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for Health, Physical
Education, Recreation
and Dance



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for Health, Physical Education, Recreation and Dance

Volume 29, Number 1

Winter 2000

Indiana Association for
Health, Physical Education, Recreation and Dance

Indiana AHPERD 1998-99

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Message from the President

Make New Connections

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Greetings:

I am writing you this letter after the 1999 IAHPERD Conference, Threshold to the Millennium 2000 and the day after Thanksgiving. These two events give me cause to say I hope you attended the conference and found it as meaningful as I did and that your Thanksgiving was filled with family, friends and loved ones to share in the bounty of this state and country.

I've been teaching physical education for 35 years. I have also been attending the IAHPERD conference for a like number of years. I'm always amazed at the number of quality presentations from which to choose. I've never attended a conference when I didn't meet interesting professionals, gain new insights about how to do things differently and have occasions to reminisce with former students or professionals who have become life long friends. I will always be indebted to one of my teachers, George Oberle, who said to me, "Jane, you need to get involved," and handed me the IAHPERD application for membership.

You won't read this letter until after Christmas and the start of a new year. It is the new year that prompted me to select the theme, "MAKE NEW CONNECTIONS." At the beginning of each new year we are encouraged to reflect on accomplishments of the past and set new goals for the future. MAKE NEW CONNECTIONS can mean whatever you want it to mean. If you're a teacher like me, make new connections can mean identifying new hopefully better ways to interact with your students, talking with parents more often about your program and their children's accomplishments, promoting your program in your establishment and your community, identifying other professionals in your community or in the state and linking with them in a shared vision. Setting goals can clarify expectations, relieve boredom, renew an intrinsic motivation to achieve as well as increase pride, satisfaction and self-confidence. (Martens, 1987) Martens suggests

that new goals should be performance directed, specific in nature, realistic but challenging, and short-term. Establishing professional goals for ourselves will give us more focus and direction and foster a sense of professional and personal satisfaction. You decide what new connections you want to make this year, establish a plan and see it through. You'll be surprised, even proud of what you accomplish.

Since making new connections is my idea, you're probably wondering what new professional activities I will undertake this year. Well, I will write a Christmas letter to physical education graduates from USI with the typical personal and department happenings. I will write a second, personal note to those who respond and continue to encourage their professional development. My greatest challenge however will be my commitment to link with professionals in my community and encourage greater professional involvement with me, with the University of Southern Indiana and with IAHPERD. I will solicit membership into IAHPERD, encourage attendance at the IAHPERD conference in Indianapolis, encourage participation through conference presentations and encourage participation through local workshops. Good luck Jane Ann!

Finally, it appears to me that our greatest challenge is linking with each other in a shared commitment to move our profession forward, keeping it strong and healthy in the future. So, I leave you with this thought, as Michael Jackson says in his song "Man in the Mirror," "If you wanna make the world a better place, take a look at yourself and make a change." I would be interested in the new connections you plan to make this year. Please e-mail me at brezette@usi.edu with your ideas. Good luck to us as we accept the challenge of connecting with each other in a variety of professional ways.

Martens, R. (1987). *Coaches guide to sport psychology*. Champaign, IL: Human Kinetics.

NOTIONS From YOUR EDITOR...

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Cases, Case Methods, and the Professional Development of Educators

Katherine K. Merseth

Cases and case methods of teaching represent a relatively new and promising approach in the education of teachers. Though long used in other professional fields (i.e., business and law), the current interest of teacher educators in this pedagogy is due in part to a growing interest in the development of teacher knowledge and cognition and an acknowledgment of the complexities of teaching (Merseth, 1991). This Digest will present definitions of cases and case methods, explore the purposes of using case studies, and suggest avenues for further research into the effectiveness of using case in teacher education.

Definitions

What are “cases” and “case methods?” Since teacher educators use different terms and definitions, it is important to be clear about the meaning of these terms and definitions in order to develop a better understanding of their use and potential.

One common definition suggests that a case is a descriptive research document often presented in narrative form, that is based on a real-life situation or event. It attempts to convey a balanced, multidimensional representation of the context, participants, and reality of the situation. Cases are created explicitly for discussion and seek to include sufficient detail and information to elicit active analysis and interpretation by users with differing perspectives. This definition reaffirms three essential elements of cases: (a) they are real, (b) they rely on careful research and study, and (c) they foster the development of multiple perspectives by users. The emphasis on reality-based cases is important for teacher education because it enables students of teaching to explore, analyze, and examine representations of actual classrooms.

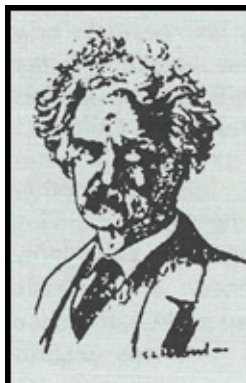
Collections of cases are now appearing in teacher education casebooks, which also include discussion questions and instructor notes. Some are generically organized, covering many aspects of instruction, while others target specific audiences, such as intern or mentor teachers or high school students, or

specific themes, such as multicultural education or assessment.

Closely related to the definition of cases are the many ways that cases are used. Case methods are employed, for instance, to frame conversations between mentors and novices, as stimulants to reflection, as techniques to enrich field experiences, as tools for professional evaluation, or to orient individuals to particular ways of thinking. Case methods may include large and small group discussions, role playing, written analysis, or team-based discussions.

To structure case discussions, the discussion leader plays a very important role—guiding, probing, directing, giving feedback, or sometimes simply observing the exchanges and contributions among the class members. The purpose of these discussions is to develop individual skills of observation, analysis, action taking, and assessment. Indeed, case discussions often help students understand that the analyses of most problems in education depend on the particular perspective of the problem solver.

In teacher education, case purpose falls into three categories: (a) cases as exemplars; (b) cases as opportunities to practice analysis, the assimilation of differing perspectives, and contemplation of action; and (c) cases as stimulants to personal reflection (Merseth, 1996). Cases as exemplars emphasize the theoretical and give priority to general, propositional knowledge. Their purpose is to



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

— Mark Twain

develop knowledge of a particular theory or to build new theories. Using cases as exemplars also can be used to honor best practice or to make effective teaching more public and more available for analysis and review (Sykes & Bird, 1992).

Cases also can be used to practice decision making and problem solving. Here, case materials can help teachers "think like a teacher" (Shulman, 1992; Wassermann, 1994) by presenting situations from which theory emerges. The cases portray problematic situations that require problem identification and analysis, decision making, and action definition. This use of cases works well with the conception of teaching as a complex, messy, context-specific activity.

Finally, a third purpose of cases is to stimulate personal reflection. Here, the emphasis is on introspection and the development of personal professional knowledge. Teacher educators who use cases written as self-reports of personal experiences, suggest that they are a powerful means to develop habits and techniques of reflection (Kleinfeld, 1992; Richert, 1991), as well as a stimulus to analytical thinking.

The Future of Cases and Case Methods

The clarion calls for the use of cases and case methods far exceed the volume and quality of empirical research specific to cases and case methods in teacher education. Will cases and case methods become standard pedagogy in teacher education in the twenty-first century? The answer is unclear because the research base about cases and case methods is small, though growing (Colbert, Trimble, & Desberg, 1996).

To develop greater knowledge about cases and case methods, the teacher education community must assess more fully the use of cases and develop a deeper understanding of the effects of variations in use. This charge is an ambitious one because understanding various uses of cases requires a clear articulation of purpose. As a first step, researchers must be clear about intended outcomes. Are they looking for effects on teacher cognition or on personal beliefs and feelings? Another area of important research must focus on the influence of case-based instruction on teacher and student performance in classrooms.

The medium and the content of cases also offer rich areas for investigation. What is known about the difference between video, written, and a combination of video and written cases in hypermedia format (Merseth & Lacey, 1993)? And what do teachers learn from cases about mathematics or special education?

A different line of research should explore variations in method. Basically, this work would investigate how, where, when, and by whom cases are used. In the teacher education curriculum, is it more productive to consider five cases set in the same context about five different topics or five cases about the same topic in five different settings? And what do we know about the impact of cases delivered through CD-ROM or hypermedia format? Important questions also exist about the role and practice of the instructor.

The existence of an active research and development

agenda about cases in teacher education is exciting. If teacher educators pursue their work with the objective of first understanding more completely the elements of case-based pedagogy—namely the materials and the methods—and then engage in more complicated research that explores the interaction of these elements with students, significant contributions may be realized.

Conclusion

Cases and case methods of instruction offer a new pedagogical method for teacher education programs. The growing interest in cases, the early results of empirical research about the materials and the methods, and the potential for further research and development outline great opportunities for those who wish to use it to pursue a deeper understanding of the process of learning to teach.

