Program

The self-esteem program was created based upon the work of Fox's (1988), Weiss's (1987) and Schiraldi's (1993)

work. The content of the program was based primarily upon a 125 day self-esteem program created by Schiraldi (1993); based on this program several characteristics or themes were identified which contributed to self-esteem development (the process). These characteristics included reaching goals, personal responsibility, identity, self confidence, being friends, self talk, cooperation, and success.

The delivery of the content was based upon Fox's (1988) three programmatical issues and the teaching strategies recommended by Weiss (1997). Content delivery was broken down into four different approaches. First, the children were educated about the theme. This phase typically consisted of a brief discussion (e.g., what is the theme, provide examples of it). Second, some type of hands-on activity (or reflection) was conducted related to the theme. For example, the children were asked to identify characteristics of someone who had high self-esteem, and then to identify situations in which they themselves had high self-esteem versus low self-esteem. Or, for the goal setting theme, the children were asked on a weekly basis to set a goal for approximately how many minutes they would spend in their target heart rate (HR) zone each week. This goal time was then recorded onto goal sheets (see Figures 1 & 2 for examples of a goal sheet and worksheet on goal setting). Using HR monitors, the children's actual time spent in their respective target zones was recorded for each class session and this information was then transferred onto the goal sheet, which the children received prior to setting anew goal. Third, the theme was reinforced by the instructors through verbal comments (e.g., raise your hand if you said something positive to yourself in the last activity), or the activity/game was structured in a way that reinforced the theme (e.g., for the theme of cooperation, cooperative games were played). And fourth, word puzzles or searches were created for each theme. These were distributed to the children at the end of the class session in the hopes that they would be completed at a later time to once again reinforce the theme and key concepts which supported it (see Figure 3 for an example of a word search).

Since the fitness program was only three times a week for 60 minutes, the authors felt it was important to educate the parents about each of the themes so that they could educate, demonstrate and/or reinforce the themes outside of the fitness program. Information about each of the themes was compiled into a flier, and each week a copy of the flier was mailed to the parents of the children participating in the program. Information within the flier included a brief description of the theme, how the theme impacted the development of self-esteem, and examples of how the theme could be reinforced through physical activity, school work, or social (family) activities.

#### **Implementation of the Self-Esteem Program**

The self-esteem program was broken down into weekly units with each week (or unit) focusing on a different theme. Each week, the objective was to provide an overview of the theme, discuss how the theme related to each child and their participation in the program, and then reinforce the theme through the fitness activities the children participated in during the remainder of the week. The emphasis within all of the

physical activity was always on doing one's best, trying to improve, and having fun. In addition, goal setting was taught on a weekly basis since the fitness program was also geared towards improving children's overall fitness levels.

Week One – Overview of Self-Esteem. Children completed fitness assessments and were informed that the goal of the program was to improve in at least one of the three tests (flexibility, muscular strength, aerobic endurance). A general overview of self-esteem was presented with some discussion on how each of the themes impacted self-esteem development.

Week Two – Goal Setting Since improvement in physical fitness levels was a primary goal, the children were taught the strategy of goal setting as a way of improving their fitness on a weekly basis. Specifically, the children were taught about heart rate (HR) and the importance of staying in one's target HR zone for any type of cardiovascular benefit. They were then taught how to put on the HR monitors and how to read the information on the watch face (e.g., actual time, HR). The children were encouraged to periodically look at the watch face to determine if they were in their HR zone. Any child whose HR was too low was encouraged to work a little harder to get up into the HR zone.

In addition, at the beginning of each week (Monday), the instructor asked each child to estimate how much time they thought they would spend in their target HR zone (maximum of 180 minutes or three 60 minute sessions for the week). Once this figure had been estimated, the students were asked to mark this number on a goal sheet which looked like a thermometer. The paper thermometer served as a visual indicator of the child's goal for the week.

At the conclusion of each activity session the watch was stopped, removed from each child's wrist, and then taken to a computer so the information could be downloaded by one of the instructors. A printout was made of each child's HR during the week's activity sessions, which noted the actual amount of time the participant spent in his or her HR zone. This information was then transferred onto the paper thermometer as the actual time spent in one's HR zone.

This format was completed every week regardless of the theme. At the start of each week (Monday), each participant was given the previous week's HR printouts and completed goal sheet, and a new goal sheet for that week. The student was asked to compare the goal time (predicted time in HR zone) and the actual time (the two lines on the paper thermometer). If the predicted line was above the actual line, the research assistant talked about how good they should feel about reaching their designated goal. Regardless of reaching the goal or not, the instructor discussed how this information could be used in setting their next daily goal (predicted time in HR zone).

In addition, the instructors monitored the student's new goal times to make sure they were realistic but challenging. Any child who had a goal time which did not appear realistic was encouraged to modify the goal (e.g., increase or decrease the amount of time). This process continued every week of the activity program.

Week Three – Personal Responsibility After discussing

why it is important for individuals to accept responsibility for both good and bad choices they make, emphasis was placed on learning from those choices (or growth and development). In order for the children to reflect on taking personal responsibility, a worksheet was created where the children had to identify three things they could take responsibility for in their lives and how that might be seen positively.

Week Four – Identity. Every human being has their own unique identify and that is what makes each individual special. Emphasis was placed on the importance of accepting other people for their uniqueness and how it may feel when people don't accept an individual's uniqueness, etc. The children were required to identify three things that made them unique; they were then encouraged to share these with the other children. The children participated in a modified tag game where once a child was tagged, the child had to identify a characteristic which made them unique to enter the game again.

Week Five – Self Confidence. This week began by defining self confidence and discussing why it was so important to feel confident. The relationship between setting goals and one's motivation level were also discussed. Using worksheets, the children listed three things they were good at and shared them with the group. During the activities for the remainder of the week, the children were encouraged to praise each other and themselves.

Week Six – Being Friends. Since all of the children stated they had friends and like having friends, characteristics of a "good" friend were identified (e.g., polite, friendly, sincere). Scenarios were read and the children had to identify if the child was being a "good" friend and why (or why not). During the activities for the remainder of the week, the children were continually encouraged to be a friend to others in the group, and several of the activities required working with others.

Week Seven – Self-Talk. Emphasis was placed on the development of positive attitudes toward physical activities. The children were encouraged to say positive things to themselves since these statements (beliefs) can influence mind-set and increase self-confidence. After the children had identified three positive statements about themselves, these individual statements were reinforced during the weekly activities. For example, the instructor would stop an activity by blowing a whistle three times. This was a signal to the children that they had to say out loud (or shout) their personal statement. Or, periodically the instructor would ask a child to identify one of his or her positive statements.

Week Eight – Cooperation. The week began by talking about why cooperation was important. For example, jobs are much easier if several people work together. Or, relationships/friendships are more fun when both individuals share a common purpose. On the worksheet, the children had to list different ways they could cooperate with someone at home, at school, and in the activity program. All of the activities focused on group work and positive attitudes (e.g., modified kickball).

Week Nine – Success. While many individuals associate success with winning, emphasis was placed on

modifying the definition to include personal effort, positive attitude, improving skills, and trying hard. As the children participated in different activities, they were asked to raise their hands if they felt they had been successful, and then explain why or why not. The instructor tried to reinforce the broader definition of success. The use of weekly goal setting also helped to reinforce this theme since each week the children had to identify a goal (amount of time in HR zone). Success was identified as any time a child reached their goal regardless of how that time compared to others in the program.

Week Ten – Self Esteem. To conclude the program, instructor went through a quick review of self-esteem and how each weekly them contributed to one's overall self-esteem. Since the final fitness assessment was also completed this week, the children were encouraged to use the different themes during the testing sessions (e.g., encouraging a friend during the sit-ups, saying positive statements to oneself during the walk/run, setting a goal for how many laps one will complete, etc.). To conclude the program, an awards ceremony was held so that each child could receive a personalized certificate which included their picture and a positive statement about each child's participation in the program (e.g., the extra effort award because you never gave up).

### Summary

Since one objective of many physical activity programs is to enhance the self-esteem of its participants, practitioners need to carefully structure the environment to ensure its development. Based upon the current self-esteem literature, a 10-week self-esteem program was created and implemented within a fitness program. Over the 10 weeks, eight different themes or characteristics which make-up self-esteem were covered. In addition, a variety of instructional strategies were implemented to either educate (e.g., introduce or reflect) or demonstrate (practice, reinforce) each of the themes.

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Figure 1.

Goal Sheet.

NAME \_\_\_\_\_

My goal for today is: \_\_\_\_\_ minutes in my target heart rate zone.

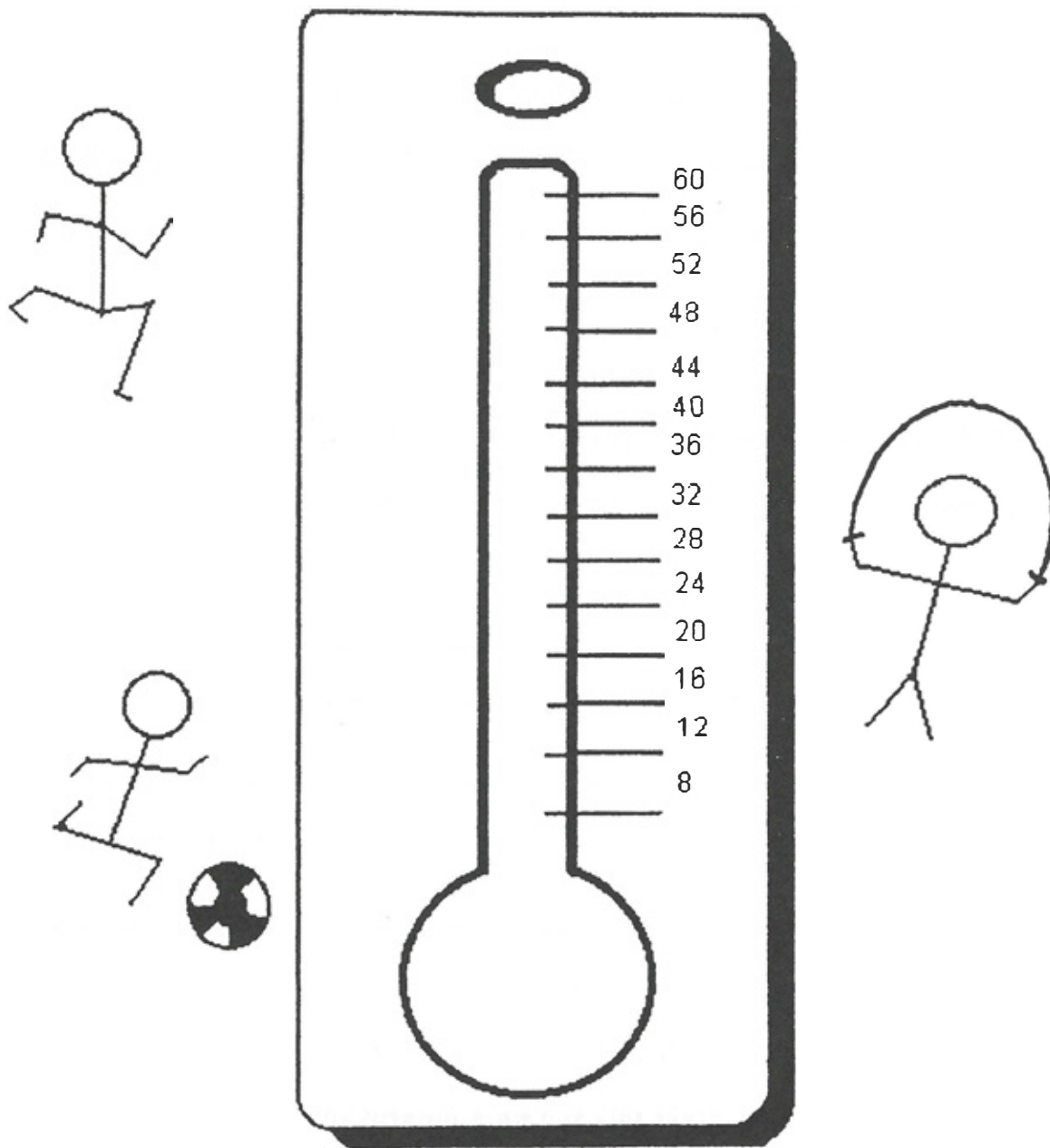


Figure 2

Goal Setting Worksheet.

# GOAL SETTING

Lots of people set goals everyday. Mark McGuire and Sammy Sosa both set a goal to break Roger Maris' single-season home run record. Can you think of one goal that you would like to reach? If you write down your goal, and keep it where you can see it every day, it will help you to remember to work towards your goal.

Think of ONE goal that you would like to reach in school, at home, and at the fitness program.

Write it down, and also write down one thing you can do to help you reach that goal.

School \_\_\_\_\_  
\_\_\_\_\_

Home \_\_\_\_\_  
\_\_\_\_\_

Fitness  
Program \_\_\_\_\_  
\_\_\_\_\_

**Take your sheet home and tape it to your mirror or the refrigerator so that you can see it every day. Make sure you work towards your goals!!!!**



Figure 3

**Word Search for Cooperation Theme.**

This weeks theme is COOPERATION! Cooperation is working together in harmony; everyone doing his or her fair share. By cooperating with friends, classmates, teammates, brothers and sisters, and mom and dad, you can get things done in a more timely fashion. You can also avoid some unnecessary arguments. So remember, be friends and work together. Use teamwork to make your dreams work.

**Directions:** match the letters to their corresponding numbers to “crack the code”.

5 26 8 13 1 10 15 17 3 4 24 19 2 18 21 11 25 6 16 9 14 7 12 20 22 23  
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

8 21 21 11 1 6 5 9 3 21 18      3 16    9 17 1    24 1 22    3 10

3    8 21 21 11 1 6 5 9 1            11 1 21 11 19 1    12 3 19 19

19 3 24 1    2 1    3    12 3 19 19    8 21 21 11 1 6 5 9 1

12 3 9 17    2 22    10 6 3 1 18 13 16            5 18 13    2 22

9 1 5 8 17 1 6 16    5 18 13    2 22    10 5 2 3 19 22.