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State of the Profession



FRAMEWORK FOR LICENSURE

by

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In June of 1999 the framework for the licensure of teacher education students in the state was approved by the Indiana Professional Standards Board. The Licensure Committee recommended, instead of the multiple licenses of past practice, a single Professional Educator License will be issued. There will be three levels of licensure: Initial Practitioner, Proficient Practitioner and Accomplished Practitioner. Each of these licenses will list a proficiency in a (1) content area such as Health Education and a proficiency in a (2) developmental area such as preschool. Becoming proficient in multiple content and developmental areas is possible and those areas will also be listed on the single license. No decision was made about current license holders adding content or developmental areas.

Instead of using the development names recommended by Interstate New Teacher Assessment and Support Consortium (INTASC), the IPSB Licensure Committee recommended using school settings: Pre;;School, Elementary/Primary, Elementary/Intermediate, Middle School/Junior and High School.

Developmental Levels

Early Childhood

Early Childhood

Middle Childhood

Early Adolescence

Adolescence/Young Adulthood

School Settings

Pre School

Elementary/Primary

Elementary/Intermediate

Middle School/Junior High

High School

New baccalaureate graduates will receive the Initial License for two years. At the completion of the two years each initial teacher will have to pass a performance-based

assessment (portfolios) which will be evaluated by highly trained K - Higher Education Professional. Once the assessment has been completed, the teacher will obtain a Proficient Professional License which is good for five years. To receive an Accomplished Professional License the teacher must demonstrate through attending meetings, conferences, workshops or graduate work that he/she have improved his/her skills. It does not list the master's degree as an experience that is necessary. (The effects of not using a master's degree as one method of upgrading to the Accomplished Professional License will definite effect the enrollment in graduate programs in the state.)

Certificates will continue to be issued. The certificate authorizes an individual to teach in a content area not licensed by the Professional Standards Board. To be issued a certificate the person must already have a Professional Educator's License.

There will also be permits. Permits are for limited duration which allows an individual to do specific work. As a prerequisite for receiving a permit, the individual must have completed course work, a degree program or possess occupational experiences. The permit recognizes that the individual is committed to becoming licensed or certified. A permit holder will be assigned a licensed teacher as a mentor.

With assessment plans due in the fall, and curricular changes in process for meeting the standards, it will be a large transition in the teacher education in Indiana.

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today!

TECHNOLOGY TIPS

Using Technology to Enhance Fitness

by Karen Mendon and Joan Van Blom

Of the seven NASPE content standards for physical education, Standard #3, "Exhibits a physically active lifestyle," and Standard #4, "Achieves and maintains a health-enhancing level of physical fitness" —pertain to developing maintaining, and participating in fitness activities. Students must be motivated to be physically active and learn what it takes to achieve and maintain a health-enhancing level of physical fitness. We have found that using technology gets students excited about physical activity and enhances their learning experiences related to fitness.

One way many schools are including technology in their physical education programs is to develop a fitness-wellness lab. A typical lab includes a variety of cardiorespiratory equipment, including rowing machines, stairsteppers and climbers, ergometers, recumbent cycles, aerobic steps, trampolines, skiers, and treadmills. Many of the devices have the option to attach heart monitors. The Concept II rowers have a Kids Distance Club where students can go online to compare and compete with other students around the world. There is a wide variety of equipment, but teachers should consider the size and age of students who will be using the equipment as well as the quality of construction. Commercial grade equipment usually costs a little more but lasts longer thus resulting in a better investment.

Purchases can be made directly from the manufacturer, sporting good store, or fitness specialty store. If you explain what you are trying to do and why, many are willing to offer discounts on new and reconditioned equipment. Since price is usually a factor with such large item purchases, consider applying for grants, soliciting donations, and organizing fund-raisers. Weight machines and free weights may also be incorporated into the fitness wellness lab setting so that students can increase their muscular strength and endurance as well as their cardiorespiratory endurance.

Another way to enhance student learning is to incorporate the use of computers in your physical education program. Students can create their own electronic portfolios using software, such as the Health Related Fitness Tutorial-Portfolio (Bonnie's Fitware). This software allows students to keep track of their own fitness levels, set goals, and monitor their quarterly progress. They can also access information on health related fitness and create their own fitness plans. If your students are using heart monitors, this information can also be recorded in their electronic portfolios. The program also allows students

to create their own fitness plans, including the activities and exercises they wish to include. Finally, students can track their nutritional intake and compare it to their energy output.

Students can also use a computer to access information about the human body and fitness. Several programs include A.D.A.M.: The Inside Story, A.D.A.M. Essentials (A.D.A.M.), and Body Works (The Learning Company). Computers can also be used to calculate and chart students' target heart rates. With download-able heart monitors, students can print out their heart monitor results. Unless you have access to a computer lab where students can work individually or in pairs, it's best to organize students into cooperative groups at each computer station.

Teachers can use the computer to store and analyze their students' fitness scores. These programs include Fitness Reporter (Fitness Reporter), future or that English classes will help students appreciate literature and read in the future. This step also matches a Healthy People 2000 (1991) objective of increasing the proportion of people who regularly engage in physical activity and a National Association of Sport and Physical Education (1995) goal of having students exhibit physically active lifestyles.

Conclusion

We are inundated with encouragement to reach a little further and try a little harder. Running shoe commercials, sport drink manufacturers, even alcohol and tobacco commercials show hard bodies working at staying strong and fit. It is important to help children even at young ages to be comfortable with their bodies and to understand what it takes to stay healthy. It is not necessary to be in training for a triathlon to stay healthy. Understanding the notion of a THR and learning how to enjoy activities that allow children to enter their own personal target zones is an important contribution, a contribution supported by the Surgeon General (1996).

Popular press articles that lament the hours spent in front of televisions, computers, and video games often press us to work children harder when we finally get them up and moving. Wellmeaning coaches, peers, parents, and even teachers can push children to work harder without recognizing the risk of extending beyond the safe upper limit of a target hart rate. A related concern is that, for many individuals, working to near exhaustion is not fun. When being active stops being fun, few will choose to continue.

In the end, teaching children how to monitor their own intensity levels can be one of the most important skills we can offer. These skills really can have a life or death impact. Teaching children to listen to their own bodies is one way to make an early and positive impact on how

children feel about moving—even when they cannot count very fast. Children can feel good about moving and understand that they do not have to work to exhaustion to have fun and to score health benefits.

Murray Mitchell is with the Department of Physical Education at the University of South Carolina. Previously, he taught at Rutgers University and elementary education in New Jersey. Among his other accomplishments, Murray has presented his work at the local state, and national levels and has appeared in Strategies, JOPERD, The Physical Educator, and the Journal of Teaching in Physical Education.

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INDIANA ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE

INVITATION FOR APPLICATIONS: EXECUTIVE DIRECTOR of the Association

Position:

The Indiana AHPERD Board of Directors is seeking applicants for the position of Executive Director for the association. The Executive Director is employed by and works for the Board of Directors of the association. The position is a part time paid position (\$5000. annual salary) that also includes an operating budget for approved travel and office expenses. Employment will begin when a candidate accepts the offer of employment. The target date for employment is March 15, 2000 or earlier.

The Association:

The Indiana Association for Health, Physical Education, Recreation and Dance operates as a not-for-profit corporation. IAHPERD is a professional organization with a membership of approximately 1000 professionals and students from the areas of health, physical education, recreation, dance, and sport. IAHPERD is governed by a board of directors including an executive committee. All are elected or appointed from the membership. The mission of the association includes three broad areas of endeavor: 1. Research and Demonstration, 2. Education and Training, 3. Recognition (scholarships and awards).

Indiana AHPERD holds an annual conference each Fall, and publishes a journal and a newsletter. IAHPERD supports training and funding of "mini grants" for projects that benefit the quality of life of Indiana citizens. In affiliation with the AAHPERD and the American Heart Association, Indiana AHPERD promotes the Jump Rope for Heart and Hoops for Heart programs. The Board of Directors and members work closely with the Midwest District and the American Alliance for HPERD in advancing the profession.

Qualifications:

Must have an interest in promoting the goals and objectives of the Indiana AHPERD.

Be (or become) a member of the Indiana AHPERD and the American Alliance for HPERD.

Minimum education is a baccalaureate degree in health, physical education, recreation or dance.

Must have administrative experience in budgeting, record keeping, communications, and organization.

Must be able to work effectively and collegially with a diverse membership, constituents, and others in professional, business and social activities.

Duties and Responsibilities (include but are not limited to):

Attend all Board and Executive Committee meetings.

Serve as Treasurer of the Association, chair the Finance Committee, and prepare the annual budget.

Represent the Association at meetings and conferences as prescribed by the Board.

Maintain a membership database, the not-for-profit status and mailing privileges of the association.

Maintain a list of contacts of all Indiana colleges and universities to facilitate exchange of information.

Serve as chair of the conference site selection committee, and perform other duties as directed by the board.

Application:

An IAHPERD Executive Director "Operating Code" (job description) may be obtained from the contact listed below. Submit a cover letter expressing interest in the position, a detailed resume, three letters of support, and college transcripts no later than February 15, 2000 to:

Dr. Jane Davis-Brezette, President
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Assessment Series

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Assessing the “Fuzzy Stuff”

by Jon Scharpenberg

Of the seven content strands identified in NASPE’s Moving Into the Future, the fifth and sixth standards can be a confounding area from which to assess student achievement. These standards are: (a) “demonstrates responsible personal and social behavior in physical activity settings,” and (b) “demonstrates understanding and respect for differences among people in physical activity settings.”

These content areas are important and valuable areas to address in any curriculum, but are much more elusive in terms of identifying concrete achievement targets to measure student learning. Nevertheless, assessment is critical if assumptions about student learning are to be made for instructional decision-making and the degree to which students are meeting benchmarks. Still two problem remain: What do these standards “look like” in action? And how can teachers recognize mastery among their students?

Assessing motor skills and fitness levels, while challenging, are much more clearly defined and recognizable than the concepts identified in Standards 5 and 6. Because of this, it is helpful to look to other sources to help delineate and identify the skills, knowledges, and dispositions that are associated with these content areas.

One source of help is in the burgeoning area of character education—specifically the Josephson Institute and the work its researchers have done in discerning the Six Pillars of Character. The pillars identified are: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

Nice . . . but How to Measure?

The key to measuring students understanding and use of these character qualities is to require them to put them into action. One way would be to have students go through the process of developing classroom rules and procedures. One of the benefits of this is that students share ownership of the rules, including their enforcement. Rules designed by students are no longer arbitrary or subject to a variety of interpretations. Students understand both the rule and the purpose behind the rule. If teachers want to take the process a bit further, they can integrate this unit with a social studies unit about the judicial system, including the process of creating and ratifying law, the court system, and the conflict of rights versus responsibilities.

In addition to developing class rules, there are a

Standard #5: Demonstrates responsible personal and social behavior in physical activity settings.

The intent of this standard is achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior in sport, and positive social interaction. Achievement of this standard in the lower elementary grades begins with the recognition of classroom rules and procedures and a focus on safety. In the upper elementary levels, students learn to work independently, with a partner, and in small groups. In the middle school, students identify the purposes for rules and procedures for specific activity situations. High school students initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others in physical activity settings. (NASPE, 1995, p. 3)

variety of ways to assess personal and social behavior. For example, teachers can present a scenario that asks the students to reflect on what is appropriate or inappropriate behavior in a certain context. This is an ideal stem to generate journal writing ideas. Scenarios might include real-life incidents that involve ethical issues in politics,

Standard #6: Demonstrates understanding and respect for differences among people in activity settings.

The intent of this standard is to develop respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g. strength, size, shape), gender, race, and socio-economic status. Elementary school students begin to recognize individual similarities and differences and participate cooperatively in physical activity. By middle school, students participate cooperatively in physical activity with persons of diverse characteristics and backgrounds. High school students are expected to be able to participate with all people, recognize the value of diversity in physical activity, and develop strategies for the inclusion of others. (NASPE, 1995, p. 4)

An Assessment Example

Task

As a class we are going to come up with rules for our class. To do this, we will be guided by the Six Pillars of Character that we have discussed in class. Working with a partner, develop a rule that addresses at least one of the six pillars. After you have done this, write or explain to a partner the rationale (or reason) for this rule—why should this be a rule? Next, identify the problems created when people don't follow your rule. Lastly, formulate an appropriate consequence for not following the rule. Keep in mind that your rules should be appropriate to all the different kinds of activity we do in physical education. You may present your rule to the class either in an oral presentation or on a poster.

Sample Response #1

Pillar: Citizenship

Rule: Students will participate regularly in all activities.

Rationale: Members of a group help each other learn and become more successful.

Problems created: Students help each other by providing useful skills including feedback, encouragement, and motivation. By not participating, students aren't doing their share to help others to get better. Also, they are not cooperating with others.

Consequence: Students will prepare a skill development plan for learnable pieces that were missed. Help tutor students who are having a hard time.

Sample Response #2

Pillar: Fairness

Rule: No blood, no foul.

Rationale: It is part of the game.

Problems created: In life, things happen—you just have to suck it up. Calling lots of fouls just slows down the game.

Consequence: Sit out of class for 3 days.

Pillar	Rule	Rationale	Problems created	Consequences	Written clearly
Identifies a relevant pillar.	Is stated positively or neutrally.	Reflects real world (classroom) issues.	Shows evidence of clear thinking and considering a number of alternatives.	Has appropriate consequences—the "punishment fits the crime."	Uses tone of voice that is consistent throughout the rules.
YES or NO	Appropriate or Needs work	Appropriate or Needs work	Appropriate or Needs work	Appropriate or Needs work	Appropriate or Needs work

Figure 1

Pillar	Rule	Rationale	Problems created	Consequences	Written clearly
Identifies a relevant pillar.	Is stated positively or neutrally.	Reflects real world (classroom) issues.	Shows evidence of clear thinking and considering a number of alternatives.	Has appropriate consequences—the "punishment fits the crime."	Uses tone of voice that is consistent throughout the rules.
YES or NO	Appropriate or Needs work	Appropriate or Needs work	Appropriate or Needs work	Appropriate or Needs work	Appropriate or Needs work

Figure 2

Pillar	Rule	Rationale	Problems created	Consequences	Written clearly
Identifies a relevant pillar.	Is stated positively or neutrally.	Reflects real world (classroom) issues.	Shows evidence of clear thinking and considering a number of alternatives.	Has appropriate consequences—the "punishment fits the crime."	Uses tone of voice that is consistent throughout the rules.
YES or NO	Appropriate or Needs work	Appropriate or Needs work	Appropriate or Needs work	Appropriate or Needs work	Appropriate or Needs work

Figure 3

business, or sports, or the behavior of well known celebrities or professional athletes.

Another idea is to use if-then statements where the if portion poses ethical situations and students then act out, write on, or discuss subsequent actions in response to the scenario. Again, journal writing can be used to encourage students to weigh the consequences of their decisions.

Students can also make posters as visual reminders of the Six Pillars of Character to hang in the gym. As students begin to recognize instances of good character, they can write or paste them on the poster with a short explanation of how their description demonstrates that pillar of character. Instances of good character can be found everywhere: classmates, family, newspaper items, TV programs, books, magazines, song lyrics, and many other places. Teachers and parents can be invited to contribute as well.

One of the most valuable tools in this process is the identification of goals for “responsible personal and social behavior” and the demonstration of “respecting differences among people,” as stated in the NASPE outcomes. It’s a pretty fuzzy area, but one that is clarified by using the Six Pillars of Character. This is not to say that this is the only way to identify appropriate behavior. There are certainly

many systems that clarify the nebulous terms associated with these two NASPE outcomes. The key is to explain, clarify, and describe as fully as possible the attitudes and behaviors you seek, then require students to engage in activities that necessitate them acting and behaving appropriately.

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More information about the Six Pillars of Character and topics and vignettes to initiate student thinking, writing, and discussion may be found at the Josephson Institute for Ethics at <http://www.charactercounts.org>.

Jump Rope For Hearts and Hoops For Heart

Blinking and squeeze hearts, bubbles, food, conversation...just a few of the words that describe the JRFH/HFH coordinators receptions held at the conference. Our state task force members, Kurt Schneider (Midwest Affiliate AHA) and Jennifer Shepherd (Sportime), were on hand to welcome coordinators. Many ideas and strategies were exchanged during the reception.

On Friday morning, Kurt led a session on best practices for Hoops and Heart. a number of coordinators attended to learn as well as to discuss what worked best at their individual events.

Niki Glover brought her Indy Air Bears team to the

YMCA for two presentations, the first on demo teams and the second on jump rope drills. After the reception, Joyce Signor, Midwest Task Force member from Michigan, led a session on Jump Rope Games and Activities.

Copies of the 1998-1999 state coordinators guide were available at the conference. if you would like a copy, request one by email: hatch@comteck.com.

Should you have further questions or suggestions concerning JRFH/HFH, please contact one of the following state task force members: Cathy Huntsinger, Karen Hatch, Elise Studer-Smith, Ed Schilling and Mark Urtel.

Attention: Congratulations!

to the winners of the free 2000 conferences...Avril Fisher of Winchester and Tom Packer of Rockport.