8 21 21 11 1 6 5 9 3 21 18      3 16    9 17 1    24 1 22.

3 10    3    8 21 21 11 1 6 5 9 1    11 1 21 11 19 1    12 3 19 19

19 3 24 1    2 1.

# Physical Activity for Children

## A Statement of Guidelines

Developed by the Council for Physical Education for Children (COPEC)  
of the National Association for Sport and Physical Education (NASPE)

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an association of the  
American Association for Health, Physical Education, Recreation and Dance

### Appropriate Physical Activity for Children: A Comprehensive Report

#### Purpose

The purpose of this document is to provide meaningful physical activity guidelines for physical education teachers, classroom teachers, youth physical activity leaders, administrator, parents, physicians, and all others dedicated to promoting physically active lifestyles among children. Prior to this statement, it has been commonplace to apply exercise guidelines for adults and teenagers to children. This report presents physical activity guidelines specifically designed to meet the developmental needs of children.

#### The Rationale

Included in the *Surgeon General's Report on Physical Activity and Health* are the following major conclusions:

- people of **all ages** can benefit from regular physical activity.
- significant health benefits can be obtained by including a moderate amount of physical activity (e.g., 30 minutes of brisk walking or raking leaves, 15 minutes of running, or 45 minutes of playing volleyball) on most, if not all days of the week.
- a modest increase in activity can improve the health and quality of life for most Americans.

- longer and more vigorous activities can provide additional health benefits.

- some of the prominent health benefits of appropriate activity include reduced risk of premature mortality, lower risk for heart disease, colon cancer, hypertension, and diabetes mellitus.

- other benefits include improved mental health, and improved fitness of the muscles, bones, and joints.

- sedentary living is prominent in American among adults and is increasingly apparent among teens.

Other important reports have documented the health and wellness benefits of regular physical activity for adults including *Healthy People 2000*, which outlined important health goals for our nation. The first chapter of *Healthy People 2000* was dedicated to physical activity because of the important contribution that regular physical activity could make to most Americans. The American Heart Association has now recognized sedentary living as a primary risk factor for heart disease along with elevated blood lipids, hypertension, and smoking. Clearly the evidence supporting the benefits

of physical activity is strong.

The health benefits of physical activity are most applicable to adults because it is in adulthood that most health problems associated with inactivity are manifested. Because children and youth do not manifest the same symptoms as adults, some have questioned the need for active lifestyles among children and youth. Evidence now exists to show that inactive children and youth are likely to become inactive adults.

Since most chronic illnesses such as heart disease are a result of cumulative unhealthy lifestyles, what is done in childhood and youth affects health and functioning later in life. There is evidence that regular weight bearing activity can increase bone strength in youth. Peak bone mass (the highest mass in the bones) is achieved in the childhood years. Those who are active achieve a higher mass thus have less likelihood of having low bone mass (osteoporosis) later in life. Further there are immediate benefits that come to children including feeling good, ability to functioning optimally, ability to perform challenging tasks, and enjoyment. Expending calories in activity helps promote fitness that increases ability to perform sports and tasks of daily living as well as to regulate body

fatness. This fact is important given the increase in fatness among children and teens over the past two decades.

Efforts to promote regular physical activity among children are supported by the Surgeon General's Report on Physical Activity and Health, Healthy People 2000, the Centers for Disease Control and Prevention (CDC) in its "Guidelines for Promoting Physical Activity and Reducing Sedentary Living Among Youth", as well as other important scientifically based documents. Just as the evidence in these documents have provided the rationale for appropriate levels of activity for adolescents (see Sallis, et al., 1994), they provide a rationale for promoting regular physical activity among elementary school children.

### **Applying Appropriate Activity Models to Children**

The following statements provide the basis for the selection of the specific physical activity recommendations made in this report.

- **The models used to determine appropriate physical activity (exercise) for adults are not necessarily the ones that are the most appropriate for planning activity for children.**

One model of exercise (often called the Exercise Prescription Model) is appropriate for adults and those interested in high level performance. This model recommends continuous moderate to high intensity activity. This model is appropriate for adults and older youth interested in athletic performance but is not the best model for use in planning activities of children. For more information concerning this model the reader is referred to the following reference (Corbin & Pangrazi, 1994).

- **The Lifetime Activity Model used to determine physical activity levels for adults can be modified to provide the basis for activity schedules for children and youth.**

The Lifetime Activity Model suggests that moderate activity accumulated over most days of the week can be beneficial to the health of most adults. It uses caloric expenditure to provide an indicator of appropriate activity levels. The recommendations in the Surgeon General's Report on Physical Activity and Health are based on this model, as are the recommendations in this position statement.

The basis premise of this model is that the total volume of physical activity performed in a period of time can provide a good indicator of the value of the activities performed. For adults the activity requirements outlined in the Surgeon General's report (e.g., 30 minutes of brisk walking or raking leaves, 15 minutes of running, or 45 minutes of playing volleyball) are based on 3 to 4 kcal/kg/day or about 1000 to 2000 calories of energy expenditure per week. The epidemiological research on which these values are based are included in the Surgeon General's report (see references) as well as many of the other selected references. Greater amounts have been recommended for children based on the reasons outlined in the following sections of this report.

A recent consensus statement concerning physical activity for adolescents recommended a minimum of 30 minutes of moderate physical activity most days of the week and involvement in more vigorous activity at least three days per week for 20 minutes. This report uses one recommendation based primarily on the Lifetime Physical Activity Model (30 minutes of moderate physical activity most days of the week) and one recommendation based on the Exercise Prescription Model (20 minutes of moderate to vigorous physical activity three days a week). The first of the two recommendations is well suited to children (5-12) and provides a basis for the recommendations made here. The second recommendation is appropriate for adolescents (age 13+) but is not recommended for universal applica-

tion to younger youth (see following section).

Because young children are less inclined to voluntarily select continuous vigorous physical activity, the Lifetime Physical Activity Model and its recommendations for the volume of activity as determined by calories expended over a period of time seems most suited for use with children (see Corbin & Pangrazi, 1994 for more details). The recommendations for 30 to 60 minutes of activity (total volume) for children and youth is similar to the caloric expenditure recommendations for adults above and slightly higher than the minimum recommendation made for adolescents by a panel of experts. This slightly higher recommendation as well as the inclusion of an additional recommendation of **more than 60 minutes of activity on most days of the week** is based on the following points:

- The adult recommendations (and the one for adolescents) are minimum amounts not optimal amounts. Expenditure of 1000 to 2000 calories and up to 3500 calories per week gives extra benefits. The recommendation of one hour or more is within these limits:

- Children are inherently active. Most young children will perform well more than minimum amounts of activity. As they grow older they become less active. Promoting relatively high activity levels (by volume) in childhood will provide a buffer when activity levels begin to decrease.

- Childhood is the time of skill learning. Children and youth learn skills through involvement in physical activity. Only through devoting time to these skills will they be learned well enough to use them throughout life.

- Calories expended in childhood and youth can help control body fatness, a problem of children and youth as well as adults. Children

who expend calories when they are young are more likely to do so later in life. With higher caloric intake a characteristic of modern society, a higher caloric output is perhaps the best remedy.

- Adult recommendations are based primarily on the energy expenditure necessary to reduce risk of chronic disease associated with what is commonly called aerobic or cardiovascular fitness. It is important for children and youth to experience activities in all areas of the physical pyramid and for all parts of health related physical fitness, not just aerobic or cardiovascular fitness. Such a recommendation requires an additional time commitment.

### **Important Concepts Relating to Physical Activity for Children**

To help the reader better understand some of the reasons for the activity recommendations in the previous sections of this paper, some important characteristics of children and youth of different ages are outlined.

- **Young animals, including humans, are inherently active.**

Young children are considerably more active than adults. As children grow older they are less likely to be active. The most dramatic drops in activity occur during the teen years. As a group, adults are less active than teens. Given the opportunity to be active, young children will be. If opportunities for activity involvement decrease, so will activity for people of all ages.

- **Children have a relatively short attention span compared to adults.**

With each passing year in school, children and youth increase the length of time that they can maintain interest in any specific activity. Long duration activities typically do not capture the attention of young children.

- **Children are concrete rather than abstract thinkers.**

Children need concrete reasons for persisting in an activity. If the reasons for doing an activity are too abstract (future health for example) they are unlikely to continue to perform it consistently. Children and youth need concrete feedback and evidence of success in activity if they are to persist.

- **Children are active intermittently and need frequent periods of recovery.**

The normal activity patterns of children are intermittent. They perform vigorous bursts of energy followed by rest or recovery periods. Alternating burst of energy followed by recovery may, however, persist for long periods of time. This pattern of activity is normal and may be a necessary condition for stimulating optimal growth and development.

- **The relationship between physical activity and physical fitness is not strong in childhood and youth.**

Factors such as chronological age, physiological age (maturation), and hereditary predisposition all greatly influence who will achieve high fitness scores. With children and youth the highest fitness test scores are not necessarily present in those who do the most physical activity. Failure to meet comparative expectations, even after persistence in activity, can be a reason why some children and youth do not persist in activity.

- **Physical activity is a significant medium for learning for children and youth.**

Young children obtain mastery of their environment by learning to perform physical tasks. For example, learning to walk provides some mobility and control over the environment, manipulating implements and objects provides power and a means to achievement. The challenge of mastering the physical environment is a principal source of effectance or intrinsic motivation in children and youth.

- **Many, if not most, of the skills used in adult recreation and leisure are learned during the school years.**

Though it is never too late to learn motor skills many, if not most, of the skills used in adult recreation and leisure are learned early in life. People who do not learn these skills in life are less likely to learn them and less likely to use them.

- **High intensity physical activity has benefits, but may reduce persistence among some people including children and youth.**

High intensity activity has been shown to have benefits in addition to those from moderate activities such as lifestyle activities. However, there is evidence that high intensity activities may reduce adherence in some groups. For children these activities may be perceived as too difficult for the benefits received, especially if continuous participation is involved with little time for recovery and rest.

- **Inactive children and youth are much more likely to be sedentary as adults than children and youth who are active.**

Activity in childhood tracks to adulthood to some extent but predicting who will be active as adults based on activity in childhood is less accurate than predicting inactivity in adulthood based on childhood inactivity. Children who are inactive are very likely to become inactive adults.

- **Self-efficacy (a feeling that you can be successful) in physical activity is one of the better determinants of lifetime physical activity adherence.**

It has been shown that those people who think they can be successful in physical activity are more likely to be active. For this reason it is important to build feelings of efficacy in activity early in life.

- **Children and youth who have active parents and family members and who do regular activities with them are more likely to be active**

than those who are not active in the family.

Meeting the guidelines in this paper will be more likely for children if they come from active families.

- **Just as children and youth can learn the habit of regular activity involvement, they can learn to be inactive if they are not given opportunities to be active when young.**

Young puppies are active. Those who grow up being active are more likely to be active as adult animals. Puppies that are trained to be inactive through long periods of restricted activity become inactive adult animals. Children can also be taught to be active or inactive by lifestyle.

**Note:** Some of the concepts described above were adapted from Corbin, C.B. and Pangrazi, R.P. "Toward an Understanding of Appropriate Physical Activity Levels for Youth", The President's Council on Physical Activity and Sports Physical Activity and Fitness Research Digest. 1(8), 1-8, 1994.

### Summary Guidelines

- Elementary school children should accumulate at least 30 to 60 minutes of age and developmentally appropriate physical activity on all, or most days of the week.

- An accumulation of more than 60 minutes, and up to several hours per day, of age and developmentally appropriate activities is encouraged for elementary school children.

- Some of the child's activity each day should be in periods lasting 10 to 15 minutes or more that include moderate to vigorous activity. This activity will typically be intermittent in nature involving alternating moderate to vigorous activity with brief periods of rest and recovery.

- Extended periods of inactivity are discouraged for children.

- A variety of physical activities selected from the Physical Activity

Pyramid is recommended.

### EXPANDED GUIDELINES

**Guideline 1: Elementary school children should accumulate at least 30 to 60 minutes of age appropriate physical activity on all, or most days of the week.**

The previous sections of this report (rationale, appropriate models of activity for children, and concepts relating to physical activity for children) provide the basis for making this recommendation. It is appropriate for children of elementary school of all ages.

**Guideline 2: An accumulation of more than 60 minutes and up to several hours per day of appropriate activities is encouraged for school aged children.**

For reasons outlined in the rationale of this paper, children will typically need to spend more than 30 to 60 minutes of time in activity each day. Activities of a physical nature should constitute a relatively large part of the child's day including some periods that are more active than others. In a typical day it should not be unusual for the total time accumulated in physical activity to exceed 60 minutes and to total several hours. This guideline urges greater overall time involvement for this age child with total volume of activity emphasized. The same suggestions as for the first recommendation for this age group apply to this second recommendation.

**Guideline 3: Some of the child's activity each day should be in periods lasting 10 to 15 minutes or more that include moderate to vigorous activity. This activity will typically be intermittent in nature involving alternating moderate to vigorous activity with brief periods rest and recovery.**

Guidelines for adolescents recommend at least 20 minutes of continuous moderate to vigorous physical activity on at least three days of each week. Some vigorous

activity is recommended, it is more appropriate for younger children (5-9) than older children (10-12). Because typical activities of children will involve sporadic burst of energy, a greater time involvement rather than a greater intensity of continuous involvement is recommended. Several (3 to 6 or more) activity sessions spaced throughout the day may be necessary to accumulate adequate activity time for elementary school children. It is recommended that some of these periods be of 10 to 15 minutes or more in length, alternating intermittent activity and rest. Continuous moderate to vigorous physical activity periods lasting more than 5 minutes without rest or recovery is rare among children prior to age 13. If continuous activity is prescribed for children, the reasons for performing it should be well established and be made clear to the children performing them.

**Guideline 4: Extended periods of inactivity are discouraged for children.**

More information for this guideline is contained in the section which follows.

**Guideline 5: A variety of physical activities selected from the Physical Activity Pyramid is recommended.**

The Physical Activity Pyramid, a method of classifying physical activities, is used to clarify and elaborate on Guideline 5. In the following section of this report, each of the different categories of physical activity from the Physical Activity Pyramid will be discussed and applications for each of the two age classifications for children will be outlined. In general, the Physical Activity Pyramid encourages participation in activities from the lowest three levels of the pyramid with a greater emphasis on selections from activities lower in the pyramid. Age, current fitness level, developmental level, and other factors such as hereditary predisposition will determine the optimal amounts of activity from

different levels of the pyramid for different individuals or groups of individuals.

## **LIFESTYLE PHYSICAL ACTIVITY**

### **Physical Activity Pyramid Level 1: Lifestyle Activities**

Activities that require large muscle activity done as part of typical daily routine are considered to be lifestyle physical activities. Examples of this type of activity are walking to or from school, climbing the stairs rather than using the elevator, raking the leaves, and doing chores around the house that requires more than a little calorie expenditure. Riding a bicycle as transportation is an example, as are physical activities such as digging, lifting, and other physical activities performed as part of daily work. For children, active play involving large muscles is considered to be lifestyle activity. Lifestyle activities are at the base of the pyramid because an accumulation of daily minutes of involvement in these activities has been shown to have positive health benefits. These activities are widely accessible and relatively easy to perform for people of all ages.

### **Recommendations for Lifestyle Activities for Young Children (5-9)**

- The greatest portion of accumulated minutes of physical activity for children of this age will typically come from lifestyle activities. Lifestyle activities for this age include active play and games involving the large muscles of the body. Climbing, tumbling, and other activities that require lifting the body or relocating the body in space are desirable activities when they can be performed safely. Activities are typically intermittent in nature rather than continuous (those done for long periods of time without stopping). These activities normally involve few rules and little formal organization. Lifestyle activities such as walking to school, when appropriate, and being involved in chores around the home are also appropriate.

### **Recommendations for Lifestyle Activities for Older Children (10-12)**

- As with young children, a large portion of accumulated minutes of physical activity for children of this age will typically come from lifestyle activities. Lifestyle activities for this age includes active play and game involving the large muscles of the body. Activities are typically intermittent in nature though this age is more likely to be involved in continuous activities (those done for long periods of time without stopping). Lifestyle activities such as walking to school and being involved in chores around the home are appropriate.

### **Guidelines for Promoting Physical Activity in Schools & Physical Education**

There are a number of things teachers can do to increase the possibility of students being “turned on” to activity. How fitness activities are taught contributes to the attitudes students develop about being active for a lifetime. The following are ways activities can be promoted in the physical education setting.

#### **Provide Time for Activity in the School Setting**

Since children spend a large amount of their waking hours in schools, it is reasonable to expect that schools and physical education can play a significant role in meeting the recommendations in this report. Regular physical education programs (preferably daily) should provide a significant amount of the time in activity necessary to meet the guidelines in this report. In addition to physical education, opportunities should be provided for children to participate in regular physical activity throughout the school day, i.e. recess and short activity periods.

#### **Individualize Activities**

Lifetime activity is a personal choice. Students who find themselves unable to perform exercises or not play certain sports well may not develop positive attitudes toward

activity. Activity experiences should be presented so youngsters can determine the workload that best suits their needs. Too often, teachers set one dosage for all students such as the mile run or 25 push-ups, only to see a large majority fail. Instead of speed and repetitions, use time to set workload and ask students to do the best they can within the time limit. People dislike and fear experiences they perceive to be forced upon them from an external source. Voluntary long-term exercise is more probable when individuals are internally driven to do their best. Activity experiences that allow students to control the intensity of their workouts offer better opportunity for development of positive attitudes toward activity.

#### **Expose Youngsters to a Variety of Physical Activities**

Presenting a variety of activity opportunities avoids the monotony of doing the same routines week after week and increases the likelihood that students will experience fitness activities they find personally enjoyable. Youngsters are willing to accept activities they dislike if they know there will be a chance to experience some they will enjoy in the near future. A year-long routine of “calisthenics and running a mile” forces children, regardless of ability and interest, to participate in the same routine whether they like it or not. Avoid potential boredom and negative attitudes by offering activities that will appeal to students regardless of ability and skill.

#### **Focus Instructional Feedback On Process, not Product**

For too many years, feedback about activity has focused on the product of how many, how fast, and how difficult. Students, who were generally limited but gave their best efforts, often received little feedback. Instead of reinforcing only students who score the highest, direct feedback to students who are doing their best. Some students will never be able to run as fast or perform as many repetitions of exercises as more

gifted students, however, if they do their best the activity is of great benefit to them. The process of activity is being involved, doing one's best, and participating regularly. Offer feedback that reinforces such behavior. Provided in a positive manner, this feedback can stimulate children to extend their participation habits outside the confines of physical education.

### **Continue to Teach Physical Skills**

Physical education programs should concentrate on teaching physical skills. Because of the strong concern for fitness and health, the skill development portion of physical education is often sacrificed to allow for increased time for teaching fitness. Physical education has two major objectives; lifetime health/fitness and skill development. Skills are the tools that many adults use to maintain health and fitness. Many individuals maintain fitness through skill-based activities such as tennis, badminton, swimming, golf, basketball, aerobics, bicycling, and the like. Students will have a much greater propensity to participate as adults if they graduate feeling competent in one or more activities. School programs must graduate students with requisite entry skills in a variety of activities.

### **Be an Active Role Model**

Appearance, attitude, and actions speak loudly about teachers and their values regarding fitness. Teachers who display physical vitality, take pride in being active, participate in activities with students, and are fit positively influence youngsters to maintain an active lifestyle. Living is part of teaching it. Take time to tell students why you choose to be active and what benefits you receive from such behavior. Share how you structure activity into your daily routine.

### **Care About the Attitudes of Students**

Pull students toward a lifetime of activity rather than pushing them into a short term fitness experience.

Too often, adults want to force fitness on children in order to "make them all fit." Short term fitness training does not equate to lifetime fitness. If youngsters are trained without concern for their feelings, the result is often children who learn to dislike activity. Once a negative attitude is developed, it is difficult to change. This does not mean that youngsters should be allowed to avoid activity. It implies that the physical activity experience be a positive one designed to teach students about their personal abilities. The activity experience works best when it is a challenge rather than a threat. A *challenge* is an experience that participants feel they can accomplish. In contrast, a *threat* appears to be an impossible undertaking; one in which there is no use trying. Whether an activity is a challenge or a threat depends on the perceptions of the learner, not the instructor. Help students design activity goals that are within the realm of challenge.

### **Teach Positive Approaches to Lifetime Activity**

Teachers want students to become fit in school and remain active for a lifetime. A thread that should run throughout the physical education program is enhancement of exercise self-efficacy. Help students learn about the values of different activities and how to develop personal workouts they can *accomplish*. When students successfully accomplish activities, they develop a system of self-talk that looks at their exercise behavior in a positive life. This minimizes the practice of self-criticism where students fail to live up to their own or others' standards. Particular attention should be given to students who have special needs such as those who are obese, inactive, or possess physical or mental disabilities.

### **Promote Activity Outside the School Environment**

The school environment restricts the activity level of youngsters. They spend most of their

time sitting in a classroom learning a variety of cognitive skills. The classroom of the physical educator must be expanded beyond the physical education lesson. Physical educators should show leadership in coordinating and promoting activity experiences at their schools. There is time for activity before, during, and after the formal school day. Lunch-hour intramural programs can be designed to help less able students become participants. Teaching active playground games during physical education will give students activities to play during their free time. Activity at home can be encouraged through an activity monitoring program. Students need to know about the many possibilities for activity outside of school such as community recreation centers, YWCAs, and Boys and Girls Clubs.

### **Consider Lifetime Activities that Endure**

Certain activities are more likely to be done outside of school. There is some evidence that if the following activity conditions are met, exercise becomes positively addicting and a necessary part of one's life. These steps imply that many individual activities like walking, jogging, hiking, biking and the like are activities that students will use for fitness during adulthood.

- The activity must be noncompetitive; the student chooses and wants to do it.
- It must not require a great deal of mental effort.
- The activity can be done alone, without a partner or teammates.
- Students must believe in the value of the exercise for improving health and general welfare.
- Participants must believe that the activity will become easier and more meaningful if they persist.

# Indiana Law Review

Mary Ella NOLDE, Mya Johnson, and  
Kathleen Andersen, Plaintiffs-  
Appellants,

v.

Bruce FRANKIE; Glendale Union  
High  
School District, Defendants-  
Appelles

No. 1 CA-CV 95-0475.

Court of Appeals of Arizona,  
Division 1, Department C.  
May 1, 1997

and coach's abuse, as former students had been able to manage their ordinary daily affairs during such a period.

## Verdict of the court

The court of Appeals, Kleinschmidt, J., held that statute of limitations was not tolled during the period in which former students were allegedly psychologically unable to understand causal connection between their emotional problems and coach's abuse.

## AFFIRMED

### Definition of terms

2. Defendant- the person defending or denying; the party against whom relief or recovery is sought in an action or suit or the accused in a criminal case
3. Plaintiff- a person who brings action; the party who complains or sues in a civil action and is so named on the record. A person who seeks remedial relief for an injury to rights; it designates a complainant.
4. Limitation- restriction or circumspection; settling an estate or property. A certain time allowed by a statute for bringing litigation. The provisions of state constitution are not a "grant" but a "limitation" of legislative power.
5. Appellee- the party in a cause against whom an appeal is taken; that is, the party who has an interest adverse to setting aside or reversing the judgment. Sometimes also called the respondent. It should be noted that a party's status as appellant or appellee does not necessarily bear any relation to his status as plaintiff or defendant in lower court.

## Risk Management Tip

Sexual misconduct is a serious matter in any case. It becomes increasingly sensitive when minors

and schools become involved. The organization that hires the individual can be held liable for negligence for not using reasonable care and caution when hiring people at their organization (negligent hiring). This scenario can paint a bad picture for the school, district, and the children that attend.

1. Students that feel that they have been sexually molested must report it as soon as possible.
2. The school corporation should have a policy and procedures in place to deal with sexual misconduct by employees or other students.
3. The administrators in the school district must make the students aware of situations like this that can occur.
4. Sexual misconduct has no place in schools. It is imperative the school corporation take serious their responsibilities to protect students from such happenings.
5. If the employee is accused of sexual misconduct, the administrator should place that employee on leave of absence with pay until the situation is resolved.
6. Administrators must take the necessary action to find out the truth if a situation arises in the past, present, or future.
7. Arrange lectures for the students and coaches on the issues surrounding sexual misconduct will better educate them on this subject.
8. It should be mandatory that each coach and/or teacher attend a workshop on sexual misconduct.

Casindra L. Himmelstein, Master's degree student majoring in sport management, Indiana State University, and Coach at DePauw University, Greencastle, IN

Thomas H. Sawyer, Ed.D., Professor, and Coordinator: Graduate Sport Management Program, Department of Recreation and Sport Management, Indiana State University, Terre Haute, IN 47809, (812)237-2186, fax (812) 237-4338, pmsawyr@scifac.indstate.edu

## Introduction

Former public high school students brought action against their former track coach and school district, alleging that the coach had sexually molested them while they were students at the school. Years after the incidents the plaintiffs claimed that they experienced emotional problem. After counseling the plaintiffs finally realized what had occurred.

## Complaint

Former students claimed that they were sexually molested while they were on the track team at the public school. The students stated that they acquired emotional problems and had to under go psychological treatment due to the incident. During the time that they were at the school the students felt they were being completely dominated by their coach.

The school and the students should have exercised reasonable care and caution during this situation that arise.

## Findings in the case

1. Statute of limitations for former public high school student's action against their former track coach and school district for sexual abuse allegedly perpetrated by coach while they were students was not tolled during period in which former students were allegedly psychologically unable to understand causal connection between their emotional problems



# Threshold to Transformation in Millennium 2000

## 1999 INDIANA AHPERD CONFERENCE

November 18-20

### *Conference Location*

Hilton At The Grand Wayne Center  
1020 South Calhoun  
Fort Wayne, IN 46802

### *Conference Inquiries*

Contact: Tom Sawyer  
Indiana AHPERD Conference  
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### *Registration Inquiries*

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### *Exhibitor Inquiries*

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pmsawyr@scifac.indstate.edu



- 10th Annual Adapted Physical Education Workshop
- Participation (wear activity clothes, bring your swimming suit)
- Activity Sessions held in Fort Wayne YMCA
- Fitness Activities (aerobics, circuit training)
- Dance Gala
- Awards Luncheon
- Health Issues
- Jump Rope for Heart Programming Ideas
- Be recognized as a professional who "walks the talk"
- New topics, New speakers, New issues
- Exciting meetings for student professionals sponsored by the Council of Future Professionals (CFP)
- Registration – 4:00 - 7:00 pm Thursday, 7:30 am - 2:30 pm Friday, 7:30-10:00 am Saturday

*Plan to Attend...Register Today*

# TENTATIVE PROGRAM LISTING

## Tentative Programs for FRIDAY 8:30 a.m. – 12:00 p.m.

Fun Stuff in the Health Classroom  
Baby Think It Over  
Student Victimization: Strategies for Managing Violence in the Classroom  
Starting an Elementary Ski Club (Snow Skiing)  
Do It Daily in Physical Education Part II  
Integrating Physical Education and Academics Through Obstacle Courses  
JRFH/HFH: Creating A Successful Event/Best Practices  
Integration of Health into Physical Education: Use of Technology Module Teaching Stations  
Problems and Solutions: Fitness Objectives and Assessment for the 21st Century  
Liability Issues in Physical Education: Implications of Court Decisions on Teaching  
Body Conditioning/Enhanced Stretch  
Curriculum Enhancement/Language Arts/Creative Movement/Interdisciplinary Education  
Arts Education in Public Schools: Arts United/Arts Leadership Initiative  
Grant Writing for Beginners: Steps to Success Workshop  
Monkey Business: Using Experiential Activities in the Classroom  
Pre-School Adapted Physical Education  
A Brief Overview of Autism  
Autism and Movement Differences  
Indiana State Water Safety Week: Ideas You Can Use  
Games and Drills for Young Competitive Swimmers  
The “ULTIMATE” in Physical Education  
Pediatric Exercise Physiology  
Sexual Harassment: How To Prevent It and How To Stop It  
Higher Education: Roundtable One: Small College Administrators  
Authentic Technology in Physical Education  
Sports Injury Risk Management and the Keys to Safety