Reviewed Article

CHARACTERISTICS OF ANABOLIC-ANDROGENIC STEROID USERS AMONG INDIANA HIGH SCHOOL FOOTBALL PLAYERS

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Abstract

A sample of Indiana high school football players was questioned to determine whether anabolic-androgenic steroid (AAS) users exhibited greater self-confidence, physical strength, and conditioning than did those players not using AAS. Subjects were given a survey instrument that asked for demographic information, players' knowledge and attitude about AAS use, reasons for use, availability, dosage, regimen, and method of administration. Results revealed that a statistical difference exists between AAS users' and nonusers' perception of their physical condition. AAS users rated their physical condition as good to excellent, whereas nonusers reported their physical condition as good to very good. No statistical differences existed between AAS users and nonusers in the areas of self-confidence and physical strength in comparison to their teammates. AAS users and nonusers rated their self-confidence around their teammates and classmates as being confident all or most of the time. Health educators must stress the dangers associated with AAS use, and should continually emphasize these risks within a comprehensive school health education program.

Keywords: ergogenic aid, performance enhancing substance, self-confidence, strength, conditioning

Characteristics of Anabolic-Androgenic Steroid Users Among Indiana High School Football Players

The use of anabolic-androgenic steroids (AAS) as a performance-enhancing substance has been prevalent within athletics for many years. Some of the benefits include increased muscle size, athletic performance (both physical and psychological), energy, and aggression, as well as diminished fatigue (Olrich, 1990; Perlmutter & Lowenthal, 1985; Yesalis, 1990). Interestingly, an increase in self-confidence is one of the facets contributing to performance enhancement that has been found with AAS use (Olrich, 1990; Schwerin & Corcoran, 1996; Schwerin, Corcoran, Fisher, et al. 1996).

Vealey (1998) found physical self-presentation as one of nine sources of self-confidence used by athletes when competing in sports. Anabolic-androgenic steroids facilitate increases in body mass. When taken in conjunction with the athlete's training regimen, AAS enable the athlete to become stronger and leaner. Self-confidence increases when athletes believe they look good (consider themselves big and muscular). Confidence expectations mediate the relationship between sources of confidence and resulting thoughts, feelings, and behaviors (Bram & Feltz, 1995; Vealey, 1998). Athletes may implement AAS into their regimen to help increase lean body mass and strength, which may increase their self-perception; concomitantly, their self-confidence may increase, especially within their sport.

The purpose of this study is to determine if high school varsity football players taking AAS exhibit greater self-

confidence than do those varsity football players not taking AAS. Perceptions such as having more self-confidence around their teammates, classmates, and friends and their perceived physical strength and conditioning compared to those of their teammates are some of the characteristics this study investigates among high school football players.

Methods

Subjects were varsity football players from 27 high schools randomly selected from the 347 high schools in the state of Indiana. A stratified random sample with replacement was used for the study. The sample universe was stratified into urban, suburban, and rural high schools in order to obtain a comparable number of subjects from each geographic area.

A pilot study of the survey instrument was conducted to determine reliability. Cronbach's alpha was utilized to estimate reliability and was determined to be .80, thus indicating internal consistency.

After the schools were selected, the principal and varsity football coach of each high school were contacted through the mail to explain and seek their participation in the study. Follow-up phone calls were made to further elaborate the specifics of the study. Once approval was obtained, the lead author (VGS) scheduled a date and time to administer the survey instrument to each varsity football team. Parental consent forms were sent to the schools and distributed to the athletes prior to the administration of the survey instrument. Subjects were instructed to have the parent or guardian sign the consent form granting permission for the son's participation in the study. Subjects had to present the signed parental consent form to be eligible to participate.

A total of 873 of 1,327 subjects from the 27 high schools participated in the study. The lead author personally administered the survey instrument to the participating high school teams. No coaches, teachers, or school personnel were present while the survey instrument was administered.

The survey instrument consisted of three sections. Section A asked for demographic information such as age, race, class standing, years of football experience, high school enrollment, and football position played. Section B investigated different facets of a player's knowledge and attitude toward the use of AAS, including questions about self-confidence, drug testing, and the perceived impact of AAS on health. Section C asked about subject's use of AAS, perceived availability of AAS, how AAS were obtained, reasons for AAS use, type of AAS taken, dosage regimen, and method of administration. All questions on the survey instrument were multiple choice response format.

Data analysis used independent sample *t*-tests to determine if significant differences ($p < .05$) existed between AAS users and nonusers in their perceptions of self-confidence around teammates and friends, and their perceptions of physical conditioning and strength. The chi-square statistic was used to measure discrepancies within

groups. Descriptive statistics were used to investigate frequency differences between AAS users and nonusers. The statistical package SPSS for Windows (SPSS Inc., version 8.0, Chicago, IL) was used for all data analysis.

Results

Nineteen students who failed to answer all questions were deleted from the sample. Therefore, only 854 [AAS users (U) = 65 and AAS nonusers (NU) = 789] of 873 subjects were used for this study.

No significant differences were found with regard to age, class rank, years of playing organized football, location of high school, and position played ($p > .05$).

Significant differences existed between users and nonusers regarding the amount of playing time per game ($t_{852} = -2.16, p < .05$). AAS users reported a greater amount of playing time during games than did AAS nonusers, who reported minimal amounts of playing time.

Significant differences were found between users and nonusers in regard to race ($t_{852} = 3.60, p < .05$). Caucasians were the most prevalent within both groups. No differences were noted between Africans-Americans and other (Asian and Hispanic) categories of race.

A significant difference was found between users and nonusers when asked to rate their physical condition in comparison to their teammates ($t_{852} = -2.16, p < .05$) (Table 1). Significant differences were found within AAS users, $X^2(4, N = 65) = 25.85, p < .05$, who rated their overall physical condition compared to their teammates as being good to excellent, whereas nonusers, $X^2(5, N = 789) = 685.02, p < .05$, rated their overall physical condition as good to very good.

TABLE 1

How would you rate your overall physical condition compared to your teammates?

	Users		Non-users	
	N	%	N	%
Excellent	18	28	113	14
Very good	24	37	266	34
Good	16	25	324	41
Fair	3	4	72	9
Poor	4	6	14	2
Total	65	100	789	100

Regarding self-confidence around their teammates, no significant differences were found between AAS users and nonusers (Table 2). In addition, no significant differences

Table 2

How would you rate your self-confidence around your teammates and classmates?

	Teammates				Classmates			
	Users		Non-users		Users		Non-users	
	N	%	N	%	N	%	N	%
Feel confident all the time	21	32	268	34	24	37	256	33
Feel confident most of the time	35	54	450	57	37	57	491	62
Never feel confident	5	8	29	4	2	3	17	2
Unable to say	4	6	42	5	2	3	22	3
Total	65	100	789	100	65	100	789	100

were found between AAS users and nonusers regarding self-confidence around their classmates. Both users and nonusers rated their self-confidence around their teammates and classmates as being confident all or most of the time ($p < .05$).

No differences were noted between groups (AAS users and nonusers) in rating their overall physical strength in comparison to that of their teammates. Both users and nonusers rated their overall physical strength as greater than average or average (Table 3).

TABLE 3

How would you rate your overall physical strength compared to your teammates?

	Users		Non-users	
	N	%	N	%
Greater than Average	27	42	263	33
Average	32	49	426	54
Less than Average	5	7	87	11
Don't know	1	2	13	2
Total	65	100	789	100

Discussion

High school football players who were AAS users rated their physical conditioning as superior to that of their teammates who were AAS nonusers. Users responded that

AAS made them more aggressive, powerful, and better athletes than their teammates. Schwerin & Corcoran (1996) found that AAS users feel psychologically aggressive, socially assertive, sexually aroused, socially accepted, more self-confident, and happy/optimistic. Gregg and Rejeski (1990) reported that AAS create a very rapid increase in body size, which is another powerful motive for drug abuse, particularly among physically immature athletes. For a young adolescent male to be perceived as underweight by his peers has been reported to have significant negative impact on body image, self-confidence, and social adjustment (Blouin & Goldfield, 1995; Harmatz, Gronedyke, & Thomas, 1985). Perhaps selected competitors are using AAS to foster aggressive behavior and increase body size in an attempt to overcome low self-confidence (Anshel, 1993).

When examining their levels of self-confidence, the majority of AAS users and non-users rated feeling confident all or most of the time as opposed to never feeling confident (U=56, NU=718). Regardless of drug use, athletes usually exhibit greater self-confidence in comparison to fellow classmates and nonathletes.

Anabolic-androgenic steroid users did not differ significantly from nonusers when rating their overall physical strength in comparison to that of their teammates. However, a larger percentage of AAS users (42%) as opposed to nonusers (33%) rated their strength as greater than average when compared to their teammates. These results are consistent with Whitehead, Chillag, & Elliott (1992), who reported that 60% of AAS users felt they were stronger than their peers, as compared with only 26% of nonusers. Athletes may commence weight training to improve their physical appearance and become stronger; perhaps in the process, they gain more self-confidence. A weight-training program may improve an athlete's self-confidence through increased muscle mass and strength

gains, thereby enhancing that individual's identity (Bahrke & Yesalis, 1994).

A limitation of the study was that the survey instrument may not have been a valid and reliable measure of knowledge, attitude, and use of AAS. However, measures taken to increase the validity of the study included computerized scoring sheets for all subjects, equal time for AAS users and nonusers to complete the questionnaire, absence of school personnel during the administration of the survey instrument, and envelopes for all subjects to seal their responses. Research on the use of self-reporting methods of drug use, particularly for adolescents, has been documented to be valid (McClary & Lubin, 1985; Smart & Blair, 1978; Yesalis, 1993). When the drug-use rates from self-report studies have been compared with external methods of documenting drug use (reports by others or blood and urine samples), the self-report use rates have been similar to or only slightly lower than the rates derived by the other methods (Ausel, Mandell, & Mathias, 1976; Bonito, Nucro, & Schaffer, 1976; Deaux & Callaghan, 1984; Petzel, Johnson, & McKillip, 1973; Stacy, Widaman, & Hays, 1985; Yesalis, 1993).

Inquiries of self-reporting drug use and high school surveys have often been questioned. There are potential reporting errors that include faulty memory, reading level of the respondents, inability to understand the reporting time frames for drug use, concerns of confidentiality, and the complexity of the scales for reporting frequencies and amounts of drug use (Tanner, 1995; Yesalis, 1993). In this study, every effort was made to provide subjects the opportunity to present honest and accurate information.

In addition, the study had other limitations. For example, the sample of subjects, though randomly selected, may not have been representative of all high school football players in Indiana. Out of a possible 18,000 Indiana high school football players, only 873 were utilized for the study. Also, uncontrolled variables, such as honesty, fear of exposure, and subject mood variation, may have affected the outcome.

Implications for Health Educators

Many individuals are responsible for shaping an athlete's career and how he or she handles success and failure during sports participation. Parents, teachers, athletic trainers, coaches, and teammates all play a role in influencing whether a student-athlete is able to handle the success and failure associated with athletic competition. Oftentimes, young athletes are ill equipped to handle such attention, and this provides a setting for easy gravitation toward the use of alcohol and other drugs to cope (Wadler & Zemper, 1989). Health educators need to emphasize having fun with athletic competition rather than developing a "win at all costs" attitude in order to positively influence young student athletes when pressure and criticisms increase.

To develop self-confidence, an athlete must believe that hard work can lead to skill proficiency. Some athletes

may turn to performance-enhancing drugs such as AAS, whereas other athletes develop self-confidence via a regimented program of conditioning, weight training, and good nutrition. Thus, health educators need to stress the importance of physical activity and sound nutritional habits as ways to positively impact a student-athlete's confidence. Providing positive feedback during classroom discussions, class projects, assignments, and written exams will assist students in avoiding risky choices and behaviors and encourage them to be as healthy as they are capable of being (Davis, 1999).

Health educators need to be aware of the adverse health risks associated with AAS use (Komoroski & Rickert, 1992; State Education Department of New York, 1991). Educational programs need to provide a consistent, honest, and repeated message to students (Goldberg, Elliot, & Clarke, 1996). Fifty-nine percent of middle school students cited television as their primary knowledge source of AAS, followed by magazines and videos (McMillan, Miko, Joyner, & Lefavi, 1993). Thus, the information that middle school students receive is probably inaccurate, based on the previously mentioned unreliable sources (Schnirring, 1996; State Education Department of New York, 1991). Education needs to be supported by accurate information that is communicated by respected and responsible individuals. Students need to believe the information supplied to them by health education professionals regarding AAS rather than those individuals supplying the steroids (Luetkemeier et al, 1995). Based on the findings of Stilger & Yesalis (1999), educational programs should begin prior to the junior high level. Education regarding AAS should be included in a planned and sequential comprehensive school health program, along with other drug education programs. Education should begin in the fourth and fifth grades and be delivered as often as possible throughout the school years.

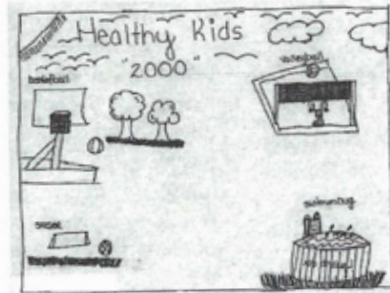
Conclusions

The results of this study revealed that self-confidence appears to be a by-product of usage and, therefore, linked to body size and strength as opposed to actual AAS use. This study provides information on how AAS users and nonusers at the high school level differ in their perceptions of self-confidence, physical conditioning, and strength. Even though no significant differences were reported between AAS users and nonusers regarding self-confidence, both groups reported being confident all or most of the time. More AAS users than nonusers rated their strength as greater than average. Therefore, the use of performance-enhancing substances by AAS users may increase their size, strength, and self-confidence around teammates and friends and give them a mental edge over their opponents. Based on these findings, health educators need to continually address the adverse effects of AAS, serve as positive role models, and encourage safe, clean competition through daily habits such as proper nutrition, adequate rest, physical conditioning, and healthy lifestyle behaviors.

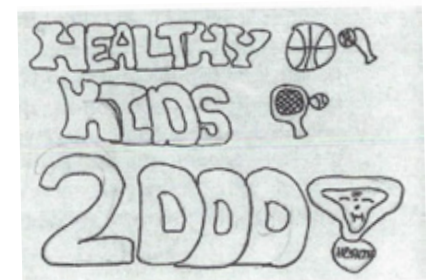
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Poster Contest WINNERS!



IAHPERD REGION MAP



NASPE

News Release

NEW PARENTS BROCHURE TOUTS THE FITNESS EQUATION

RESTON, VA, September 22, 1999 — The Chocolate Manufacturers Association and the National Association for Sport and Physical Education (NASPE) have teamed up to publish a new advocacy brochure for parents. Called "The Fitness Equation," the brochure stresses the importance of physical activity and a balanced diet.

"NASPE has a mission to guarantee every child in America the best possible health insurance: the opportunity to learn and participate in a healthy, physically active lifestyle," said Judy Young, NASPE Executive Director. "To achieve this goal, we must educate the whole child, both the mind and the body. Every child needs a quality physical education program, at least an hour of physical activity every day, daily recess in elementary school, and a nutritionally balanced diet based on the USDA Food Pyramid.

"Back to school and PTA meetings, community service events and health fairs are perfect opportunities for physical education teachers to share this valuable information with parents," she added.

For a free copy of the brochure, send a stamped, self-addressed envelope to "The Fitness Equation," NASPE, 1900 Association Drive, Reston, VA 20191.

To order multiple copies of the brochure, call 1-800-321-0789. Stock number 30410231. The price for a package of 50 is \$12.50 for NASPE/AAHPERD members and \$15 for non-members.

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

NEW ASSESSMENT RESOURCES AVAILABLE TO PHYSICAL EDUCATION TEACHERS

RESTON, VA, September 20, 1999 - Specific assessment resources to help physical education teachers measure student learning are now available. The National Association for Sport & Physical Education (NASPE) recently published the first four books in a new series to facilitate assessment of student learning as defined in the national physical education standards.

According to NASPE Executive Director Judy Young, "Interest in assessment has increased as school districts are demanding accountability and are actively seeking new ideas for assessing student learning in meaningful ways. This new series of books will help physical educators be effective in linking curriculum,

instruction, and assessment."

The first in the series, *Standards-Based Assessment of Student Learning: A Comprehensive Approach*, by Dr. Leslie Lambert, introduces the series and describes a practical framework to guide physical educators when planning and implementing standards-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 provides a context for the more specific topics in the other books in the series.

NASPE Past President Dr. Shirley Holt/Hale, who is also co-chair of the National Board of Professional Teaching Standards Committee, has authored two assessment books. They are: *Assessing Motor Skills in Elementary Physical Education*, and *Assessing and Improving Fitness in Elementary School Physical Education*.

Also available is *Preservice Professional Portfolio System* by Dr. Vincent Melograno. 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 is one way to represent teaching performance and a 9-step process for developing portfolios is provided.

The NASPE Assessment Series is seeking contributions to the series from practicing teachers, college and university teacher educators, or joint efforts between school and university-based 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, or write to her at: School of Physical Education, Pacific Lutheran University, Tacoma, WA 98447-0003.

Each book is \$10 for NASPE/AAHPERD 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.