## Tentative Programs for FRIDAY 12:15 p.m. – 5:00 p.m.

Adolescent Pregnancy  
Osteoporosis  
Grief at School  
Cooperative Games with the Multi-Colored Balls  
Yes, You Can Work With Your Music Teacher! (Since Your Curriculum Does Overlap)  
What Makes Your Elementary Physical Education Program Special—Going Above and Beyond  
Elementary Assessment: Making Connections  
Demo Team: Learn From the Jumpers  
Fun Jump Rope Drills to do with Classes or Teams  
Jump Rope Games and Activities for the Playground  
Roundtable Discussion: Middle School Physical Education  
Introduction to the Sports Education Model (Volleyball)  
Physical Education Proficiencies  
Modern Dance: Master Class  
Student Research Presentation/Poster Sessions  
Finding Funding for Your Program

Portable Initiatives for the Classroom  
Recreation for Elementary and Middle Schools  
Outdoor Recreation Opportunities: Wilderness Trips  
3 Ingredients for Success in Adapted Physical Education:  
APENS, Project Prepare and Skyline Chili  
Cooperative Activities in Adapted Physical Education  
At-Risk Aquatics: The BSU HEAD START Swim Program  
Challenge Education for Students with Special Needs  
Fun and Games—Ideas for Hosting A Water Carnival  
Implementing Automatic External Defibrillation Into Your Aquatics Program  
Higher Education: Roundtable Two: Large College/University Administrators  
Getting to the “Grassroots”: Reorganization of the State and District Organizations to Improve “Grassroots” Services  
Indiana LANSE: How to Survive Coaching. Program Revisions and Highlights  
How Indiana Teachers (K-12) Are Using Technology

## Tentative Programs for SATURDAY 8:30 a.m. – 1:15 p.m.

CARE  
Smoking Cessation/Tobacco  
Asthma and Exercise  
Kin-Ball Activities For All  
Assessment Ideas for Elementary Physical Education  
How To Have a Positive Jump—Learn From the Best!  
Space Shuttle Adventure  
Get In The Game!  
Ballet  
Creative Movement/Body Stories  
Irish Step  
Jazz  
Psychological Climate and Effect on Coach’s Approval of Athletic Behavior  
Flag Football: Football Skills Without TEARS, Injuries and Cost  
Helping Families of Students with Disabilities understand the Importance of Physical Activity  
Providing Transition Programs for Upper Level Students with Disabilities  
Creative Ways to Assess Students with Disabilities  
M.O.V.E. In Your Physical Education Activities  
Adapted Physical Education: Workshop for Systematic Application in Schools Aquatics  
Roundtable Discussion  
Aquatic Exercise—Walk The Talk  
Using Synchronized Swimming Skills As An Instructional Strategy in Teaching Learn To Swim Classes  
ABC’s of Beginning Golf Instruction  
Distance Education: The Future Is Now  
Right to Privacy: 25 Years of Litigation. Where Are We Now?  
Technology Gadgets You Can Use (Other Than Computers)  
World Wide Web Resources/Activities for HPERD Instructors  
Nutrition Application in Education  
Incorporating Cooperative Learning into H.S. Physical Education  
Creative Use in H.S. Athletics

# Threshold to Transformation in Millennium 2000

## IAHPERD Conference Information

*Win a free 2000 Indiana AHPERD Conference  
by pre-registering for the 1999 Conference.*

*A drawing will be held at 1:20 on Saturday afternoon.*

*You must be present to win.*

### Registration

The best and least expensive way to register for the conference would be to mail the attached pre-registration form to Nick Kellum at the address listed on the form. The deadline for pre-registration is November 2 (postmarked).

Non-members can register by paying the higher, non-member fee. They may pre-register or pay the on-site registration fee.

Registration at the conference will be located in the Hotel Foyer. It will be open Thursday evening from 4:00 to 7:00 and beginning at 7:30 on Friday and Saturday morning.

### We Read Your Comments

As a result of the conference evaluations that were submitted last year, we have made a change in order to offer you more programming. For those not attending the Awards Luncheon, several sessions will be added.

### Awards Luncheon

The Awards Luncheon is scheduled for Friday, November 19th at 12:00. A ticket for the luncheon can be purchased in advance for \$10. Be sure to check "awards luncheon" on the Pre-Registration form and include the fee when you write your check. Tickets must be ordered in advance to ensure seating.

The Awards Luncheon will include special awards for our teachers of the year, student awards, and other association awards. Plan to attend, to support your friends and colleagues.

### Dance Gala

The Dance Council is currently planning a Dance Gala for late Friday afternoon. Plan to attend this session after

attending the all-conference social.

Traditionally this has been an outstanding show which features local students as well as dance majors or clubs from many of our colleges and universities.

### Starting Times

Conference sessions will start at 8:30 each morning. Most sessions will be 1 hour long with fifteen minutes between sessions to facilitate moving from one session to the next. Sessions will continue to 5:00 on Friday. Saturday sessions will finish at 1:15.

The Friday schedule will finish with an all-conference social from 5:30-6:30. Participants will then have an opportunity to go to a dance sponsored by the Dance Council.

Be sure to plan to attend Saturday sessions. We saved some of the best for Saturday. You will find other worthwhile programs on Saturday.

### Hotel Registration

The conference hotel is the Hilton At the Conference Center. The deadline to receive the conference rates is 5:00 pm on October 18. Reservations should be made by calling 219-420-1100. Be sure to identify yourself as attending the IAHPERD Conference to get the special rates.

### Mini Grants Session

Dr. Groombridge will be holding two mini-grant sessions. Those interested in obtaining an Indiana AHPERD Mini-Grant should attend one of these sessions—see program for further details.

# Threshold to Transformation in Millennium 2000

## 1999 Indiana AHPERD Conference Registration Form

### Pre-Registration

(must be postmarked on or before Friday, November 1, 1999)

#### Professional

Member \$50 \_\_\_\_\_

Non-member \$90 \_\_\_\_\_

#### Student\*

Member \$15 \_\_\_\_\_

Non-Member \$25 \_\_\_\_\_

#### Awards Luncheon

(Friday, November 14) \$10 \_\_\_\_\_

#### 1999-00 Membership Dues

Professional \$20 \_\_\_\_\_

Student\* \$10 \_\_\_\_\_

#### Adapted Workshop

(Pre-conference) \$30 \_\_\_\_\_

#### Spouse/Significant Other

\$25 \_\_\_\_\_

#### Retired Professionals

N/C \_\_\_\_\_

**Total Submitted** \_\_\_\_\_

### Badge and Membership Information

PLEASE PRINT!

Name \_\_\_\_\_

County \_\_\_\_\_

Street Address \_\_\_\_\_

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

School or Business Name \_\_\_\_\_

Home Phone \_\_\_\_\_

Work Phone \_\_\_\_\_

E-mail Address \_\_\_\_\_

Make Checks Payable to IAHPERD

Mail registration form and fees to:

Nick Kellum, Executive Director

IUPUI School of Physical Education

901 West New York Street

Indianapolis, IN 46202-5193

\* Student Rates for undergraduate and full-time graduate students, and receive a T-shirt

### On-Site Registration:

(Two day only)

Professional Member

\$55

Student Member

\$15\*\*

Professional Non-member

\$85

Student Non-member

\$30

\*\* no T-shirt

## HOTEL RESERVATIONS



For Reservations Call 1-800-HILTONS

**IAHPERD Nov. 18-19, 1999**

**\$79.00 Single/Double**

All room reservations must be guaranteed by credit card, or a deposit equal to one night's accommodations. Guarantees will be credited to the last night of your confirmed reservation. Deposits will be refunded if cancellation is received 24 hours prior to arrival.

Name \_\_\_\_\_ Rooming With \_\_\_\_\_

Address \_\_\_\_\_

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

Phone \_\_\_\_\_ Arrival Date \_\_\_\_\_ Departure Date \_\_\_\_\_

Cut Off Date October 18, 1999

Check In Time: 3:00 p.m.

Check Out Time: 11:00 a.m.

At the cut off date, Hotel will release the unreserved rooms for general sale. Any reservation received after the cut off date will be accepted on a space or rate available basis. All reservations made by rooming list will be automatically guaranteed for late arrival by your organization. If guests identified on the rooming list do not check in, your organization will be charged one night room rate.

A Deposit Enclosed \$ \_\_\_\_\_

Credit Card # \_\_\_\_\_

Exp. \_\_\_\_\_

**FORT WAYNE HILTON DOWNTOWN, 1020 S. CALHOUN ST., FORT WAYNE, IN 46802**

# KEEP ON RUNNING...

## New Ideas for Outdoor Distance Runs for Elementary Children

Cathy Caldwell  
Physical Education Instructor, K-4th grades  
Shamrock Springs Elementary School  
Westfield, Indiana

### ***The theme for the 1st grade is "Running Through the Jungle!"***

The teacher leads the adventure with palms of hands patting the thighs (sounds like running), stating a phrase with the class repeating the phrase.

Teacher: "Running through the jungle" and then the class repeats

"It's a great day!" ... the class repeats

"All set?" ... class repeats

"You bet!" ... class...

"Looking for a lion." ... class...

"Let's go." ... class...

"That way." ... class ...

Children run with the teacher to a designated landmark, an existing natural landmark or a cone. Upon reaching the destination, continue the phrasing:

"Shh" ...

"He's over there" ...

"Taking a rest" ...

"He's so beautiful" ...

"Good bye lion" ...

"See you another day" ...

"Let's find an elephant!" ...

"All set?" ...

"You bet!" ...

Run to a new destination. Continue in your outdoor space looking for giraffes, hippos, zebra, monkeys. You can take breaks on this sunning safari with stretching and pretending to have a snack of bananas. Just create phrases about stretching and healthy snacks. It is easy to get .25 mile+ of distance covered. End the run with:

"Time to go home" ...

"Good bye jungle" ...

"See you another day" ...

"It's been great!" ...

"We had a good workout" ...

"Our heart is beating fast!" ...

Emphasize that the safari run is to 'discover' animals and not to run in fear. If time permits start the run with a geography lesson of where these animals live. We often associate African animals only with a jungle environment. Look at pictures of the African terrain and animal habitats to see that grassy plains are common for some animals and rain forest jungles are common for other animals. So, your opening phrase may be "Running through the plains." Having spent a month in Kenya and taking photographs of all the exquisite animals, I enjoyed sharing my experience and photos with the children. After viewing pictures, children can then 'imagine' as we embark on the journey.

### ***The theme for the 2nd grade is "Taking a Journey!"***

Continuing to include a geography lesson in our run, I begin with a map of the United States and the class identifies from our home in Westfield, Indiana. We head south on this journey. On the map we identify crossing the Ohio River into Kentucky, then to Tennessee to our destination, The Great Smokey Mountains and then home. It is interesting to view pictures of the beautiful mountains so we have a vision of our destination. Signs with the above landmarks are posted on cones along the desired course. I designed our route to be .33 of a mile; the course can be designed for any distance that you desire. Children run at their own pace. You will see that some children will want to run the course twice.

### ***The theme for the 3rd grade is "Continuing the Journey!"***

Let's go west! This .25 mile course was identified by running to Illinois, crossing the Mississippi River to Missouri to visit the city of St. Louis and its landmark, The Arch, and then home. We ran this loop twice. The possibilities are endless for creating new journeys!

A group project for students in 4th and 5th grades could be mapping their own journey and presenting to the class new discoveries about a state, country, or city. Hopefully the running distances will also increase to meet our objective of improved CVP endurance.

# Assessment Series

*The articles for this series have been reprinted with permission of Teaching Elementary Physical Education, 3 (3), June 1997 (ISSN: 1045-4853) by Human Kinetics Publishers, Inc. 1607 North Market Street, P.O. Box 5067, Champaign, IL 61820-2200.*

## Managing Assessment Data: The Big Issue!

by Suzann Schiemer

Recently, you became very excited about assessing student learning. During the past 9 weeks, you've given a number of class quizzes, homework assignments, and recorded several skill observations. Now you are nearing the end of the marking period and you need to calculate grades for all 6,910 of your students.

YIKES!!!!!!!!!!

I must admit the most challenging aspect of assessment is managing student data. However, with the help of a computer you can efficiently and effectively manage all your student assessment data. Educators with access to an integrated software package such as ClarisWorks or Microsoft Works have the necessary tools for designing their own assessment management system. A basic understanding of the spreadsheet and database programs of your software is all you need to set up your system.

The spreadsheet is an electronic worksheet that compiles student assessment data. Spreadsheet programs not only perform numeric calculations; they can also produce a variety of charts and graphs based on the assessment data. As the data changes, the charts and graphs are automatically updated. Graphing and charting assessment data provides a great visual means for teachers, students, and parents to track academic progress.

The database is like an electronic index card file and provides a means

for collecting, organizing, and retrieving information on each of your students assessment activities. With a database, you can rapidly find, sort, and print information. In addition, database sorts can be used for creating lists and mail merging.

If you are not computer savvy, you can purchase a comprehensive assessment management software package. ClassMaster and EasyGrade Pro are two packages for educators. Whether you are designing your own or purchasing a predesigned program, your assessment management system should enable you to provide accurate, up-to-date assessment information to students and parents.

There are several essential components of an assessment management program: rostering and activity template, sorting options, scoring options, and display capabilities. You will want to be familiar with the capabilities of each of these components when designing or purchasing assessment management software.

### Rostering

An important feature in an assessment management system is the student information template. A template provides you with a series of empty linked text frames for filling in information. Student templates allow you to fill in information on each of your students, and they may include the following text frames: student name, student identification number, parent/guardian, address, phone number, birth date, and

special information/comments. Student templates provide the teacher with instant access to important student information. In addition, you should select a program that enables you to create duplicate rosters for the same class. This feature saves you from reentering all of the student activity data when creating a new class roster. There are two ways the physical educator might use this feature:

- when creating a new roster for the same class of students, but different activities will be used (new marking period with the same students);
- when creating a new class of different students who will be required to complete the same activities as the current class (e.g., rotation into an aquatics program for 9 weeks).

### Activity Defining Capabilities

Another useful feature is an activity information template. This template contains information regarding the actual assessment activities such as: assessment activity name, type of assessment (e.g., quiz, homework), date completed, maximum number of points, objectives/outcomes/standards assessed, and comments. Once again the teacher has instant access to pertinent assessment information that may be helpful during conferencing.

### Sorting Capabilities

There are times when you will

need to sort your assessment data. For example, you may need an alphabetized class list or a listing of point totals achieved by the students in the class. Programs that sort information by student data and assessment activity data are very beneficial.

Student data sorts include: alphabetical sort by the students' last names, numerical sorts by students' identification numbers, numerical sort of students' point totals, or a numerical sort of point totals for all assessment activity sorts, including a chronological arrangement of assessment activities based on the entry date groupings of all assessments of the same category (quizzes, homework, observations, etc.).

#### Scoring Capabilities

Depending on your school/district you may need to calculate students' assessment data based on raw points or percentages. And if you are scoring in percentages, you may wish to weight different activities. When scoring with raw points, the final score is determined by dividing the total number of points scored on all activities by the total number of points possible. Percentage scoring calculates the percentage of each assessment activity and then calculates the combination of all assessment activity percentages as

weighted.

Many predesigned programs provide the teacher with both options for calculating students' scores.

#### Display Capabilities

The most powerful feature of an assessment management program is the capability to actually view the students' assessment data. In Order to maintain the confidentiality of other students' scores, you will need a program that can display single student data. With this option you can show one student's assessment data in a student-parent-teacher conferencing situation. However, there are times when you may wish to display a graph comparing the student's scores with the class. For this type of viewing you will need a program that can display the student's performance on a single activity and all activities, and display the class average.

Two other helpful display features you might be interested in are the program's ability to display the student's total score and the appropriate letter grade and/or symbol, and a program that can replace students' names with student identification numbers.

In addition, there are several extra components that you may wish to include in your class management program.

- a school calendar in order to keep attendance records;
- an option for dropping the lowest activity score(s);
- an option for grades of *incomplete* that will not be included in scoring;
- an option for storing *not for grade* scores. This feature is important when you want to keep a record of students' performance on activities that are not intended to be calculated into a student's final grade (e.g., physical fitness test scores, preassessment data);
- an option for establishing a password to protect your files;
- an option for performing hypothetical assessment score projections that will allow students to project outcomes. This is especially helpful for answering the "What score will I have to make on the next test to bring up my grade?" questions.

And finally, you need a program that allows you to easily edit (update/change) information saved in the files. With the help of a computer and the right software you can become excited about assessing student learning and managing the student assessment data.

# Assessing and Grading Middle School Students

by Bonnie Mohnsen

In many middle school physical education programs, we have forgotten the intended purpose of grading and instead use it as a means of punishment or rewards. Grading of this kind shortchanges students, whereas a thoughtful assessment plan is likely to cultivate high-order thinking and problem solving capacities. You may put a lot of energy into your teaching, but only

assessment can tell you if the students are learning.

#### Assessment Tools

Traditionally, physical educators

#### Sample Open-Ended Questions

1. Name one of the movement-related activities in the ancient world. What influence has this activity had on modern-day games and sports?
2. Name three similarities between soccer and speed-a-way. How can these similarities help you learn speed-a-way if you already know how to play soccer?

### Sample Log Entry Prompts

1. Maintain a record of your health-related fitness test scores along with the physical activities you perform out of school over [a designated period of time.
2. Participate in a variety of lab situations involving [manipulatives (e.g., release the ball at various angles, release the ball after involving various body segments)] and record your results.

have based assessment and grading on standardized motor skill tests for accuracy and distance; on written tests of rules, history, and strategy; and on physical fitness tests. With the move toward standards-based curriculums, physical educators have begun to use alternative assessment tools, including structured observations, written tests with an emphasis on open-ended questions, student logs and journals, role playing and simulations, research and reports, and projects.

*Authentic assessment* goes one step further by requiring students to use alternative assessment tools in challenges for which they must apply skills, knowledges, and attitudes to “real world” situations that reflect the ambiguities of life. It is important that the assessment, regardless of type, provides students with relevant and timely feedback that focuses on strengths and aspects of their performance that may need improvement. Moreover, authentic assessment tasks are more likely to motivate students, because the value of the work goes beyond the demonstration of competence in school and relates to their lives and futures.

The grade level and unit standards (benchmarks) set the stage for assessment. Indeed, if your standards are written so that they are observable, measurable, and require evidence of students’ abilities to create new knowledge or apply motor skills in new situations, then you may construct assessment tools relatively easily. In fact, the tools should be self-evident.

#### Structured Observations

In a subject area such as

physical education in which you can see so much of what students learn, structured observations provide a key assessment tool. Teachers, peers, or students themselves can observe and assess performance of motor skills, exercises, and demonstrations of appropriate social interaction skills, including helping a peer to learn a new skill. When assessing performance based on an observation, use a checklist, a rubric, or a simple counting system, such as number of encouragements. In some situations, it is appropriate to use several assessment tools. For example, students may first assess themselves, then have a peer validate their observations. Only then is the teacher brought in to make a final assessment.

#### Written Tests

In order to assess cognitive understanding, written tests are still appropriate tools. A shift has taken place, however, away from true-false, multiple choice, matching, and fill-in-the blank questions and toward essay and open-ended questions. Other subject area educators often refer to this change as “beyond the bubble”—beyond filling in a Scantron sheet—to using higher-order thinking skills to answer questions. Although true-false, multiple choice,

matching, and fill-in-the-blank questions are sometimes still appropriate, we must shift our emphasis to essay and open-ended questions.

#### Student Logs and Journals

Use student logs and journals to document the accomplishment of standards that relate to the performance of physical activity and feelings surrounding the experience. Logs and journals differ from open-ended and essay questions in that students record their feelings or data instead of answering a single question. In situation where logs and journals are kept, students either bring their own notebooks and pens to class with them, or the teacher stores the notebooks for them.

Students can also maintain a journal where they describe events and feelings. Journal writing is especially effective after a cooperative learning or social skill activity, and aligns well with the fifth national standard: Students can describe their abilities to demonstrate certain social skills as well as the feelings aroused by participating as an active team member. Through the journal writing process, students can document their own growth over time as well as develop goals for future growth.

#### Role Playing and Simulations

Putting students into role-playing situations and simulations begins the authentic learning and assessment process. For example, some students may be confined to chairs to play the role of persons who are mobility-impaired, while other students find ways to include these students into different sports or activities.

### Sample Journal Entry Prompts

1. How do you feel when you participate in a physical activity after a stressful event in your life?
2. Describe a situation where you encouraged another person during a physical activity. How did it make you feel



Other role-playing assessment activities include asking students to resolve simulated conflicts, create performances for simulated gymnastic meets, practice dances for simulated recitals, participate in a "simulated on-campus" orienteering experience, and participate in a round of golf by using hula hoops for the holes, long jump puts from sand traps, and benches for obstacles.

### Reports

A common element of real-life work is the ability to research a topic and write a summary. Student reports have been a feature of education for the last century; however, it is becoming increasingly important for students to be able to search through a variety of resources (CD-ROMs, books, the Internet) and find the most accurate, up-to-date information on a topic. Because information is doubling yearly, the availability of information is not the issue; the issue is selecting the most appropriate and accurate information.

Research is a viable option related to each national standard that has a cognitive component. Student reports provide an ideal arena for interdisciplinary efforts, since the language arts teacher can ensure that students learn to search the Internet, find information on CD-ROMs and in books, and conduct interviews. You, in turn, can provide students with specific resources and guidance to

### Rubric Scoring Guidelines

- 6—Fully achieves purposes of the task.
- 5—Accomplishes the purposes of the task.
- 4—Completes the purposes of the task substantially.
- 3—Purposes of the task not fully achieved.
- 2—Omits important purposes of the task.
- 1—Fails to achieve purposes of the task.

### Sample Projects

1. Create a new game, and teach it to a small group of peers.
2. Design a brochure on the physical activity opportunities in your community.

complete their research. Students then produce documents to share with the rest of the class.

### Projects

Projects that take student reports one step further require students, working alone or in small groups, to create presentations from their research in conjunction with or in place of written reports. These presentations can be in the form of video, multimedia (using a computer), chart, speech, demonstration, publication, or lesson.

Both research reports and projects require a great deal of time. Yet through them, students not only learn in depth information about their topics; they also learn time to resource management, social skills, technological skills, and research skills—the process skills that students will need to know in the next century.

### Rubrics

Now that you're using alternative tools and reviewing the results they produce, how do you grade or assess the quality of these results? As educational reform has taken root in the area of alternative and authentic assessment, rubrics (or scoring guides) have emerged as a consistent and fair method that explicitly states what students are expected to achieve.

A rubric is similar to a score awarded by a diving or gymnastics judge in that it provides a description of various qualitative levels of performance on a specific task or product. A well-written rubric represents a picture of what the final product looks like. Although you can define any number of qualitative levels, a range of 1-6 (with 6 being

ideal) is most common. Typically, teachers consider scores of 4, 5 and 6 as meeting the minimum standard criteria. Rubrics not only inform teachers, they answer students' concern: How good is good enough?

### The Role of Grading in Assessment

Grading requires the selection and display of a final symbol to communicate the results of assessment. But if you base your grading on standards, identify and use alternative assessment tools, and set clear criteria for each letter grade, then you can move toward alternative assessment—even if you are required to assign a single grade representing student learning in physical education instead of providing a rubric for each standard in physical education.

Unfortunately, some physical educators are still giving grades based on variables other than grade level standards (benchmarks). These variables, including attendance, tardiness, showering, and dressing out, still account for a major portion of a student's grade in physical education. Although you need to address these issues, you should not consider them when calculating the physical education grade. Some schools and districts give a work-habits grade, perhaps a cooperation grade, as well as a physical education grade. Use this type of forum to grade issues not directly related to attaining physical education standards. Certainly as you begin to understand the many different methods and tools available for assessment, you'll also begin to recognize the limitations of calculating the physical education grade based on attendance and dressing out.

When basing grades on

standards, you must first decide whether all standards are created equal. If your philosophy holds that all standards are, in fact, created equal and there are 10 standards, then each standard contributes 10% to the total grade. If, however, you believe that Standard 1 is significantly more important than the other standards, then perhaps Standard 1 contributes 28% and the other 9 standards contribute 8% each. This is strictly a philosophical issue, since once you calculate the final grade, the grade will either equally reflect all the standards or be biased by one or more standards, depending on the weight given to the standards.

This is the inherent weakness in grading: It is impossible to determine an appropriate final grade that represents an individual's wide range of abilities in 10 different areas. Let's look at a student who receives a C in physical education. This particular student excels in motor skill (A), has minimal understanding of movement concepts (D), participates daily in physical activity (A), and has the worst social skills in the class (F). You average out these abilities and report to his or her parents that their child is a C student. In reality, this tells the parents nothing about their child's strengths and weaknesses related to physical education.

Once you decide whether or not all standards are created equal, your

second major decision is whether or not to give unit grades. If you decide to, you may wish to assign a grade for each unit standard. Then, at the end of the year, average all unit grades into a final grade. You may also wish to give one grade for each grade level standard, perhaps assigning one major project for each standard regardless of the number or type of instructional units you've covered during the year. You may wish to assign one grade per unit or every other unit related to each standard. If you give more than one grade for a grade level standard, then you must average those grades to find the final grade for each standard. Then you calculate the grading period's final grade based on the standard grades.

Use one or more assessment tools to collect data on student progress for each standard. For example, when determining the grade for Standard 3, you may simply require that students turn in logs that chronicle participation in daily activities. When determining the grade for Standard 1, however, you may take into consideration a wide variety of grades (or rubrics) on various motor or sport skills. Of course, one kind of assessment tool may provide data for more than one standard. For example, you might assign students a project to assess how well they perform a motor skill (Standard 1). They, in turn, analyze

their own performances, then develop ideas for improvement based on biochemical principles (Standard 2).

Grading based on the achievement of clearly stated grade level standards informs parents and students of what you expect and the progress students are making. Furthermore, giving students feedback on their projects and performances as soon as possible motivates them to perform well on the next assessment. Ultimately, you can use authentic assessment and appropriate grading to establish accountability. At a time when accountability in education is at a premium, take this responsibility seriously.

*Bonnie Mohnsen, PhD, is the physical education and integrated technology coordinator for the Orange County (California) Department of Education. Among her other accomplishments, she is the president and programmer of Bonnie's Fitware and the author of Teaching Middle School Physical Education (Human Kinetics, 1997).*

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### Sample Rubric for an Overhand Throw

- 6—Performs the correct technique for an overhand throw in game-like situations.
- 5—Performs the correct technique for an accurate overhand throw at a variety of distances.
- 4—Performs the correct technique for the overhand throw in a closed environment.
- 3—Moving towards the correct technique for the overhand throw.
- 2—Performs an incorrect overhand throw when requested to do so by the teacher.
- 1—Randomly attempts an overhand throw.

# A Multi-Outcome, All Grade Unit

By Ed Schilling  
Assistant Professor, IUPUI,  
901 W. New York St.  
Indianapolis, IN 46202  
and  
Elise Studer Smith

We are excited to present this wonderful unit that will meet many objectives in the cognitive, psychomotor and affective domains. Furthermore, this unit is relevant and practical for all grade levels, K-college.

At first glance, one's first impression may be that we are presenting a hoax, similar to the too-hard-to-believe infomercials seen on late night television. The unit we are about to present is not a hoax and is in fact a tried and proven unit that has been in place for twenty years.