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

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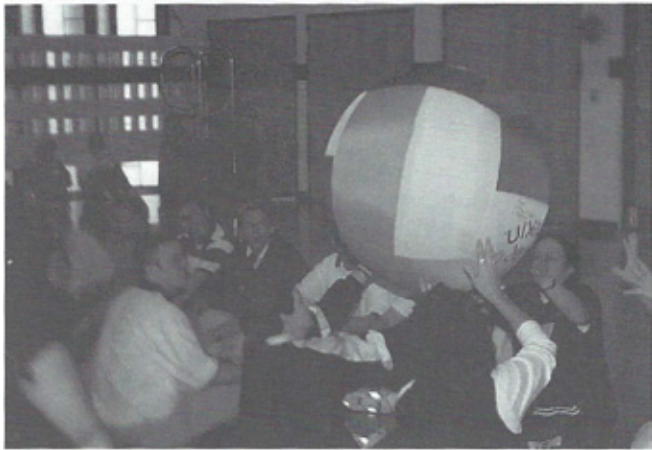
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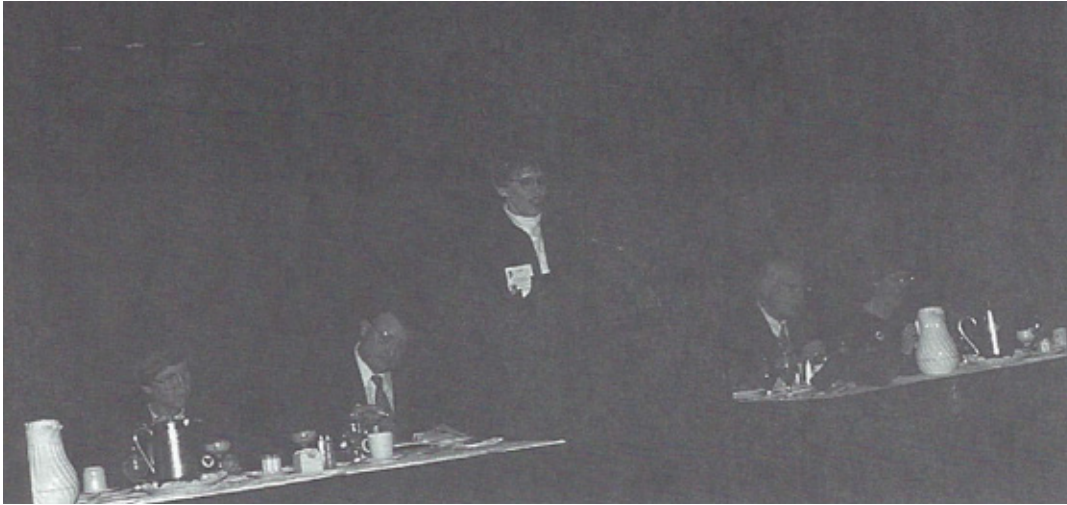


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Reviewed Article

Water Safety Programming Ideas

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Water Safety Programming Ideas

Over sixty persons per year drown in Indiana. These drownings occur in swimming pools, bathtubs, farm ponds, flooded quarries and practically any other body of water available. While drownings can and do occur at any age, it is most common among the young. According to data provided by the Indiana State Department of Health, children aged 1-5 years old comprise almost 20% of drownings in Indiana. Drownings occur in almost all counties in the state, with the 5 counties of highest population; Marion, Allen, Lake, Vanderburgh and St. Joseph, also having the highest incidence.

Drowning is a tragedy that could be averted in some cases through public education. Awareness of the potential danger of drowning, as well as accurate information as to how to prevent it, may reduce drownings in Indiana.

To facilitate the promotion of the awareness of water safety as well as disseminate accurate information, IAHPERD and partner agencies are promoting a "Water Safety Week" for the summer of the year 2000. Partner agencies in this project include: Ball State School of Physical Education Aquatics Program, IAHPERD and The American Red Cross. The partner agencies of this project hope that the physical educators and members of IAHPERD will assist in spreading water safety information. There are numerous activities and programs that can be undertaken to assist with this task.

Activities Community Pools can Undertake

If your involvement is with a community pool, such as a recreation department, park district, camp pool, or YMCA, you're in a position to offer instructional based activities. Offering basic water safety courses during this period, such as the American Red Cross Community Water Safety course, will provide community members with the ability to get water safety information in a structured setting. This 4 hour course has an optional pool session and would

be excellent for parents, Boy or Girl Scout leaders, camp counselors and child care providers. This program does not certify but provides a course completion certificate. This denotes participation in the course but implies no skill acquisition or ability to perform rescues.

Providing discounted or even free swimming lessons during will assist in providing exposure to those children who might not normally have access to instruction for financial reasons. Those children who enroll for the lessons during water safety week will also be more likely to continue instruction due to the desire to continue to develop their skills.

Focusing attention on lifeguard training and Water Safety Instructor courses will enable more community members to enroll in, and complete these certifications prior to the summer season when they are needed most. Offering these courses in an intensive format, usually weekends, is one of the best methods to allow for large participation in the course.

A "Water Safety Carnival" is an excellent participatory event for involvement in water safety. Marketed to children and families in the community, the event might begin with a demonstration of skills by facility lifeguards, followed by exhibition of new skills from the swim classes, swim team and possibly a SCUBA demonstration. Participatory activities to follow might include stations providing for various aquatic safety skills; a lifejacket practice station, reaching assist station, ringbouy toss station, swim safety skills test station, safe diving (deep water) practice station. The day would finish with a supervised family swim time. An announcer and public address system are helpful for directing groups and announcing the next demonstration or event. To complement the activities, water safety tip sheets for parents and coloring pages for children can be distributed.

Activities Schools Can Undertake

One of the best resources available to schools for

water safety education is the American Red Cross Whales Tales program. This program combines a 12 minute video with posters and activity pages. It is designed to be taught by classroom teachers who have no prior training in aquatics, and a pool is not required as all activities are classroom. This package can be purchased through the local chapter of the American Red Cross and is relatively inexpensive. The program is designed to be used for students in the primary elementary grades.

In keeping with the "across the curriculum" instruction concept, water safety can be dovetailed with other subjects outside of health and physical education. Students can illustrate pool and water safety rules in their art classes. The drawings and posters that they produce can be displayed throughout the school. The school library may wish to feature aquatics related books during the period of water safety education. Books that focus on swimming, SCUBA diving, sailing, canoeing and other aquatic activities will assist students in understanding that water safety is not only important but opens the door for them to participate in fun and exciting activities. The capstone to the water safety week would be the school assembly. This is an excellent opportunity to bring in a speaker who can talk about the topic of water safety. Good choices might include the local Red Cross water safety representative, YMCA Aquatics Director, University Aquatics Director, Coast Guard Auxiliary water safety educator, or even an area lifeguard or knowledgeable park ranger.

An all out drive on water safety education is best accomplished immediately before the summer swimming season begins. This will make the information presented seem more relevant and pertinent to the students as the weather is turning warm and their thoughts are beginning to turn to swimming.

Field trips to local aquatic venues are also a fun and educational opportunity for students. Taking a trip to the local swimming pool, beach or water park allows the students to experience the enjoyment of aquatics first hand in a supervised environment while learning about the safety rules for the facility. This is particularly relevant in smaller communities where a community pool is the only access to aquatics the students will have. The visit then serves to educate the users about their facility, impart safety information, and allow them to experience the fun to be had at this important community resource.

Activities Colleges and Universities Can Undertake

Colleges and Universities probably are not the first place you think of when you think of water safety education. However, the post secondary institutions do have access to a tremendous pool of talented young men and women, many of whom work in aquatics. Utilizing this talent pool can greatly assist with spreading the water safety message. Collegiate instructors that teach the Red Cross WSI or equivalent YMCA course can make arrangements with public schools or community pools to assist with swim

lessons or deliver water safety presentations. This can serve to provide the college students with real teaching experience while assisting the schools with lowering the teacher/student ration in their swim lessons or by delivering the water safety lecture for the classroom teacher.

College students in the physical education or elementary education curriculum can also deliver water safety presentations at community libraries, boy and girl scout troops and day care centers. In many instances these agencies are looking for someone to provide such a service, but don't know who to approach. The students can build a resume of public service while strengthening their teaching skills, the university will derive good will, while the agency gets free instruction. This is an excellent service project for physical education majors clubs or professional fraternities such as Phi Epsilon Kappa.

Community Water Safety

Participation in water safety education is something that the community at large can assist with. Boys and girls clubs such as Scouting troops and adventure clubs can begin focus on water safety training immediately before the summer starts. For scouting organizations this may translate into co-opting with local pools for assistance with swimming or lifesaving merit badge training. Swim testing and training can also be accomplished before the scouts go off to camp. This increases their safety and lowers everyone's anxiety when they get there.