Learning to live and work with people from all walks of life, often called multi-cultural experiences, is one strong outcome of this unit. Social commitment in the form of service learning is becoming more and more significant as we hope to return compassion and understanding to our children. In his abstract, "IUPUI Faculty Development Workshop, Learning Through Service", Dr. Robert G. Bringle listed six categories of activities for a service learning unit. Those six are: 1) participation in organized service, 2) meets real community needs, 3) coordination between school and agency, 4) fosters civic responsibility, 5) enhances academic curriculum, 6) structured time for reflection. This unit certainly meets those criteria.

In the physical education curriculum, the newest plan is to organize around the wellness concept in a program's activities. Cardiovascular fitness, coordination, sense of belonging are a few of the desired goals of a sound physical education

curriculum. Vigorous physical activity is part of this plan. The American Heart Association (Winter, 1999) presented benefits associated with regular physical activity. These benefits included: improves circulation, increases HDL (good) cholesterol, helps control weight, helps reduce blood pressure in some people, reduces risk the of heart disease & stroke, reduces anxiety and depression, helps control diabetes, and boosts energy.

The "Multi-Outcome, All Grade Unit", is a Jump Rope for Heart program that can be implemented in your school or class. As we discuss the organizational scheme of this activity, you will see how it meets the challenge of regular physical activity, social skill enhancement, service learning as described above and student leadership.

The timetable for this program, as presented in the Winter, 1999 American Heart Association journal, "The Jumpin Journal", is as follows:

1. *Adequate time for organization*-Start 4-6 weeks before your event.
2. *Promoting the educational value of the event*-Educate students about the seriousness of heart disease and stroke.
3. *Date and location*-Events can be held during or after school. Check for conflicting events.
4. *Visibility of prizes*-Showcasing prizes promotes interest and fund raising.
5. *Promoting the event to participants*-Use flyers, posters, class and all-school announcements. Involve

a student group.

6. *Collecting donations*-one week before the event, collect monies raised.
7. *Distributing prizes as soon as possible*-allow 4-6 weeks for delivery of prizes.
8. *Completing an event evaluation*-Return the evaluation of the AHA within two weeks of your event.

Some other specific organizational tips to help your students achieve the designed outcomes include the following:

1. The students organize the teams with the teacher's guidance.
2. The music is selected by the students with the teacher's supervision for appropriate choices.
3. Involve as many groups as possible, don't forget to get your administration involved and behind the project.
4. Utilize parental help and support.
5. "Sell" the value of service learning as listed above.

A unit in Jump Rope for Heart is a unit that will serve your students for years to come. A successful campaign, based on your community's ability to donate, will add to the morals and pride of your school. Get started soon to implement this program in your plans.

For more information and details you may call the American Heart Association at its toll free number: 1-800-677-5481 for a free video tape, Jump on Board, which details and helps you with this wonderful idea. We hope you will join us and jump into the program.

# A District Spring Workshop



*Jeff Giles, presenter from the "Indianapolis Tennis Association," demonstrates a lead-up activity to tennis.*



*April 23rd Spring Workshop. Karate expert and winner of three world championships, Herb Johnson (center), leads teachers through fundamental drills. Don Clift, Instructor Assistant, at left.*



*Chris Hearn, founder of the "Fit Frog Program," holds one of the characters that promotes and integrates decision making based on values.*



*Teachers try their luck at spinning plates during their lunchtime break.*

# Sportsmanship

## Three-Point Sportsmanship Checklist

by Russell W. Gough

*Excerpt from Character is Everything: Promoting Ethical Excellence in Sports*

*by Russell W. Gough, copyright 1997 by Harcourt, Inc.*

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1. Is it against the rules?
2. Is it fair to everyone involved?
3. Would my ethical role models do it?

Unfortunately, it's a fact of life that we will be faced occasionally with difficult ethical situations in which we don't know the right thing to do. Fortunately, these difficult situations—or ethical dilemmas—are the exception rather than the rule in our lives.

But even if they don't happen that often, they *do* happen. And when they do, they're far from fun. In fact, ethical dilemmas can present us with some of the most gut-wrenching and mind-boggling decisions that we will ever have to make.

I'm offering this three-point sportsmanship checklist as a tool that can help you resolve ethical dilemmas—in or out of sports. Keep in mind, however, that there is no absolutely fail-safe method for resolving ethical dilemmas. They're not like algebra problems, where we can always count on some formula to give us the right answer.

Nonetheless, even if the checklist itself doesn't immediately give you the right answer, most of the time it can point you in the right direction—and that's half the battle when it comes to ethical dilemmas.

Finally, I would suggest two rules of thumb for using the checklist. **First**, ask the three questions in the order they are given. This may not always be necessary, but it's logical, especially if you begin with concrete written rules—if it's against the rules,

there's probably no reason to continue down the list.

**Second** – and more important – if you answer “no” to *any* of the three questions, then most likely, you have the answer you're looking for.

Of course, if you know *that*, then it becomes a matter of your having the character to do the right thing. Ask yourself the following things:

### **1. Is it against the rules?**

The rules of the game? Of my league or conference? Of my association or federation? Of my school? Of law?

### **2. Is it fair to everyone involved?**

To my opponents? To my team? To game officials? To fans? To my school? To myself?

### **Would my ethical role models do it?**

Who are my ethical role models? How would they feel about me if I did it? How would I feel about them if they did it? Do I have time to get their advice first? Do I have the courage to do what they would do?

**See you in  
Fort Wayne in  
November 1999**

# 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.

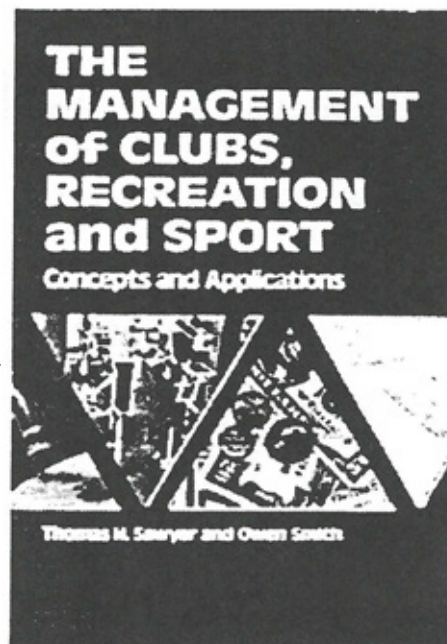
The content of the book focuses on issues that are the most important for either a club manager, recreation sports manager, or competitive sports manager. Each chapter provides explanations of various management concepts important for the reader to understand and how-to information that applies the concepts 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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Title	Qty	Price	Amount
The Management of Clubs, Recreation, and Sport		\$44.95	
*Illinois residents add 7.25% sales tax		<b>Subtotal</b>	<b>\$</b>
**Shipping and Handling Continental U.S.: Add \$5.00 for 1st book and \$1.00 for each add'l book. Outside Continental U.S.: Add \$6.00 for 1st book and \$1.00 for each add'l book		<b>*Sales Tax</b>	
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# Did You Know?

## Free Gym Floor Covers

Dunlap Industries has protective gym floor covers available free to schools for the cost of hem on the outer edge. Protective covers are used to prevent scuffing and damage to gym floors. All shipping costs will be free. For more information, contact Geno Stephans, 800-561-7381.

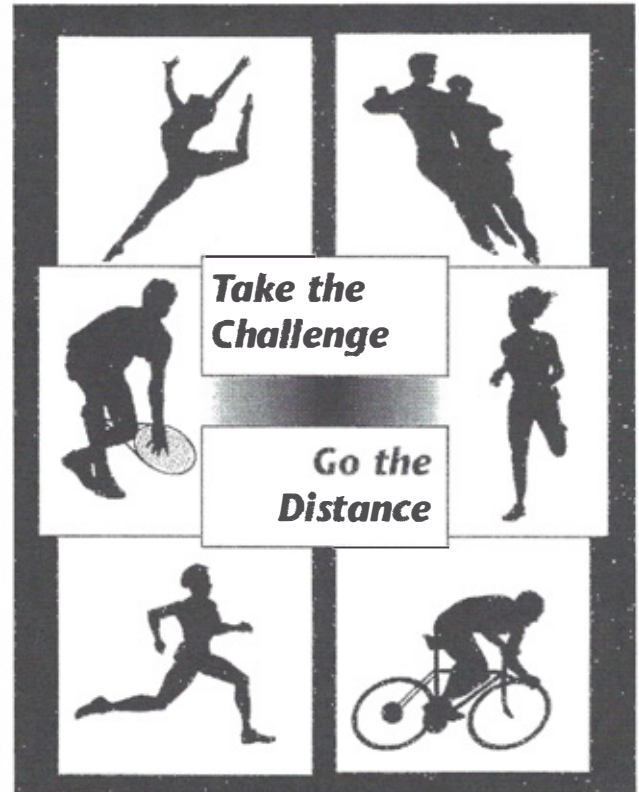
Educational Leadership Magazine, published by the Association for Supervision and Curriculum Development, has asked for submissions for their March 2000 issue entitled, "Healthy Bodies, Minds and Buildings." In this issue, they will look at what schools can do to ensure that their students prosper physically, mentally and socially in a safe environment.

- What is the status of school nutrition and physical education programs? Have the roles of school nurses, counselors and social workers changed? How have demographics and full inclusion affected school health programs? What are ways to approach such controversial topics as sexuality? How can schools encourage lifelong healthful habits and discourage dangerous behaviors? How is the aging stock of school buildings affecting the health of our children?

- The deadline for submissions is October 1, 1999. To obtain the brochure, "Guidelines for Writers of Educational Leadership," call 1-800-933-2723, then press 2.

## New Poster

Following up on the great success of last year's Physical Education poster, Sports Illustrated for Kids and NASPE's Public Relations Committee have produced a new poster called "Top 10 Reasons Why Kids Play Sports." The poster is only \$3 each which includes shipping and handling. Send a check to NASPE/Top 10 Reasons, 1900 Association Drive, Reston, VA 20191.



*Do You Want \$400 Million  
for Physical Education*

### **WHAT IS THE PHYSICAL EDUCATION FOR PROGRESS (PEP) ACT?**

Funding for physical education is on the Congressional agenda for the first time! Senator Ted Stevens (R-Alaska) recently introduced the PEP Act that authorizes \$400 million over a five-year period for grants to local school districts for physical education programs. These grants can be used to provide physical education equipment and support to students, to enhance physical education curricula and to train and educate physical education teachers.

### **HELP GET THIS BILL PASSED!**

Encourage everyone you know to contact his or her U.S. Senators and Representatives and encourage them to support the PEP Act. They can call, e-mail, write or fax letters of support. On the web at [www.Congress.com](http://www.Congress.com) or by mail - Senator's Name, U.S. Senate, Washington, DC 20515; Congressman's Name, U.S. House of Representatives, Washington, D.C. 20515

- write letters to the editor of your local newspapers supporting the bill.
- invite U.S. Senators and Representatives to your state AHPERD conventions
- organize support from community groups

**Join NASPE/AHPERD today!  
Call 1-800-213-7193**

# Introducing...

## *The Future of Physical Education*



**Now you can get comprehensive, coordinated resources for implementing health-related physical activity programs from a single source!**

The American Fitness Alliance (AFA)—a collaborative effort of AAHPERD, the Cooper Institute for Aerobics Research, and Human Kinetics—offers education and assessment resources that will help you develop *top-quality* health-related physical activity programs. From books, software, and videos to measurement tools and even training opportunities (through AAHPERD), AFA has everything you need, including the following:

- *Physical Best*. Activity guides for elementary and secondary levels, plus a teacher's guide that presents the complete framework for implementing health-related physical education effectively. Also available through AAHPERD are two Physical Best workshops that lead to certification as a Physical Best Health Specialist or Physical Best Health-Fitness Instructor.
- *FITNESSGRAM*. Software, test administration manual, and related materials for evaluating students' physical fitness developed by CIAR.
- *Brockport Physical Fitness Test* and *Fitness Challenge*. Book, software, video, and related materials for conducting a national test developed specifically for youth with disabilities.
- *FitSmart*. Book and software for implementing the first national test designed to assess high school students' *knowledge* of physical fitness.

**AAHPERD**  
The Cooper Institute  
Human Kinetics  
Youth Fitness Resource Center  
P.O. Box 5076 • Champaign, IL 61825-5076

**Contact us today** to find out more about how AFA can help you — request a catalog, visit our web site, or talk to us directly?

**1-800-747-4457**

**extensions 2407 or 2408**

**[www.americanfitness.net](http://www.americanfitness.net)**





Become a member  
of AAHPERD  
today!

Enjoy AAHPERD  
benefits.

Complete the  
membership  
application and  
mail it TODAY!

Joining AAHPERD means you may choose to be a member of any two of the following associations — or you may choose one association twice.

### The Six Associations of AAHPERD

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

**American Association for Health Education:** Promotes health education in the schools, the community, and the work place.

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

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

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

**National Dance Association:** Promotes policies affecting dance education.

### Membership Benefits Include: Outstanding Periodicals.

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

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

### Conventions and Conferences

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

### Many Other Benefits and Services Available

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

Yes, I want to  
join AAHPERD!



American Alliance for  
Health, Physical Education,  
Recreation and Dance

1900 Association Drive • Reston, VA 20191 • (703) 476-3400  
1 (800) 213-7193 Fax: (703) 476-9527  
Internet: membership@aaahperd.org http://www.aaahperd.org

### Membership Application Form

Name (Mr.) (Ms.) (Dr.) \_\_\_\_\_

Mailing Address \_\_\_\_\_

City \_\_\_\_\_

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

Phone H ( ) \_\_\_\_\_ W ( ) \_\_\_\_\_

Fax ( ) \_\_\_\_\_

http:// \_\_\_\_\_ E-mail \_\_\_\_\_

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

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

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

### I wish to receive the following periodicals:

- Update Newsletter free with membership
- Journal of Physical Education, Recreation and Dance
- Journal of Health Education
- Research Quarterly for Exercise and Sport
- Strategies

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

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

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

### Verification of Student Status REQUIRED

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

**Life Membership** - \$2000 - payable in 4 payments within one year

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

### I am remitting my dues

- check enclosed, payable to AAHPERD
- VISA (13 or 16 numbers)
- MASTERCARD (16 numbers)
- AMERICAN EXPRESS (15 numbers)

Card #                  
(please write numbers carefully)

Signature \_\_\_\_\_ Exp. Date \_\_\_\_\_

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\$ \_\_\_\_\_

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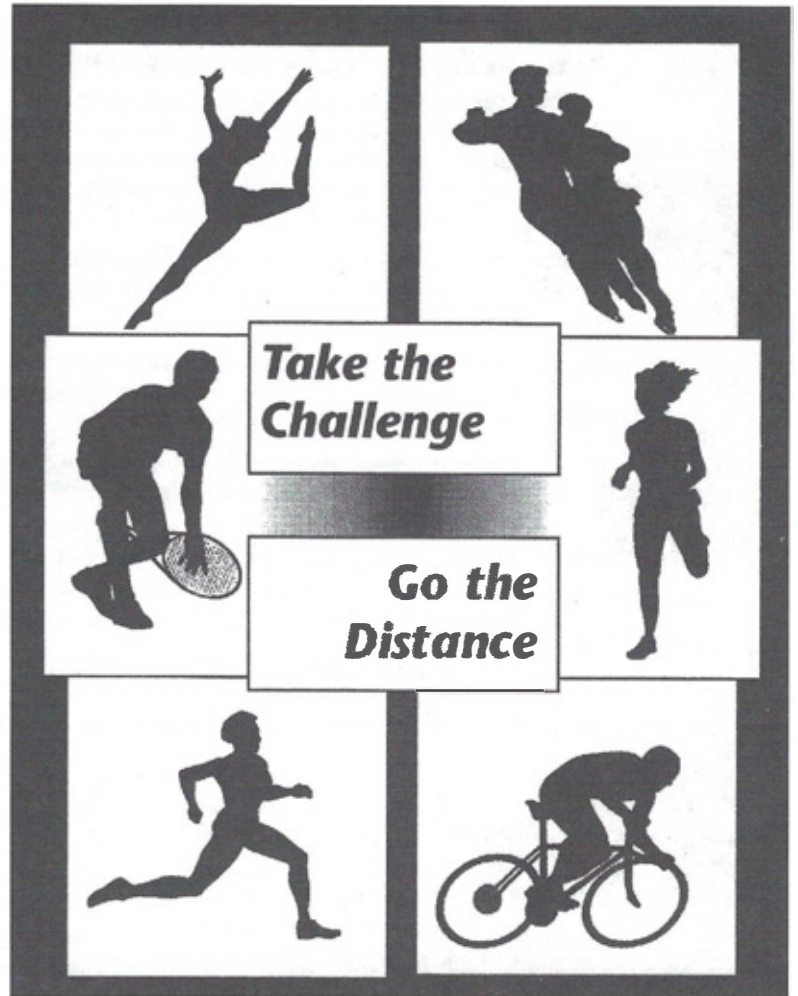
**Also Available:** Joint ICHPER.SD/AAHPERD Membership Institution/Organization Membership Associate Membership Quarterly Payment Offer  
Call 1-800-213-7193 or write to AAHPERD for a membership form.

Mark Your Calendar Now!

# The 2000 AAHPERD National Convention & Exposition will be March 21-25 in Orlando.

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](http://www.aahperd.org).

Looking forward to...



See  
You  
There!

2000

March 21-25  
Orlando, FL

With 66 attractions, including, of course, Disney World, Orlando is a great place to miss 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

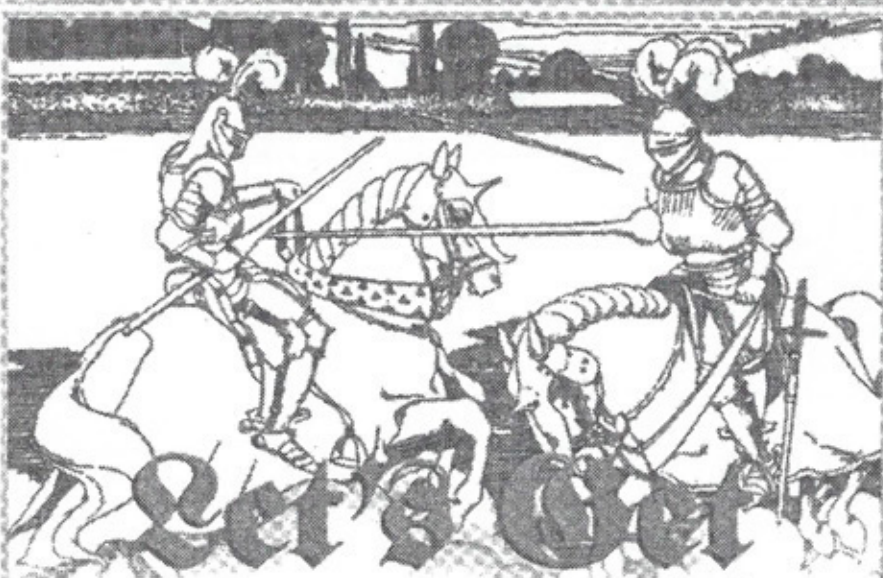
April 1-5  
Philadelphia, PA

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

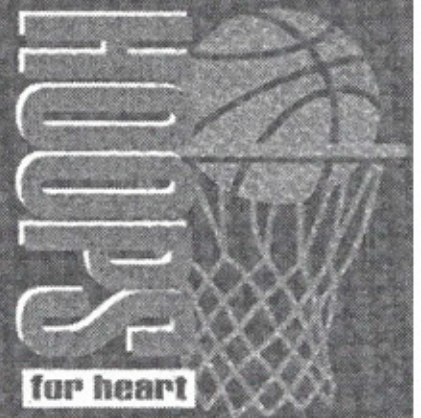
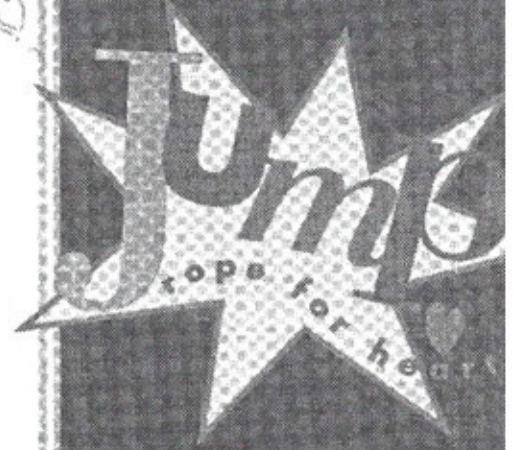
The Crescent City, The Big Easy, City of Lights – by any name, New Orleans is among the most unique cities in the U.S. New Orleans' reputation as an "international city" is rooted in history, with a melange of cultures and ethnic influences. From jazz music to creole cooking, the flavor of New Orleans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



# Let's Get Armored!

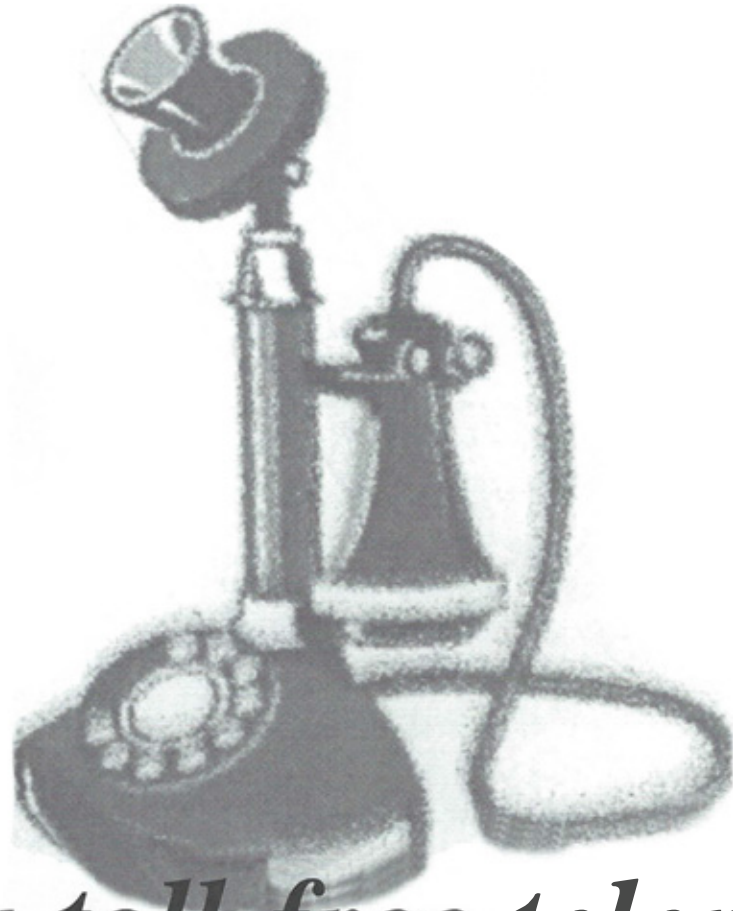
**H**ear disease is a dangerous killer! — and it's not just a disease of the elderly. Heart disease attacks all ages, even children. Teaching children about heart healthy habits is like providing them with a shield to protect against America's no.1 killer: heart disease and stroke. As a JUMP ROPE FOR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

American Heart Association  
Fighting Heart Disease and Stroke



INDIANA ASSOCIATION HPERD

# AAHPERD



*has a toll-free telephone  
number!!!*

***1-800-213-7193***

**AAHPERD** hopes to serve its membership better with their new voicemail. You will be greeted with a message providing instructions for reaching a specific extension number, obtaining certain information, or speaking with an operator. The new toll-free number will also have FAX-back capabilities that will permit callers to request membership or convention registration.

# A comprehensive guide to developing an exemplary middle school program

**Audiences:** Reference for middle school physical education teachers and physical education supervisors and directors. Supplemental or primary text for university physical education methods courses.

*Teaching Middle School Physical Education* describes how to create a program that addresses the specific needs and capabilities of middle school students while helping them through the transition from childhood to young adulthood.

Written by a veteran middle school physical educator, this book provides practical information that's flexible enough to use in a variety of settings. It's packed with exciting ideas and proven strategies that cover all aspects of teaching middle school physical education:

- Selecting instructional units
- Integrating with other subject area
- Developing unit and lesson plans
- Assessing and grading students
- Motivating students
- Demonstrating positive teaching behaviors
- Selecting teaching styles and strategies

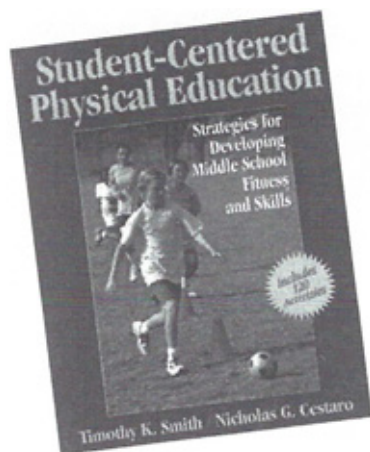
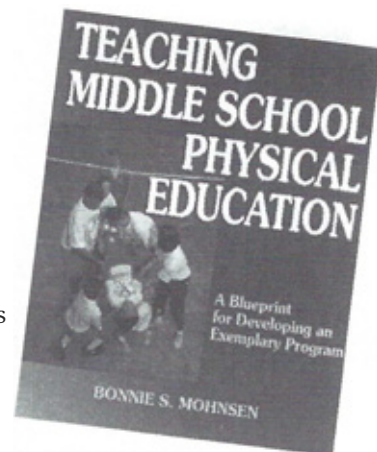
- Choosing instructional materials
- Incorporating technology effectively
- Much, much more

The book also examines current reform efforts in the middle school, discusses the physical and psychological environments of a quality program, and encourages physical educators to become equal partners in their school's entire education program

In addition, the book includes sample programs for sixth, seventh, and eighth grade that illustrate how all of the elements of a successful program fit together.

## **Teaching Middle School Physical Education**

Bonnie S. Mohnsen, PhD  
1997 • Paperback • 360 pp • Item BMOH0513  
ISBN 0-88011-513-0 • \$27.00 (\$39.95 Canadian)



# A modular approach to teaching physical education

*Student-Centered Physical Education* presents 120 fun physical activities that not only promote student fitness and skill development but also build the foundation for a physically active life. The authors' modular approach allows teachers to mix and match activities in order to achieve specific goals, creating multiple opportunities within each class period for students to succeed.

Authors Timothy Smith and Nicholas Cestaro, who together have more than 50 years of teaching experience, have developed a student-centered approach to physical education to replace the outdated, subject-driven approach. By focusing on the needs of the preadolescent

student rather than on sports or calisthenics, this proven program challenges exclusivity, boredom, and gender bias.

These strategies and activities make physical education relevant to your students and motivate them to participate in physical activity, both in the gym and after school.

## **Student-Centered Physical Education**

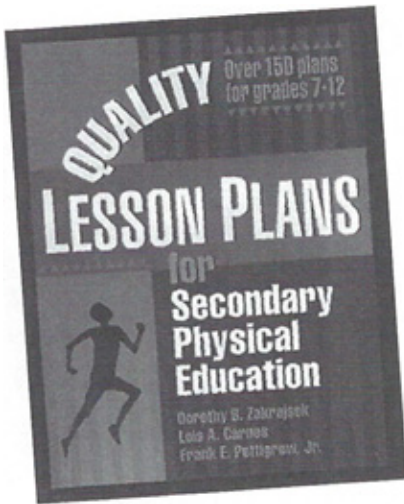
*Strategies for Developing Middle School Fitness and Skills*

Timothy K. Smith, MEd, and Nicholas G. Cestaro  
1998 • Paperback • 264 pp • Item BSMI0590  
ISBN 0-88011-590-4 • \$24.00 (\$35.95 Canadian)

**Audiences:** Reference for middle school, junior high, K-8, and 7-12 physical education teachers; physical education supervisors, directors, and administrators; university physical education methods instructors; and physical education majors who are involved in student teaching.