Adventure clubs can begin preparing for the boating and sailing season by performing some basic aquatics training before they get out on the water. Basic instruction might include a swim test, lifejacket float, man overboard drills, swamped boat drill, and even some basic first aid. Performing the basic safety drills in the pool before boating season will ensure that everyone is safe and will also ensure that all the time on the water is for boating and only a safety review will be needed.

Stores and business can assist with spreading the word about water safety by distributing free water safety brochures produced by various aquatic safety organizations. They can also display posters and coloring pages about water safety done by the local school students.

Conclusion

Water safety is everyone's responsibility. The potential for a drowning to affect all of our lives in a catastrophic manner is real. Tragically many of the victims are children. It is our responsibility as physical education professionals to do our best to help alleviate the problem. By performing a few simple and enjoyable activities, we can help to reduce the incidence of drowning in Indiana.

SELECTING AND USING A HEART RATE MONITOR FOR PHYSICAL EDUCATION

by Kay Oldaker, Warrenton Middle School and Jack H. Schiltz Virginia Commonwealth University

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Many physical educators and health professionals seek to integrate current technologies into the field. The use of heart rate monitors in physical education classes is gaining in popularity and value. However, finding money to purchase heart rate monitor equipment is difficult for most physical educators. Selecting equipment that meets your needs can be an equally frustrating task. Manufacturers often claim their heart rate monitors (HRMs) will “save the world” - in reality, each has its strengths and weaknesses. Selecting one HRM over another is not a “right” or “wrong” decision but rather one based on which best meets the needs of your students.

This article will help interested educators evaluate their needs and the features and characteristics of HRMs by comparing two of the most popular models. After talking to teachers throughout Virginia, we identified two primary vendors of HRMs:

New Life Technologies
One Park West Circle, Suite 303
Midlothian, VA 23113-4518

Polar Electro Inc.
370 Crossways Park Drive
Woodbury, NY 11797-2050

HEART RATE MONITORS COMPARED

New Life Technologies has two HRMs, “Ken” and “Mike.” Because the Ken HRM is very basic in design and data output, only Mike will be evaluated. Polar offers approximately five HRMs - three are very basic, and two are more sophisticated. The “top of the line” Polar model interfaces with a computer to produce written documentation of a given exercise routine; it retails for approximately \$400. A more modest HRM, the “Accurex II,” performs almost all the functions of the top model but sells for \$150. The Accurex II seems to be the HRM preferred by most school systems for daily use.

COMPARISON 1: PHYSICAL DESIGN AND COST MIKE

The Mike HRM has a chest strap with a wire leading from the center of the chest strap to a set of head

phones. Two different types of head phones are available. One has ear pieces that hook onto each ear, and the other is the traditional style with ear phones attached to a flexible metal strap. The Mike HRM retails for approximately \$70. The price decreases significantly when large numbers are purchased.

WEAKNESSES OF MIKE:

- The wire between the chest strap and the ear phones may get in the way during vigorous activity.
- The ear phones may fall off (separate ear pieces seem to stay on better).
- Reaching controls on the chest strap is difficult once the equipment is put on.
- Mike cannot be used in water (generally not a concern in public schools).
- All communication with the device is auditory.
- It is difficult to seat the ear phone plug into the chest strap to create a tight seal.
- All summary information is erased if body contact is lost. Mike gives three warnings of “check body contact.” If body contact is not re-established within one minute, Mike will say “Bye” and turn off.
- The chest strap of Mike is molded to curve around the chest. This design seems to pull the sensory components away from the chest, causing loss of contact.

STRENGTHS OF MIKE INCLUDE:

- The cost is significantly less than that of the Accurex II HRM.
- The batteries can be changed by the user rather than the manufacturer.
- Mike can be used in the dark or with individuals who have vision deficits because all information is auditory.

ACCUREX II

The Accurex II HRM has a chest strap similar to Mike’s but is straighter. Controls, however, are on a wrist watch with information from the chest strap communicated to the wrist watch. The wrist watches and straps are waterproof. The Accurex II retails for approximately \$150. Again, the price decreases significantly when the HRM is purchased in large numbers.

WEAKNESSES OF THE ACCUREX II INCLUDE:

- On rare occasions, children standing too close to each other may cause the radio frequencies to mix, resulting in less accurate data.
- Batteries (approximately \$10 per watch) can be replaced by the manufacturer only.
- It is difficult to use the Accurex II in low lighting or darkness. It beeps if the user is out of the heart-rate training zone, but most information is visual.
- The digital watch is difficult to read, presenting problems for individuals with visual limitations.

STRENGTHS OF THE ACCUREX II INCLUDE:

- Its wireless design does not obstruct movement.
- It can be used in water.
- Communication can be either visual or auditory.
- Data is stored until the watch is reset for the next class, and the recall of data can be done immediately or later.
- The chest strap is molded in a flatter design, that seems to create better contact with the skin.

PHYSICAL DESIGN COMPARISON NOTES

If the chest strap in either model does not make sufficient contact with the skin, inaccurate data will be obtained. Techniques such as moistening the straps and using a tight-fitting aid ensure contact. Although some teachers seem to have more difficulty maintaining contact with Mike, we have not experienced contact problems with the consistent use of Mike for middle school students.

COMPARISON 2: TRAINING PROGRAMS

MIKE PROGRAMS

The Mike HRM can be set to indicate the heart rate every 30 seconds, 1 minute, 2 minutes, or 4 minutes. Three work-out programs can be used. The first is a simple heart rate monitoring mode. No workout/training zones are used in this mode. It simply tells the user what his/her pulse rate is. If workout zones are desired, two different options are available. The upper and lower limits of the zones are automatically programmed by using the button on the chest band to enter the user's age. The first is a "fat burning" zone of 55%-70% of maximum heart rate, and the second is the "stronger heart" zone of 71%-85%. The unit can also be set so that 5 minute warm-up and cooldown periods are timed for the user. Another timing function is the overall time of the workout. Every ten minutes, the unit will state the elapsed exercise time.

A user's heart rate can be obtained at any time during all three programs, as well as the warm-up and cool-down periods, by pressing the button on the chest unit one time. The Mike unit also has a summary feature

that gives the following information after the workout is finished:

- Total workout time.
- Average heart rate in the zone chosen.
- Total time in training zone.

Mike's programming also provides positive encouragement. If the user is staying within the training zones, Mike says "Good workout." If the heart rate falls below the zone, Mike says, "You are slowing down" or "You are easing up." If the heart rate goes above the training zone, Mike says, "You are working too hard." During either of the two training modes, the pulse rate is not given unless the button on the chest strap is pressed.

STRENGTHS AND WEAKNESSES OF MIKE INCLUDE:

As the user becomes more sophisticated in conditioning theory and technology, the Mike HRM may not meet his/her needs. The device only measures the heart rate in thirty second intervals. Measurements every 5 to 10 seconds may be more helpful as users increase fitness levels. Because only two training zones are used, the user cannot determine his/her own training zones using more sophisticated formulas. Mike does not have the watch capabilities of an Accurex II, and it certainly cannot recover as much data as the Accurex II. Furthermore, when contact is lost on the chest strap and the child doesn't hear the simple warning "Bye," then all data is lost. However, Mike is judged to be much simpler in programming and, hence, more "user friendly." It automatically calculates training zones. For the novice user, such calculations are particularly useful.

ACCUREX II PROGRAMS

The first function of the Accurex II is that of a normal digital watch and split stop watch, which can give the user time (a.m. or p.m.), date, alarm, and split/lap times. It has two count-down timers so that a 5-minute warm-up, 30minute workout, and a 5-minute cooldown format could be used. Target heart-rate zones must be calculated by the user and then set. Whenever the user goes above or below the target zone, the watch beeps. A third recovery countdown timer is also included to check recovery pulse rate. Recall features of the Polar Accurex II include:

- Time spent below, in, and above your target zone.
- Recovery heart rate after exercise (has to be checked before watch is stopped). Split or lap times (over 40) and the heart rate at the split time.
- Average heart rate of the exercise period.

STRENGTHS AND WEAKNESSES OF ACCUREX II:

The Accurex II is somewhat more sophisticated and does not seem to be user-friendly. The 31 pages of instructions (compared to two pages of instructions for

Mike) are often unclear and difficult to remember. As mentioned previously, if contact is lost on the chest strap, the watch shows "00" and the small heart indicator does not appear. Because time will continue to run if the user does not notice the problem, data could be inaccurate and easily misinterpreted.

The sophisticated program offering of the Accurex II includes an attempt to integrate a HRM into a split stop watch. Consequently, a user can pull back over 40 splits and the heart rate at each split. It will give the user time spent in, above, and below the target zone, whereas the Mike gives only time in the target zone. As with any technology, with continued usage, the Accurex II becomes easier to operate and program.

CONCLUSION

Several essential factors should be considered when selecting the most appropriate HRMs. Schools and programs with limited funding would likely select the Mike HRM. Although schools may purchase a large quantity of less expensive models, some teachers and programs purchase one or two Accurex II or higher models for demonstration and educational purposes.

Since instructional time is also limited, teachers often point to the importance of "time on task." Children

cannot be expected to learn how to use a HRM without wearing one. The efficient design and programs of Mike are appealing for introducing students to HRMs and getting them on task quickly. Students can easily learn training and conditioning principles using the "fat burning" or "strong heart" modes. They can recall enough information in the summary feature for a variety of fitness topics to be adequately covered.

The Polar Accurex II may possess more long-term potential for fitness instruction. Students can start with simple heartbeat functions and continue learning new functions as they progress and/ or mature. As students progress with fitness and/or grade levels, additional functions can be introduced and included in the instructional unit. The more sophisticated features may help reduce premature loss of interest or boredom with HRMs.

Ultimately, the purchase of HRMs depends on the unique educational situation. We hope this article will help physical educators to make an informed decision about which HRM best meets the needs and nature of their program.

IAHPERD Members by District - April 1999

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Retired (7)	13	7	29	13	5	0	8	12	0	87
Subscriptions (6)	1	1	1	0	0	0	1	0	4	8
Affiliates (9)	0	2	2	0	1	0	0	3	0	8
Miscellaneous (8)	0	0	2	0	0	0	0	0	0	2
Totals	427	299	1,437	610	185	28:	111	286	8	3,391
Total Professional	276	220	1,374	466	78	18	82	179	4	2,697

*Legend:
 1 - Chicago 2 - Eastern 3 - Northeastern 4 - Northern 5 - Southeastern 6 - Southern
 7 - Southwestern 8 - Western

STRESS MANAGEMENT PRINCIPLES FOR PHYSICAL EDUCATORS

by William D. Russell, Eastern Illinois University, Charleston

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Students and student-athletes alike are often faced with many stressful situations and competing time demands throughout every semester. For students, there are exams, papers, presentations, social stressors such as relationships with friends, roommates, or romantic relationships, and a myriad of other demands. For student-athletes, there are not only the previously mentioned stressors, but also the additional strain of practice and competition. Often, it is the situation that is blamed for the stress and these situations produce a negative and uncomfortable response based upon one's perception of that situation, commonly referred to as the anxiety response.

This response is actually a neutral reaction to any potential stressor, but our cognitive appraisal of that event places meaning upon whether or not the event is perceived as positive or negative. Within physical education courses, students' performances are often evaluated solely from their context as students, yet it is important to be cognizant that student academic performance can and often is affected by stressors in other contexts (e.g., social contexts such as family and school relationships, or occupational stress which may affect academic performance). It is important to note that this anxiety response has both a physical and mental component. The physical component includes such responses as increased heart rate, perspiration, respiratory rate, blood pressure, and muscular tension. The mental response is based on the subjective perception of a situation as dangerous or personally threatening. The negative thoughts students have are manifested as worry, fear of failure, embarrassment or rejection (Ellis & Harper, 1979).

One major objective of Healthy People 2000 is to increase to at least 50 percent the proportion of children and adolescents in grades 1-12, who participate in daily school physical education. However, daily attendance between 1991-1995 has decreased from 41.6 percent to 25.4 percent, indicating that the Healthy People 2000

goal is becoming more distant, (USDHHS, 1990). It may be argued that some of these decreases in participation are due to negative attitudes and stress that students possess within physical education. We, as physical educators, must understand the stress process and how it affects student performance in order to ultimately provide better instruction. Stress occurs as a series of phases rather than an overwhelming event. Each phase can vary across students, but the typical stress response sequence is:

"(1) recognition of heightened physiological arousal followed by (2) the experience of maladaptive cognitions which serve to define the response to the individual as fear, anger, or pain, then (3) feeling of possibly being overwhelmed by the stressor." (Harrison & Feltz, 1981, p. 56).

Anxiety-producing situations, then, can occur not only in athletic performances, but in other performance situations, such as physical or sport skills tests within physical education, where performances are tied to the student's grade. Normally, it is the situation that is blamed for the stress reaction (e.g., "I never do well when the teacher administers skills tests"). However, the situation is not the cause of the stress, but students' perceptions of that situation. Our thoughts are our choice and although students may not always believe so, anxiety is a choice. The same situation, which is perceived as stressful by one student, may not be perceived as such by the next student only because they perceive the situations differently. For example, a student, who has high self-efficacy of their racquetball skills, will not perceive a skills test in racquetball with as much trepidation as a student, who lacks this confidence in their skills, regardless of the two students' actual racquetball skills.

A central concept in stress management is control. Students are able to control their stress, but must decide that they want to manage it. The key then is not the

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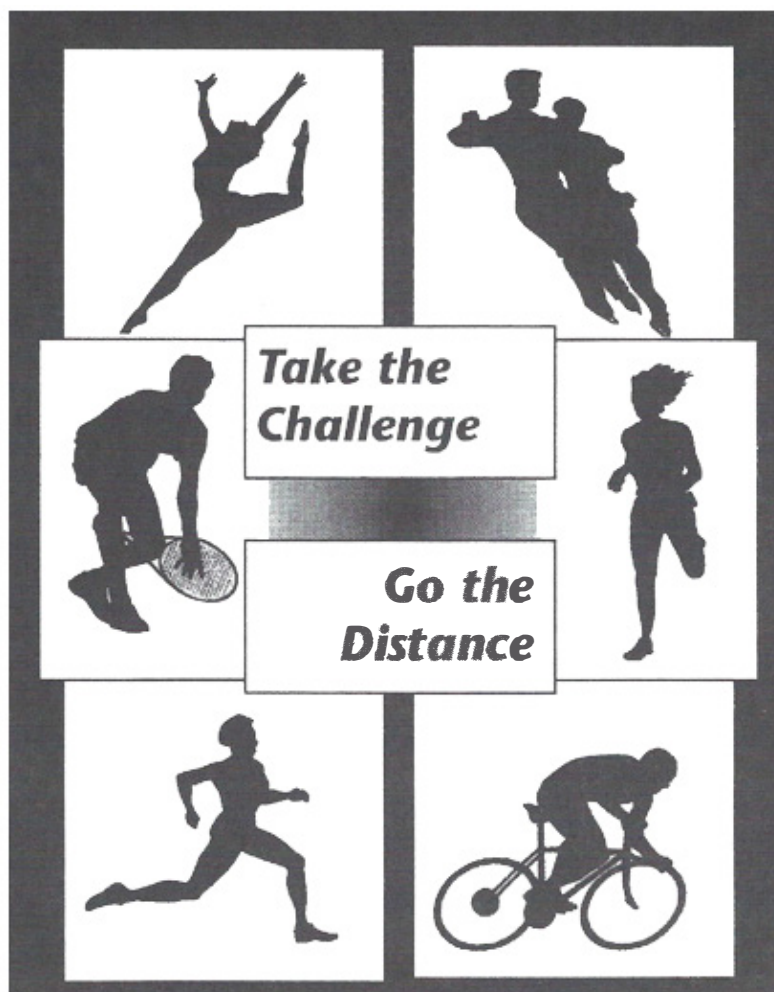
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March 30-April 3
New Orleans, LA

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.



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@aahperd.org http://www.aahperd.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:

	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 _____

AMOUNT PAID:
\$

MNSFIN

Return form with payment to:
AAHPERD, P.O. Box 79550, Baltimore, MD 21279-0550

For Office Use Only
Dep DT: _____ Ck: _____ Ck DT: _____ Amt: _____

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.

ELEMENTARY PHYSICAL EDUCATORS

SAVE THESE DATES

SPARK Training

JUNE 20-22, 2000

Columbus, Indiana

SPARK (Sports, Play and Active Recreation for Kids) Curriculum Training
(Training in this nationally validated curriculum will occur as part of the Indiana Department of
Education *Student Services Coordinated School Health Summer Workshop*)

- ★ Excellent Trainer
- ★ Identified by CDC as a ‘Program that Works’
- ★ College Credit Available
- ★ K-2 Manual & Grades 3-6 Manual FREE to schools that pilot the program
- ★ Sessions are dynamic, fun, and ‘hands-on’

Look for the Student Services Coordinated School Health Summer Workshop/SPARK brochure in late April. If you have not seen the brochure by May 1, call Sue Foxx at 317-232-9163 or check out our web site at <http://www.doe.state.in.us/opd/physedu.htm>.

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www.bsu.edu/indianaAHPERD

*Look
to the
Future*



*and
Mark Your
Calendar!*

Share your Journal with a Colleague

—and add a name to our growing membership list!