For credit card orders call 1-800-747-4457 (U.S.) 1-800-465-7301 (Canada)

## Over 150 plans for grades 7-12



**Audiences:** Reference for middle school, junior high school, and high school physical educators, undergraduate students in professional practice.

This cookbook-style guide contains more than 150 ready-to-use lesson plans—enough for every day of the school year.

Readers will find four sections in *Quality Lesson Plans for Secondary Physical*

*Education*: physical fitness, major sports, minor sports and activities, and single-day lessons.

These 12 lessons can be used as several-week unit emphasizing fitness or can be used periodically throughout the year to maintain an ongoing commitment to fitness.

The major sports units include traditional activities: badminton, basketball, dance, flag football, soccer, softball, tennis, and volleyball. For each, readers will find 10 or 11 developmentally appropriate lessons that progress from beginning to more advanced skills.

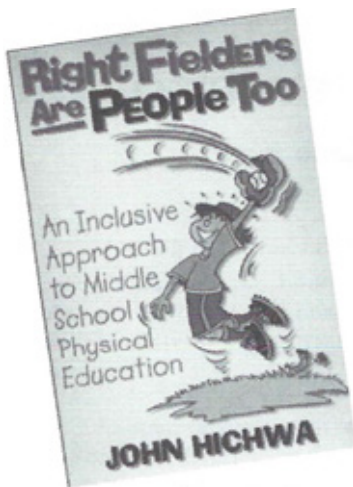
The minor units include more innovative activities: bowling, floor hockey, golf, jumping rope, orienteering, pickle-ball, speedball, team handball, and ultimate frisbee. Four to seven lessons for each unit give students a solid introduction to each sport or activity.

### Quality Lesson Plans for Secondary Physical Education

Dorothy B. Zakrajsek, PhD, Lois A. Carnes, MEd, and Frank E. Pettigrew, Jr., PhD

1994 • Paperback • 448 pp • Item BZAK0671  
ISBN 0-87322-671-2 • \$36.00 (\$53.95 Canadian)

## Help students feel comfortable, learn skills, and have fun



**Audiences:** Reference for middle school physical education teachers, day care supervisors, and camp counselors. Idea book for university physical education pedagogy faculty and physical education directors and supervisors. Recommended reading for middle school physical education student teachers. Supplemental text for student teaching seminars.

*Right Fielders Are People Too* helps middle school physical education teachers establish and maintain a positive learning environment that allows students to work to their potential.

The inclusive, developmentally appropriate program described in this book helps students feel comfortable in class and develop a positive attitude toward physical activities. Students can learn skills without intimidation and experience the joy and exhilaration of physical activities, even if they can't perform the activities very well.

Author John Hichwa, 1993 NASPE Middle School Physical Education Teacher of the Year, shares the successful strategies he developed in 35 years of teaching K-8 students.

The book's friendly, teacher-to-teacher format and nearly 150 unique drawings make the methods and activities easy to understand, whether you've been teaching for several years or are just beginning your first student-teaching experience.

### Right Fielders Are People Too

*An Inclusive Approach to Teaching Middle School Physical Education*

John Hichwa

1998 • Paperback • 232 pp  
Item BHIC0856 • ISBN 0-88011-856-3  
\$18.00 (\$26.95 Canadian)

For credit card orders call 1-800-747-4457 (U.S.) 1-800-465-7301 (Canada)

# Learning experiences in games, gymnastics, and dance

The 135 units in these four books integrate movement concepts and skills into games, gymnastics, and dance experiences that children really enjoy. They contain clear objectives, sample assessments, and fitness activities that reflect the National Standards for Physical Education and the National Standards for Arts Education (Dance). New and experienced teachers alike can adopt the ready-to-use units as a complete instructional program or select specific units to enhance their existing curriculum.

## Physical Education Unit Plans for Preschool-Kindergarten

Bette J. Logsdon, PdH, Luann M. Alleman, MEd, Sue Ann Straits, PhD, David E. Balka, PhD, and Dawn Clark, EdD  
1997 • Paperback • 184 pp  
Item BLOG0781  
ISBN 0-87322-781-6  
\$18.00 (\$26.95 Canadian)

## Physical Education Unit Plans for Grades 1-2

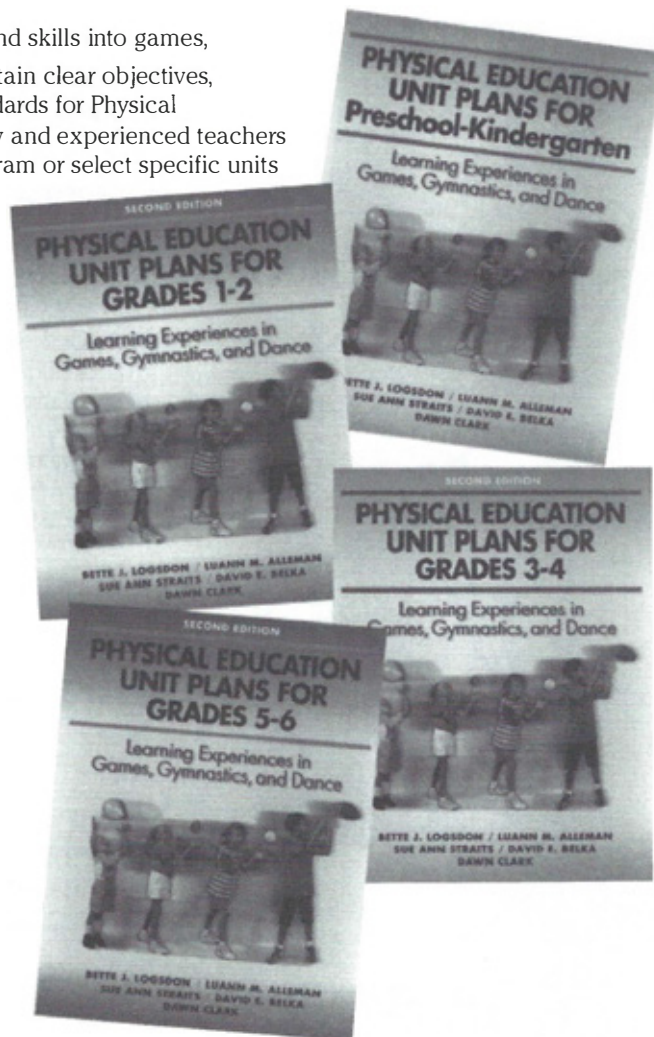
(Second Edition)  
Bette J. Logsdon, PhD, Luann M. Alleman, MEd, Sue Ann Straits, PhD, David E. Balka, PhD, and Dawn Clark, EdD  
1997 • Paperback • 184 pp  
Item BLOG0782  
ISBN 0-87322-782-4  
\$18.00 (\$26.95 Canadian)

## Physical Education Unit Plans for Grade 3-4

(Second Edition)  
Bette J. Logsdon, PhD, Luann M. Alleman, MEd, Sue Ann Straits, PhD, David E. Balka, PhD, and Dawn Clark, EdD  
1997 • Paperback • 184 pp  
Item BLOG0783  
ISBN 0-87322-783-2  
\$18.00 (\$26.95 Canadian)

## Physical Education Unit Plans for Grades 5-6

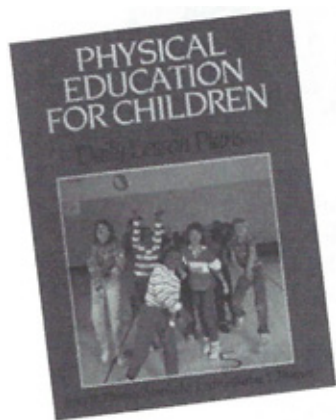
(Second Edition)  
Bette J. Logsdon, PhD, Luann M. Alleman, MEd, Sue Ann Straits, PhD, David E. Balka, PhD, and Dawn Clark, EdD  
1997 • Paperback • 184 pp  
Item BLOG0784  
ISBN 0-87322-784-0  
\$18.00 (\$26.95 Canadian)



### Special Package Price

All 4 Physical Education Unit Plans books  
Item BLOG0697 • ISBN 0-88011-697-8 • \$59.00 (\$88.50 Canadian)

## Solid concepts AND lesson plans with activities for every day of the year!



This practical resource provides teachers with lesson plans for every day of the school year. Activities are built into the 376 lesson plans in a ready-to-use format.

Divided into four developmental levels, the book presents lesson plans in sequence by level of difficulty and subdivides them into four activity areas: fitness, games and sports, rhythmic activities, and gymnastics.

### Physical Education for Children Daily Lesson Plans

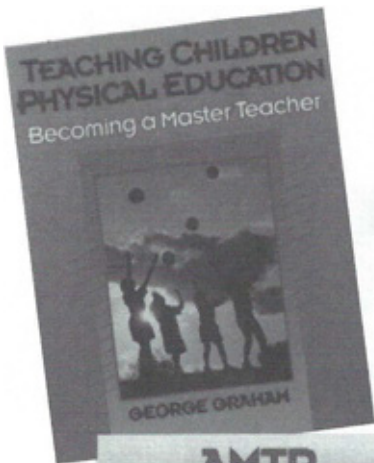
Jerry R. Thomas, EdD, Amelia M. Lee, PhD, and Katherine T. Thomas, PhD  
1989 • Three-Ring Notebook • 1,088 pp  
Item BTHO0176 • ISBN 0-87322-176-1  
\$59.00 (\$88.50 Canadian)

The lesson format is easy to use and contains learning objectives, safety tips, and teaching cues and directions. Readers will also appreciate the extensive illustrations and helpful resources such as rainy day classroom plans, equipment lists and plans, and evaluation instruments.

[www.humankinetics.com](http://www.humankinetics.com)

Visit our web site!

# Practical insights into the teaching process



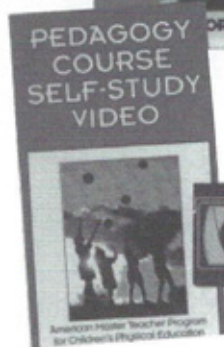
"Graham's achievement is remarkable, and his work will be an inspiration to many students, teachers and professors who work in this complex, yet fascinating and enjoyable area."

*CAHPER Journal*

Now you can learn what master elementary physical education teachers actually do in class to make learning both enjoyable and developmentally appropriate for children. While other books concentrate on what to teach children, *Teaching Children Physical Education* focuses solely on how to teach children.

Dr. George Graham integrates research-based information with first-hand experience to describe the decision-making processes used by master teachers in virtually every lesson they teach. you'll learn practical skills and techniques that help you

- motivate children to practice,
- build positive feelings,
- minimize off-task behavior and discipline problems,
- create an atmosphere of learning,
- maximize learning,
- develop lesson content,
- use a problem solving approach,
- observe and analyze,
- provide feedback, and
- assess children's (and your own) progress.



## **Teaching Children Physical Education**

*Becoming a Master Teacher*

George Graham, PhD

1992 • Paperback • 192 pp • Item BGRA0340  
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## **AMTP Pedagogy Course Study Guide**

George Graham, PhD

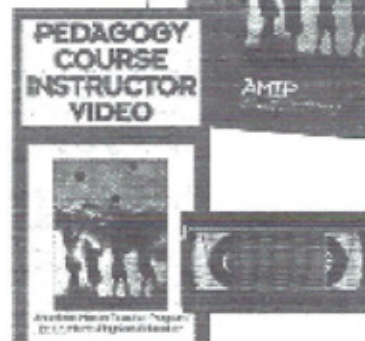
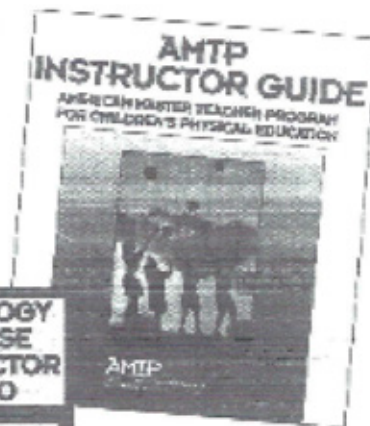
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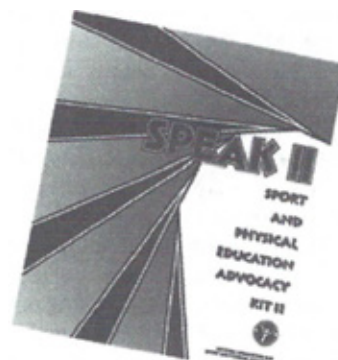
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# Refereed Articles: Guidelines for Authors

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

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

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

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

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piece. Drop down a few spaces and type complete name, address and phone number of author with whom editor should correspond. Also, state number of words in manuscript (rounded to nearest hundred). Author name(s) should appear only on this page, since the editing process is conducted as "blind review."

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**Address.** Materials for Journal review should be mailed to:

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### WHAT IS THE PHYSICAL EDUCATION FOR PROGRESS (PEP) ACT?

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- Visit the "What's New" section of NASPE's website at [www.aahperd.org/naspe](http://www.aahperd.org/naspe) for the latest information on the bill.

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Here are two disturbing facts: the percentage of overweight young people has more than doubled in the last 30 years and only 28 % participate in any type of daily physical activity. Physical education instruction provides children with the skills and knowledge they need to adopt active lifestyles and enhances academic achievement.

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- Encourage everyone you know to contact his or her U.S. Senators and Representatives and encourage them to support the PEP Act. Call, e-mail, write or fax letters of support. On the web at [www/Congress.com](http://www/Congress.com) or by mail (Senator's Name, U.S. Senate, Washington, DC 20518; Congressman's Name, U.S. House of Representatives, Washington, D.C. 20518)
- write letters to the editor of your local newspapers supporting the bill.
  - invite U.S. Senators and Representatives to your state AHPERD conventions
  - organize support from community groups

# Leadership Opportunities on Councils

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

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

conference.

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

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

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

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

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

### HELP NEEDED:

- \_\_\_\_\_ Would you be willing to become involved?  
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